

Some suggested approaches to embed effective feedback practices

These approaches are based on the EAT decision-making cards, and focus on potential activities you could adopt – either yourself, or with colleagues, or with students.

For each of these, based on the material in this module, consider what the rationale for this activity is, and then note down ideas of how you could embed this in your own practice.

Activity	Rationale	How to embed this in practice
Explain the principles underpinning how you give feedback and why your approach is good.		
Agree the most appropriate form(s) for feedback for specific tasks.		
Ensure there is time for feedback in each taught session and identify it as feedback.		
Ensure feedback is specific and focused on how to improve.		
Ensure feedback contains reference to what the student has done well prior to elaborating on what needs improvement (address “is anything I did okay?”).		
Ensure feedback relates directly to the assessment criteria but also gestures to beyond the module.		
Ensure feedback focuses on the most important areas to address and not the minutiae.		
Ensure feedback is realistic in expectations (student has sufficient knowledge to be able to use feedback effectively).		
Provide links to where further information can be found to support development of ideas.		
Give detailed feedback on key sections of text so that students can learn to address this throughout their work without you doing the whole thing for them.		
Do not give feedback on full drafts and use comment boxes judiciously.		

If a student has failed an assignment summarise succinctly what the key things are that they must address in order to achieve a pass.		
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