

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	helps clarify what good performance is (goals, criteria, expected standards);	Provide students with:	
		• written statements of the assessment criteria and/or standards that define different levels of achievement;	
		• examples of standards/levels of work;	
		• carefully constructed criteria sheets;	
		• opportunities to discuss and reflect upon criteria and standards in class (before an assignment);	
2	facilitates the development of self-assessment (reflection) in learning;	• opportunities to mark or comment on other students' work;	
		• opportunities to devise or negotiate their own assessment criteria.	
		Engage students to:	
		• identify criteria and standards that will apply to their work;	
		• make judgements on how their own work relates to these standards;	
		• make judgements on each other's work;	
		• regularly reflect on criteria and standards;	
• request the types of feedback they want;			
3	delivers high quality feedback information to students about their learning;	• self-assess work before submitting it for marking;	
		• reflect on past work and feedback in a portfolio;	
		• reflect on past progress before planning future actions and milestones.	
		Provide feedback information that is:	
		• timely, corrective, constructive and prioritised;	
		• about future actions (feed forward);	
		• limited in quantity (a usable amount);	
4	encourages teacher and peer dialogue around learning;	• online and automated - available anywhere, anytime and repeatedly.	
		Treat feedback as dialogue <i>not transmission</i> :	
		• discuss and negotiate feedback in class;	
		• use 'voting devices' to conduct class tests and discuss answers;	
		• ask small groups of students to discuss the feedback on their individual assignments;	
		• promote peer dialogue.	

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5	encourages positive motivation and self esteem;	Provide: <ul style="list-style-type: none"> • regular, low-stakes formative assessments with feedback on personal progress (i.e. ipsative, not their ranking in the class); • feedback on the performance (not the student as a person); • marks <i>only after</i> students have responded to feedback comments; • time for students to resubmit selected assignments – to influence their expectations of learning and assessment; • automated assessment (self-tests) with feedback; • opportunities for students to submit drafts and receive feedback before making final submissions. 	
6	provides opportunities to close the gap between current and desired performance;	Provide: <ul style="list-style-type: none"> • feedback on work in progress; • more opportunities for students to resubmit assignments; • introduce two-stage assignments where feedback on stage one helps improve stage two; • 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); • action points to help students monitor and manage their assignments; • 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). 	
7	provides information to teachers that can be used to help shape teaching.	Gather data by a variety of methods: <ul style="list-style-type: none"> • collect data regularly on student progress (for instance, from assessments, questions in class, student behaviour/performances); • identify student difficulties with the subject matter or study methods; • use frequent tests, especially diagnostic tests, to generate cumulative information about students' knowledge and skills; • 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"> - What was the most important argument in this lecture? - What question remains uppermost in your mind at the end of this session? • play back to students their answers to these questions in the following teaching session; • ask students to request the feedback they would like when they submit an assignment (e.g. on a feedback proforma); • ask students to identify the difficulties they encountered with an assignment; • encourage students to identify a 'question worth asking' that they would like to explore for a short time in the next tutorial. 	