



Students' Feedback: What and What Not?

30th January 2025

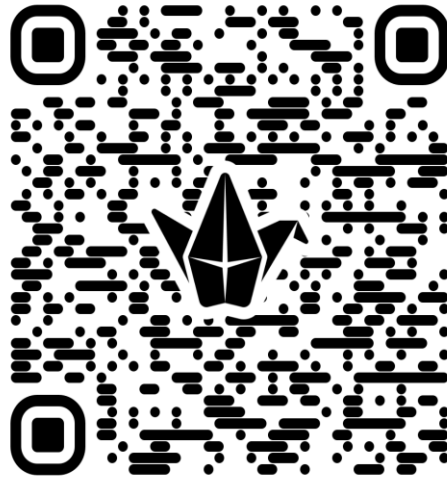
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Lecturer in Digital Education & Innovation

CEDS - Directorate of Education - University of Liverpool

Activity: Summarise your feedback strategy (e.g. three words)

For me, giving students feedback is....



Session outline

- What is a feedback?
- When to give feedback?
- How to give feedback?
- To Do's and Don'ts

What is a feedback?

- Process in which learners make sense of **information** about their **performance** and use it to **enhance** the quality of their work or learning strategies.”(Handerson et al, 2019)

Provides **information** about the ‘**gap**’ between actual performance and desired **performance**, thereby enabling students to close the gap and improve their performance. (Sadler, 1989)

“Feedback is The most powerful single moderator that enhances achievement”

Giving students feedback is important, because....

1. Students' motivation, self-efficacy, and determination

2. National student survey (NSS)

I received feedback (Yes/No)

