
Providing Effective Feedback



Effective and timely feedback is critical to students' learning process. The feedback faculty provide to students supports their progress towards meeting the course learning goals. Feedback serves as a continuous loop between the teacher and student so that the student is aware of what they should be learning, why it matters, and how they are progressing. Here are some tips for providing effective feedback to students:

- 1) Be clear and specific. It is important that students know exactly what they did well and where they had challenges. The clarity and the specificity of the feedback also indicates to students how they are doing overall towards meeting the course learning goals.
- 2) Be goal-oriented. Provide feedback that refers to the learning goals of the course.
- 3) Be simple, yet actionable. Feedback should be simple. The fewer words, the better. But, precisely stating those words so students know exactly where to take action moving forward is the key.
- 4) Be timely and set expectations for when students can expect to receive your feedback. Students have invested time and effort into completing tasks and want to know how they are progressing in a course. Providing feedback in a timely manner and setting expectations for when they will receive feedback will allow students to monitor their progress.
- 5) Be intentional, mindful and student-friendly. The goal is to provide feedback that is supportive and provides students with a direction on how to improve and/or continue to do excellent work. If the feedback seems nitpicky, condescending or overly critical, then the feedback won't provide students with the information they need to be successful.
- 6) Be collaborative. Allow students an opportunity to assess their own work and provide their self-assessment to you. When students are able to self-assess their work they become active participants in their progress and are able to engage with you about their progress in a collaborative way.

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Questions to ask yourself

Is my feedback clear and specific?

- I use digestible and easy to understand language
- My feedback provides specifics about what students did well and where they need improvement

Is my feedback goal-oriented?

- My feedback is linked to the learning goals of the course
- My feedback is linked to the goals and expectations of the assignment

Is my feedback simple and actionable?

- My feedback is not verbose or wordy
- Students will know what actions to take to improve

Is my feedback being provided in a timely manner?

- I have set a goal to return the feedback within a timely manner
- I told students when to expect feedback

Is my feedback intentional, mindful and student-friendly?

- My feedback is constructive, yet, supportive
- My feedback is solely about the current assignment

Is my feedback collaborative?

- I provided students an opportunity to self-assess their work
- I indicate a willingness to meet with students who need extra support

Did I provide “wise” feedback?

- I provided highly descriptive feedback
- My feedback includes my expectations of high standards
- I provide assurance of the student’s ability
- I use the student’s name
- I watched this [video](#) from Dr. Kathy Wong Lau, Chief Diversity Officer, SJSU