Good feedback practice and suggested strategies/techniques –
from *Contemporary Approaches to University teaching MOOC*

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<th>Good feedback practice</th>
<th>Suggested strategies or techniques</th>
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| 1. Helps clarify what good performance is                                               | • Discuss examples of performance – to make explicit what is required.  
• Provide explicit criteria sheets.                                                   
• Increase discussion on criteria and standards.                                       
• Involve students in peer and self-assessment using criteria.                         
• Devise shared criteria – engage students in co-construction of criteria.             |
| 2. Facilitates the development of self-assessment (reflection) in learning              | • Opportunities to practice regulating learning and reflecting on learning.  
• Developing self-assessment skills and opportunities to make judgements.            
• Building evaluative processes by providing peer feedback – structured reflection and self-assessment. |
| 3. Delivers high-quality information to students about their own learning               | • Provide good quality feedback that helps students troubleshoot their own performance and self-correct.  
• Relate feedback specifically to criteria, goals, standards.                          
• Provide correcting advice and prioritise areas for improvement.                      |
| 4. Encourages teacher and peer dialogue around learning                                 | • Offer opportunities to talk about feedback, so building students’ understanding of what the feedback means.  
• Structure small group discussions on feedback, or ask in-class questions to clarify what feedback means.  
• Encourage peer dialogue to enhance their understanding of what feedback means.      
• Review feedback and discuss in tutorials; consider how it might be put into action. |
| 5. Encourages positive motivational beliefs and self-esteem                             | • Build in praise and efforts to build an incremental mindset, where                                                                                               |
| 6. Provides opportunities to close the gap between current and desired performance | • Support future improvement of work by providing opportunities to self-regulate.  
• Break tasks into parts and give opportunities for feedback on work-in-progress or two stage tasks (e.g. essay plans, frameworks, sketches, etc.).  
• Talk about action points in class after the feedback is received – what could be improved. |
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| 7. Provides information to teachers that can be used to help shape the teaching | • Gain awareness of student progress through regular feedback about student learning, e.g. one minute paper, what questions remain.  
• Enable students to say where they request feedback.  
• Have students identify where they are having difficulties or questions.  
• Have students develop questions. |