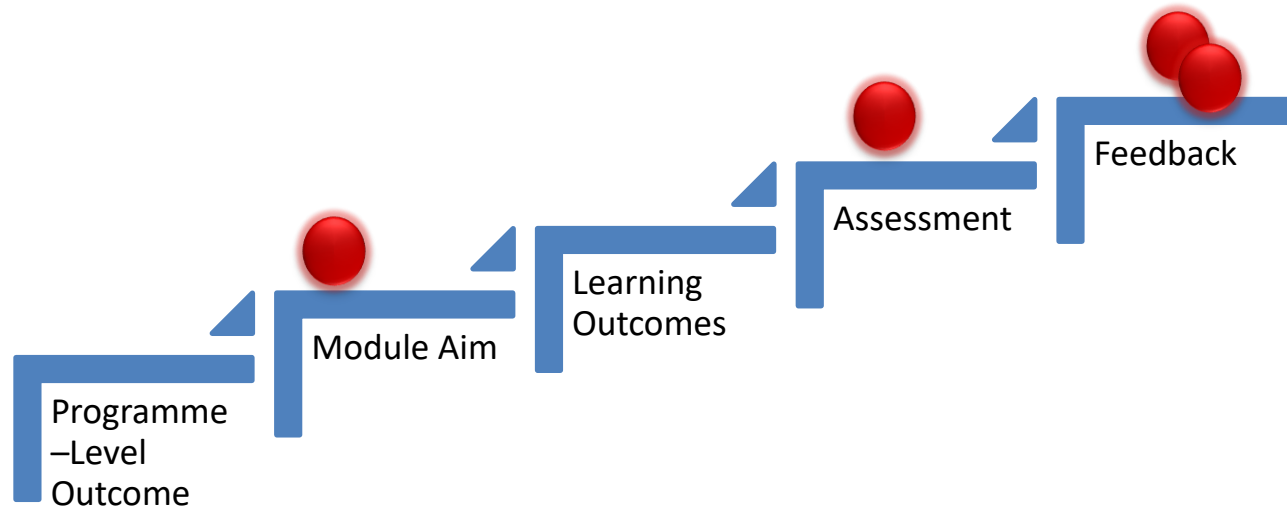
- Prompt
- Detailed
- Helped me to

University of Liverpool 2024 NSS report

3.University of Liverpool Policy

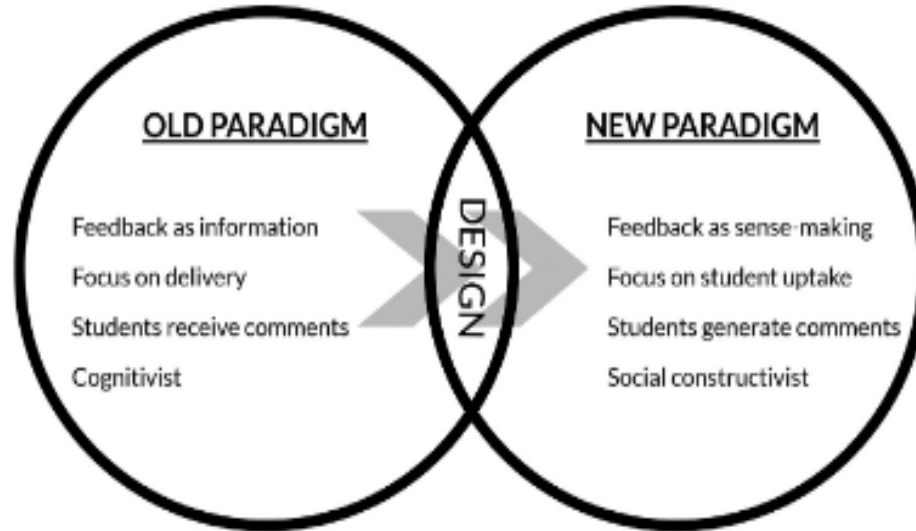
[CoPA Appendix N: Policy on Feedback on Assessment](#)

Feedback Butterfly Effect



Paradigm Shift in Giving Feedback

- Good Effective



(Winston & Charles, 2020)

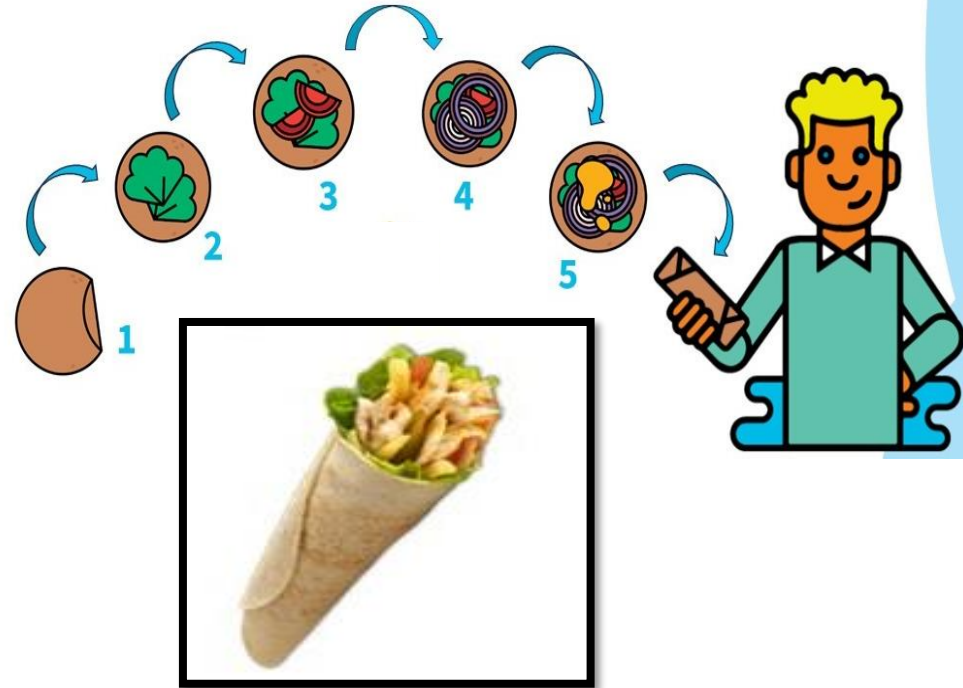
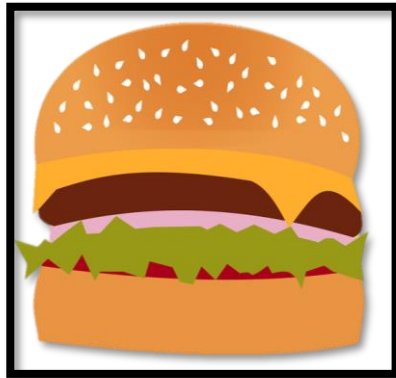
When to give feedback?

