



What makes feedback helpful for students?

The following table describes the characteristics of helpful feedback, and offers some specific ideas for providing quality feedback.

| Feedback characteristic | Practical ideas |
|--|---|
| Personal, relevant and specific | <ul style="list-style-type: none"> • Students should feel like you are speaking to them as an individual, and that you are specifically commenting on their piece of work. • Focus on the elements that are important for future assignments. • Be specific - try to avoid using statements like 'good', or 'needs improving', or 'this was not correct', or ticks/crosses! |
| Actionable (all feedback should feed-forward) | <ul style="list-style-type: none"> • Provide specific actions for future assignments. • This is where a knowledge of the subject area as a whole is useful. |
| Constructive, encouraging and motivating | <ul style="list-style-type: none"> • Be constructive, and design your feedback to aid a student to improve. • Adopt an encouraging tone, and offer realistic suggestions for improvement, while not shying away from constructive suggestions. • This is the case even if a student has done well in an assignment - a student should still know why they did well, and what they should take forward to future assignments. |
| Encourages various forms of dialogue | <ul style="list-style-type: none"> • What opportunities do students have to discuss their feedback? |
| Timely | <ul style="list-style-type: none"> • Time feedback so that it is useful for both current and future assignments. |