

# The Dos and Don'ts of EFFECTIVE FEEDBACK

Feedback helps learners make sense of information about their performance. It sits within a formative assessment framework and enhances the quality of student work or learning strategies. Learning through assessment may be improved through feedback. (Hattie 2018)



Provide immediate, specific and constructive feedback about the task at hand, the process and the learning behaviours.



Be general or non-specific when providing feedback, and don't confuse feedback with praise.



Consider the timing, amount, mode and audience for feedback.



Delay feedback, or use the same approach each time when providing feedback.



Focus feedback on both the process and products of learning.



Restrict feedback to written work—use a range of learning experiences as vehicles to provide feedback.



Educate students how to recognise, critique and generate quality work using exemplars.



Assume students understand the features of a high-quality product.



Provide feedback on student autonomy and self-regulation.



Make feedback a one-way process. Effective feedback is about dialogue and is valuable for all engaged with the process.