- Before Learning Activities
- During Learning Activities
- Interim Feedback (e.g. Mid-Term)
- Assessment Feedback
- End-of-Course Reflection Feedback
- Formative versus summative
-

“Timing Matters: delayed versus Immediate”

Feedback Sandwiches

- 1- Positive
- 2-Negative
- 3-Positive

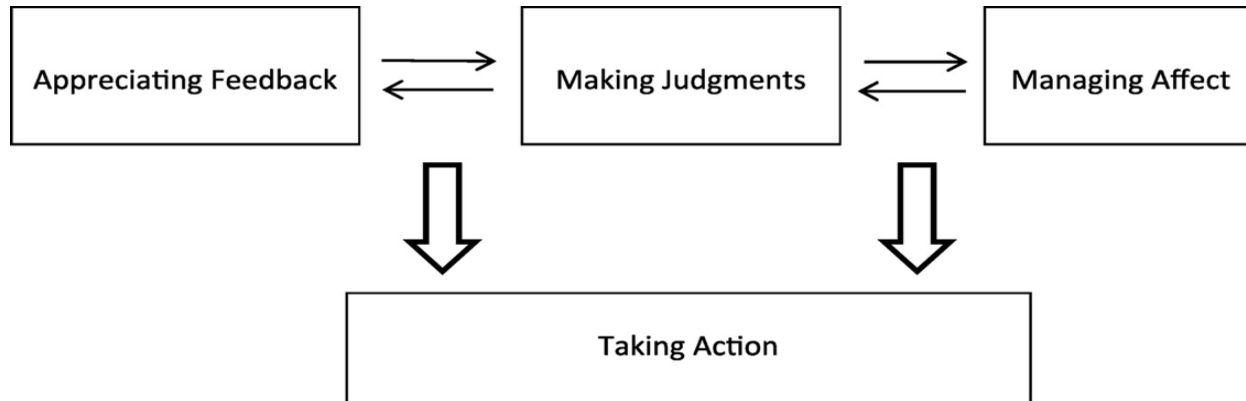


Tools to give feedback

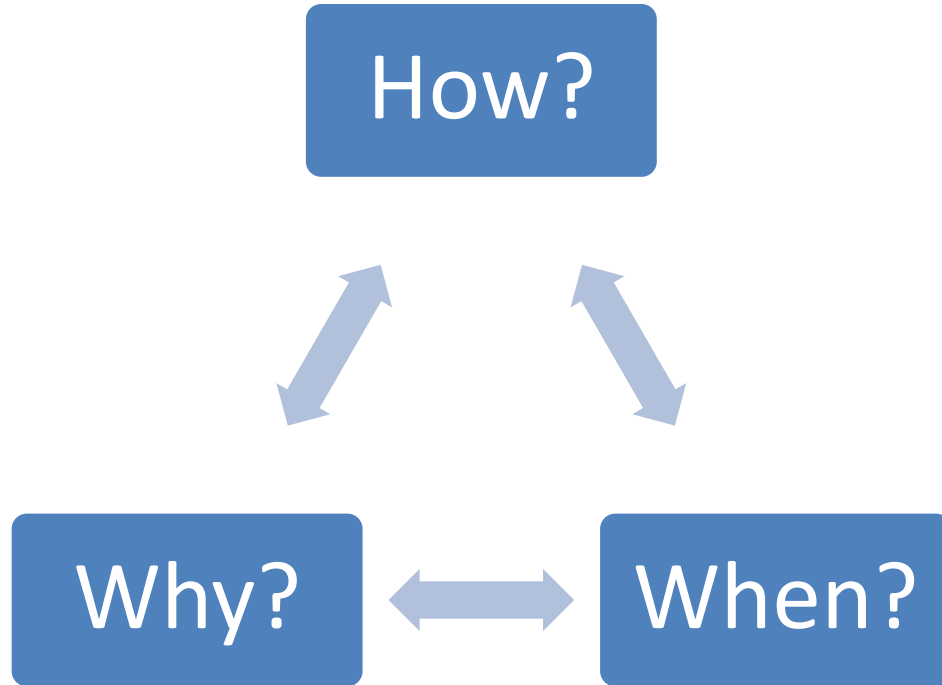
Method	Advantage(s)	Disadvantage(s)
Handwritten	Personal	-Time consuming, -deteriorated quality
Word processes	Quality	Impersonal, generic
Audio/video feedback (Real/non-real time)	Clarification in real-time	Technology is needed Accessibility
Assignment feedback sheet	-Specific -Understanding expectations -Well-Aligned with assessment, LOs	Crucial (careful) Not for quick review

Feedback Literacy

“The understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies.” (Carless & Boud, 2018).



