

## Practical recommendations for making feedback more student-centred

Nicol & Macfarlane-Dick (2006) synthesised the educational research literature on feedback and derived **seven principles which might strengthen learners' capacity to regulate their own** performance and associated, easy-to-implement feedback strategies.

Read their suggested strategies and self-assess:

- whether you already do this - if so put a ✓
- whether you would consider doing this - if so put a ?
- whether you don't think this would work for you and your students - if so put a X

No.	Good feedback practice...	Associated feedback strategies	Your view
1	<b>helps clarify what good performance is (goals, criteria, expected standards);</b>	Provide students with: <ul style="list-style-type: none"> <li>• written statements of the assessment criteria and/or standards that define different levels of achievement;</li> </ul>	
		<ul style="list-style-type: none"> <li>• examples of standards/levels of work;</li> </ul>	
		<ul style="list-style-type: none"> <li>• carefully constructed criteria sheets;</li> </ul>	
		<ul style="list-style-type: none"> <li>• opportunities to discuss and reflect upon criteria and standards in class (before an assignment);</li> </ul>	
		<ul style="list-style-type: none"> <li>• opportunities to mark or comment on other students' work;</li> <li>• opportunities to devise or negotiate their own assessment criteria.</li> </ul>	
2	<b>facilitates the development of self-assessment (reflection) in learning;</b>	Engage students to: <ul style="list-style-type: none"> <li>• identify criteria and standards that will apply to their work;</li> </ul>	
		<ul style="list-style-type: none"> <li>• make judgements on how their own work relates to these standards;</li> </ul>	
		<ul style="list-style-type: none"> <li>• make judgements on each other's work;</li> </ul>	
		<ul style="list-style-type: none"> <li>• regularly reflect on criteria and standards;</li> </ul>	
		<ul style="list-style-type: none"> <li>• request the types of feedback they want;</li> </ul>	
		<ul style="list-style-type: none"> <li>• self-assess work before submitting it for marking;</li> <li>• reflect on past work and feedback in a portfolio;</li> <li>• reflect on past progress before planning future actions and milestones.</li> </ul>	
3	<b>delivers high quality feedback information to students about their learning;</b>	Provide feedback information that is: <ul style="list-style-type: none"> <li>• timely, corrective, constructive and prioritised;</li> </ul>	
		<ul style="list-style-type: none"> <li>• about future actions (feed forward);</li> </ul>	
		<ul style="list-style-type: none"> <li>• limited in quantity (a usable amount);</li> <li>• online and automated - available anywhere, anytime and repeatedly.</li> </ul>	
4	<b>encourages teacher and peer dialogue around learning;</b>	Treat feedback as dialogue <i>not transmission</i> : <ul style="list-style-type: none"> <li>• discuss and negotiate feedback in class;</li> </ul>	
		<ul style="list-style-type: none"> <li>• use 'voting devices' to conduct class tests and discuss answers;</li> </ul>	
		<ul style="list-style-type: none"> <li>• ask small groups of students to discuss the feedback on their individual assignments;</li> <li>• promote peer dialogue.</li> </ul>	

No.	Good feedback practice	Associated feedback strategies	Your view
5	<b>encourages positive motivation and self esteem;</b>	Provide: <ul style="list-style-type: none"> <li>• regular, low-stakes formative assessments with feedback on personal progress (i.e. ipsative, not their ranking in the class);</li> <li>• feedback on the performance (not the student as a person);</li> <li>• marks <i>only after</i> students have responded to feedback comments;</li> <li>• time for students to resubmit selected assignments – to influence their expectations of learning and assessment;</li> <li>• automated assessment (self-tests) with feedback;</li> <li>• opportunities for students to submit drafts and receive feedback before making final submissions.</li> </ul>	
6	<b>provides opportunities to close the gap between current and desired performance;</b>	Provide: <ul style="list-style-type: none"> <li>• feedback on work in progress;</li> <li>• more opportunities for students to resubmit assignments;</li> <li>• introduce two-stage assignments where feedback on stage one helps improve stage two;</li> <li>• demonstrations of the strategies you want students to follow – to reduce the gap between actual and expected standards of performance (e.g. by showing students how to set about structuring an essay, writing an abstract, analysing data, drafting a research proposal);</li> <li>• action points to help students monitor and manage their assignments;</li> <li>• opportunities for students to work in groups and to identify their own action points in class after they have received feedback (i.e. integrate feedback into the teaching and learning process – involve students in generation and use of feedback).</li> </ul>	
7	<b>provides information to teachers that can be used to help shape teaching.</b>	Gather data by a variety of methods: <ul style="list-style-type: none"> <li>• collect data regularly on student progress (for instance, from assessments, questions in class, student behaviour/performances);</li> <li>• identify student difficulties with the subject matter or study methods;</li> <li>• use frequent tests, especially diagnostic tests, to generate cumulative information about students' knowledge and skills;</li> <li>• promote students' (metacognitive) thinking about their own learning, for example: set questions at the beginning of a session to be answered by students at the end:               <ul style="list-style-type: none"> <li>- What was the most important argument in this lecture?</li> <li>- What question remains uppermost in your mind at the end of this session?</li> </ul> </li> <li>• play back to students their answers to these questions in the following teaching session;</li> <li>• ask students to request the feedback they would like when they submit an assignment (e.g. on a feedback proforma);</li> <li>• ask students to identify the difficulties they encountered with an assignment;</li> <li>• encourage students to identify a 'question worth asking' that they would like to explore for a short time in the next tutorial.</li> </ul>	