**Practical recommendations for making feedback more student-centred and inclusive**

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 the 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

and give your reasons

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| **No.** | **Good feedback practice…** | **Associated feedback strategies** | **Your view** | **Your grounds** |
| 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); |  |  |
| * opportunities to mark or comment on other students’ work; |  |  |
| * opportunities to devise or negotiate their own assessment criteria. |  |  |
| 2 | **facilitates the development of self- assessment (reflection) in learning;** | 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; |  |  |
| * 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. |  |  |
| **3** | **delivers high quality feedback information to students about their learning;** | Provide feedback information that is:   * timely, corrective, constructive and prioritised; |  |  |
| * about future actions (feed forward); |  |  |
| * limited in quantity (a usable amount); |  |  |
| * online and automated - available anywhere, anytime and repeatedly. |  |  |
| **4** | **encourages teacher and peer dialogue around learning;** | Treat feedback as dialogue *not transmission*:   * 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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| **No.** | **Good feedback practice** | **Associated feedback strategies** | **Your view** |
| **5** | **encourages positive motivation and self esteem;** | Provide:   * 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 *only after* 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:   * 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:   * 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:   + 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. |  |

Adapted from: Debra Macfarlane-Dick & David J. Nicol. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education (2006), Vol 31(2), 199-218.