Preparing students for feedback



Do's and Don'ts

To Do ✓

- Use precise language
- Timing: when there is still time to improve
- Use dialogic approach, self-assess
- Limit the number of action points
- Clarify what good performance (criteria/ standards, performance gap)
- Quality of information more than quantity
- Encourages positive motivational.
- Be creative in how you give feedback

Not To Do X

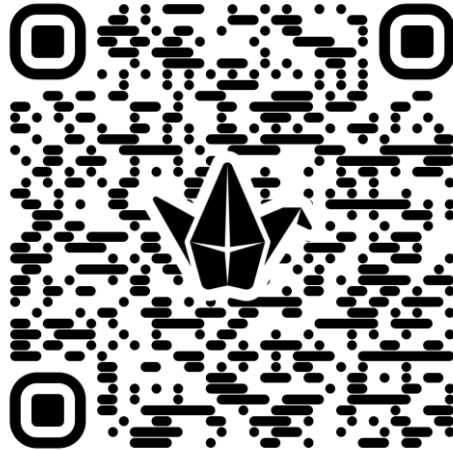
- Use undescriptive terms (e.g. good)
- Overwhelm learners with the quantity of feedback (written)
- Compare learners with others in the class
- Wait to give feedback until after formal assessments.
- Expect learners to correct their work alone after class.

Identify Barriers

- Limited Experience
- Time and workload
- Large class number
- Nature of discipline
- ...

Activity B: Summarise your feedback strategy in three words

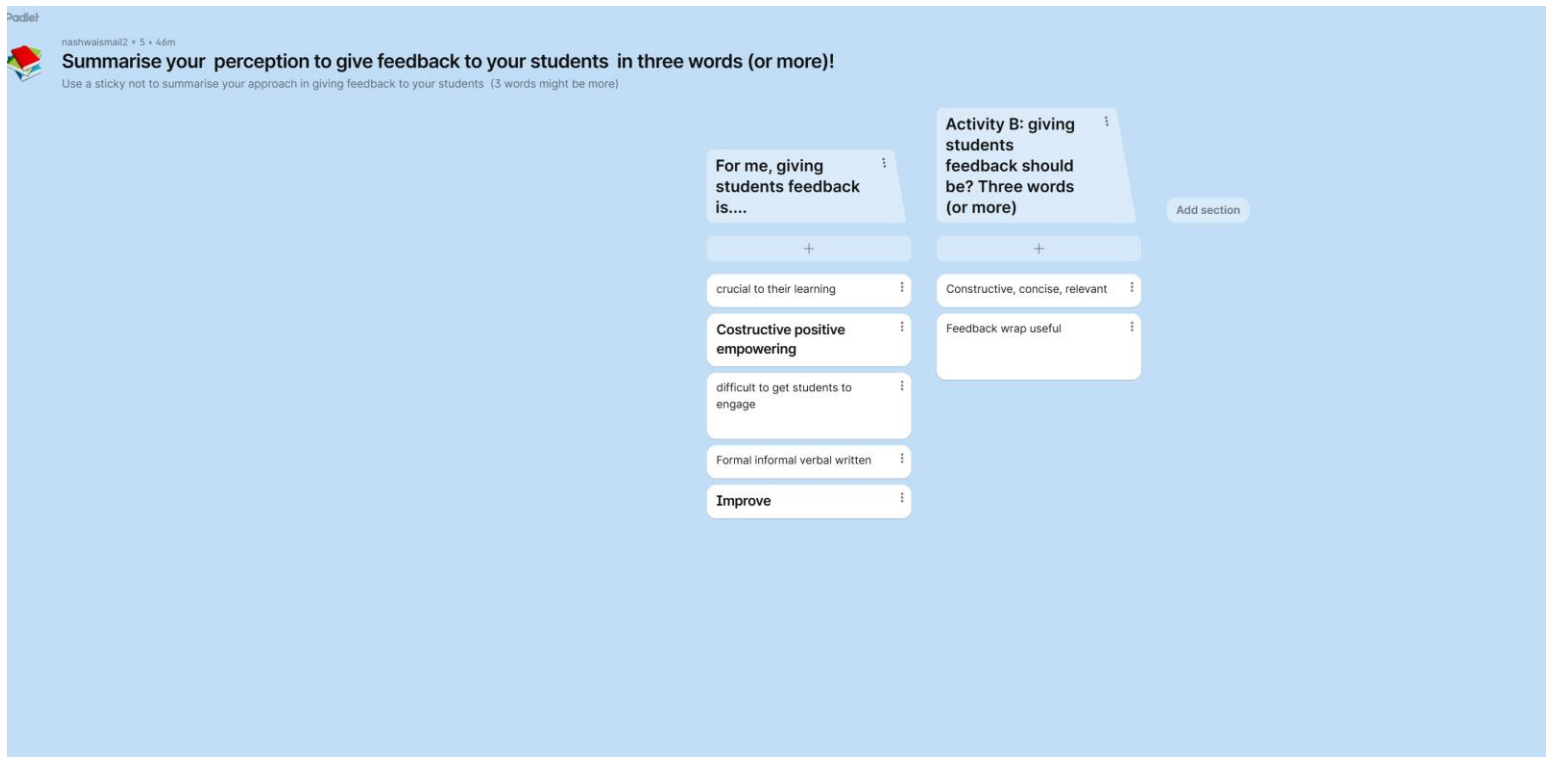
Activity B: giving students feedback should be?
Three words (or more)



