

Teaching Tips

A Forum for discussion and tips for advancing teaching and learning at Mona

Centre for Excellence in Teaching and Learning, The UWI Mona



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Special points of interest:

- The Teaching Tips Newsletter is a publication of the Centre for Excellence in Teaching and Learning (CETL) at the UWI, Mona.
- The newsletter is published three times during each semester and once during the summer. It provides tips for improving teaching and learning in higher education and is available online (<http://myspot.mona.uwi.edu/cetl>) as well as in the office of the CETL.
- If you need additional teaching tips on specific classroom practices, please contact us.

Giving Feedback

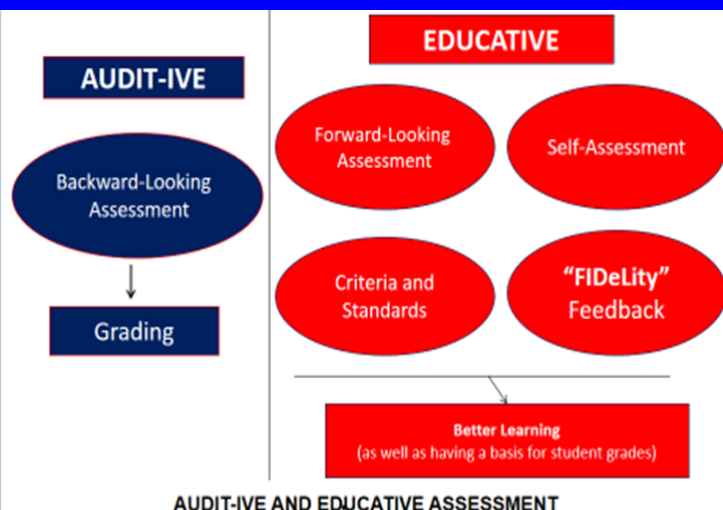
What is Feedback?

Broadly defined, feedback is “information given to students about their performance that guides future behavior” (Ambrose et al., 2010, p. 125). Feedback can help set a path for students, directing their attention to areas for growth and improvement, and connecting them with future learning opportunities.

Feedback at UWI, Mona Campus

At the University of the West Indies Mona Campus, some of our colleagues make strenuous efforts to provide meaningful feedback to our students. However some students complain about feedback, especially the lack of quality feedback and this is understandably associated with our very large classes. We must try to remedy this situation and with the technology available, it is possible for students to receive ongoing feedback but unfortunately, it might not be from “the in-person teacher” but from using the technology (for instance, AI tools) to facilitate the feedback.

The CETL supports the giving of educative feedback in all classes at the UWI, Mona Campus.



Fink, D.L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Let's go for educative feedback

Effective feedback is a powerful resource in advancing learning. Some of the ways this is accomplished are as follows:

- ◆ Strengthens metacognition
- ◆ Teaches effective communication
- ◆ Fosters critical thinking
- ◆ Encourages a growth mindset
- ◆ Builds problem-solving skills
- ◆ Solidifies disciplinary knowledge

There is an evaluative component to feedback, regardless of whether it is given with a grade. Effective feedback tells students “what they are or are not understanding, where their performance is going well or poorly, and how they should direct their subsequent efforts” (Ambrose et al., 2010, p. 137). In this way, feedback is essential to students’ learning and growth.

What Form Does Feedback Takes?

proforma written comments exemplars
exams guidance feedforward traditional
collaboration on-display learning peer
audio past questions screencast whole-class
clickers in-class assignments cumulative
editing anticipatory feedback elective self
co-revision e-feedback redrafting reviewing
progress criteria dialogue supervision
interaction briefing student involvement
faster feedback model answers training
video online

Feedback and Opportunities to Practice

It is not enough for students to receive feedback. They also need explicit opportunities to implement and practice with the feedback received.

In their *How learning works: Seven research-based principles for smart teaching*, Ambrose et al. (2010) underscore the importance of feedback, coupled with opportunities for practice: “Goal-directed practice coupled with targeted feedback are critical to learning” (p. 125, emphasis in original).

They further highlight the interconnection of feedback, practice, and performance in relation to overarching course goals.

Improving Feedback

What's the role for students? Let's involve them in the process.



Reconceptualising Feedback

As you think about giving feedback to your students, perhaps you will want to think about how you might reconceptualise feedback:

Giving feedback in a different way

Information that you the teacher provided



Something students **do**

End-loaded



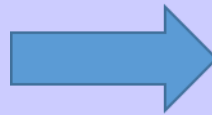
Built into the **process** of completing the assignment

Summative



Incorporated into **formative** assessment opportunities

Inauthentic



Authentic: Feedback that resembles the feedback practices of the discipline, profession or workplace

References

Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M.K. (2010). *How learning works: Seven researched-based principles for smart teaching*. Jossey-Bass.

Fink, D.L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.

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