

EFFECTIVE FEEDBACK

01 Gentle guidance

Connect the student's progress towards course goals throughout the course, and give them expectations to evaluate their performance.

02 Timeliness

Describe when students should expect feedback explicitly, and give early enough to be practiced on next assignment/activity/learning strategies.

03 Be specific

Give recognition of the student's effort toward learning and demonstrate active evaluation of individual's progress.

04 Student involvement

Discuss feedback timing/content with students at semester start and discuss individual student needs for feedback when appropriate.

05 Future orientation

Identify gaps in their knowledge for future exploration, and help them apply theory to practical experiences outside coursework.

EFFECTIVE FEEDBACK RESOURCES

Paul R. Pintrick, PhD, University of Michigan and **Dale H. Schunk, PhD**, University of North Carolina at Greensboro

- Book: *“Motivation in Education: Theory, Research & Applications”*, 2002
- Research article: *“The Role of Expectancy and Self-Efficiency Beliefs”* (1996), by Paul R. Pintrick

John Hattie, PhD – Currently Director of Melbourne Education Research Institute at University of Melbourne

- Professor and Chair of Educational Research Methodology at the University of North Carolina
- Honorary Professor of Education at the University of Auckland
- Authored *“Visible Learning for Teachers”* and/or co-authored 17 additional books and more than 500 papers

Grant Wiggins, Ed.D., Harvard (1950 – 2015), was the President of *Authentic Education* in Hopewell, NJ

- 20 years worked on reform initiatives in the country
- Association for Supervision and Curriculum Development (ASCD) author
- Authored and co-authored many books (with Jay McTighe) and published numerous articles

M-PBEA Journal, Shaping Business Education, Fall 2014, Volume VI, Number 1, *“Student Assignment Feedback, Do We Give Them What They Really Want and/or Expect”*

The Journal of Educators Online, Volume 6, Number 2, July 2009, *“Effective Instructor Feedback: Perceptions of Online Graduate Students”*

Western Teaching Support Centre, *“Giving Effective Feedback”*,

https://www.uwo.ca/tsc/resources/resources_graduate_students/ta_handbook/giving_effective_feedback/components_effective_feedback.html

- excellent resource for discussions in class, scenarios for TA/GA to field student questions/responses both verbal and written