Resources

- [Winstone, N. \(2019\). Designing effective feedback processes in higher education: A learning-focused approach.](#)
- Carless, D., & Boud, D. (2019). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Feedbackforlearning.org
- Feedbackliteracy.org

Padlet Activities



Padlet

nashwa@mail2 + 5 + 46m

Summarise your perception to give feedback to your students in three words (or more)!

Use a sticky not to summarise your approach in giving feedback to your students (3 words might be more)

For me, giving students feedback is...

crucial to their learning

Costructive positive empowering

difficult to get students to engage

Formal informal verbal written

Improve

Activity B: giving students feedback should be? Three words (or more)

Constructive, concise, relevant

Feedback wrap useful

Add section

The screenshot shows a Padlet board with a light blue background. At the top left, it says 'Padlet' and 'nashwa@mail2 + 5 + 46m'. The main heading is 'Summarise your perception to give feedback to your students in three words (or more)!' with a subtext 'Use a sticky not to summarise your approach in giving feedback to your students (3 words might be more)'. There are two columns of sticky notes. The left column has a header 'For me, giving students feedback is...' followed by five notes: 'crucial to their learning', 'Costructive positive empowering', 'difficult to get students to engage', 'Formal informal verbal written', and 'Improve'. The right column has a header 'Activity B: giving students feedback should be? Three words (or more)' followed by two notes: 'Constructive, concise, relevant' and 'Feedback wrap useful'. There are plus signs between the notes in each column and an 'Add section' button to the right of the second column.

CEDS SEMINAR SERIES

Empowering Learning Through Diverse Assessment Methods

This session helps in identifying how to select appropriate assessment methods that align with learning outcomes and engage students in the learning process.



Date: Thursday, 13 February

Time: 2-3pm

Venue: Online (Microsoft Teams)

Speaker: Dr Nashwa Ismail, Lecturer in Digital Education and Innovation



Scan the QR code for more info and to register. Contact: CEDS_SD@liverpool.ac.uk

Thank you



Nashwa

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Feedback given for formative versus summative exam

Aspect	Formative Feedback	Summative Feedback
Purpose	To guide learning and improve performance before final assessments.	To evaluate overall performance and measure achievement of learning objectives .
Timing	Provided during the learning process, often before the final exam or task.	Provided after the completion of a summative assessment or final task.
Focus	Focuses on improvement, identifying strengths and areas for growth.	Focuses on overall results, evaluating how well objectives were met.
Content	Specific, actionable, and detailed guidance for improvement.	Broad feedback summarizing strengths, weaknesses, and final outcomes.
Tone	Developmental and supportive to encourage progress.	Reflective, summarizing achievements and highlighting key takeaways.
Examples	<ul style="list-style-type: none"> - Comments on draft essays - Guidance during practice tests - Real-time feedback 	<ul style="list-style-type: none"> - Final comments on essays - Overall scores with summary notes
Impact on Grades	Does not contribute to final grades but improves understanding and skills.	Contributes to final grades and evaluates performance against criteria.
Student Response	Encourages iteration and adjustments to work before summative assessment.	Promotes reflection for future learning or professional applications.
Frequency	Ongoing , given multiple times during a course.	Typically provided once , at the end of the assessment.