FEEDBACK

snhu.edu

At SNHU COCE, we measure our success by the success of our students.

In order to meet the instructional expectations and needs of our students, it is important to understand and utilize the varied forms of effective feedback; when, where and to whom it should be delivered to.

This resource is for you to reference as you continuously develop and enhance your feedback to students.

DELIVERY
Within a classroom, feedback is most effective when it is provided both individually *and* collectively. By utilizing both of these approaches throughout the course, students will value your individualized support, while also benefiting from the community of learning.

TYPES
Adopted from John Hattie and Helen Timperley's model of feedback, below are the three key questions that effective feedback answers (2007).

Keeping these questions in mind each time you formulate your feedback, will help organize your information to be most effective and meet the needs of your students.

ONE-TO-ONE

Detailed, individualized feedback, guidance and support provided directly to one student.

Primarily takes place within **grade center**, **rubrics** and **discussion boards**. Also can be shared in an **email** or through **verbal communication**.

ONE-TO-MANY

Collective and relevant feedback shared with the class as a whole.

Given in the form of **course announcements, discussion board,** and often **emailed** as well.

References

Hattie, J. and Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77 (1)*, 81–112. http://dx.doi.org/10.3102/003465430298487

FEED UP

Where am I going?

- Given prior to assessment taking place.
- Precursory information that helps students determine the effective actions and efforts needed to reach the goal.
- An opportunity to address common errors or challenges while providing helpful strategies or solutions.

FEEDBACK

How am I going?

- Information provided after assessment is completed.
- Informs student as to how they are doing toward their academic goals.
- Focuses on the past, as in the finished performance in the assessment in review.

FEED FORWARD

Where to next?

- Information provided after assessment(s) is completed.
- Provides guidance, resources and strategies that lead to greater learning. Focuses on future efforts.
- Helps students continue learning process.