Keys for Providing EFFECTIVE FEEDBACK

Summative • Formative • Effective

Faculty are accustomed to giving **summative feedback** at the end of a course or project. This type of feedback is compared with a standard and is often high stakes. **Formative feedback**, on the other hand, is given throughout, and allows learners to adjust their thinking or behavior to improve their outcomes. Effective formative feedback engages learners, improves instruction, enhances learning, and produces better student outcomes.

When learners receive no feedback, it leaves them assuming either everything is fine or they are not doing well, sensing instructors are disinterested, and/or learning by trial and error.

» **All feedback needs to be constructive**, meaning it contains **helpful** and **specific** suggestions for positive change.

Follow a tried-and-true path for feedback
(the Pendleton model is one approach)

1. **Learner self-assesses** what was done well
2. **Facilitator reinforces** what was done well
3. **Both discuss skills** used to achieve successful outcomes
4. **Learner self-assesses** what could have been done better, analyzes alternative skills
5. **Facilitator suggests** alternative skills if needed
6. **Learner gives feedback** to faculty

4 TIPS TO FOLLOW

» *Timing should be soon after the associated activity*

» *Provide descriptive, relevant, objective, and specific feedback frequently*

» *Avoid being judgmental, lecturing, asking close-ended questions, sugar coating, and not focusing on the learner*

» *Follow up with an action plan*

Opt for a more reflective conversation

» **Set the stage** – *"Do you have a minute for me to give you some feedback?"*

» **Self-assessment** – *"How do you think it went?"*

» **Objective findings** – *"I noticed…"*

» **Impact or concern** – *"It caused…"*

» **Receiver's view** – *"What are your thoughts?"*

» **Actionable guidance** – *"How would you do it next time?"*

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These models incorporate **self-assessment** so students are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work. They can create new goals and identify strategies that improve understanding and plan next steps.

Additional Resources

Fluckiger, J., Tixier y Vigil, Y., Pasco, R., & Danielson, K. (2010). Formative feedback: Involving students as partners in assessment to enhance learning. *Journal of College Teaching, 58*(4), 136-140.

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McMillian, J.H., & Hearn, J. (2008) *Educational Horizons,* 87, 40-49.

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