

4 TYPES OF EFFECTIVE FEEDBACK

- **What** is effective feedback? Effective feedback is **STAAM**: specific, timely, accurate, actionable, and meaningful.
- **Why** is it important? Effective feedback enables the students to reflect on the work already submitted and move ahead with future work being better equipped and prepared. Students depend on faculty feedback in order to identify the strengths and weaknesses in their work/responses so that they can improve their academic work.
- **When** is it given? All individual written and oral assignments, as well as group assignments, must have appropriate feedback attached, in addition to being graded.

FEEDBACK THAT ENCOURAGES AND RECOGNIZES

Provides comments that support the students and acknowledges their submission.

- Feedback encourages and acknowledges the student's positive contribution in relation to the assignment parameters.

CORRECTIVE FEEDBACK

Feedback corrects the content of a student's response or work and suggests improvement.

- Feedback points to areas in which improvements could have been made with direct correction as an added level of clarity in feedback for the student. Feedback points the student towards information in the text, other classroom materials or outside sources that will help the student continue to improve and learn.

INFORMATIVE FEEDBACK

Feedback on the actual content of a student's response, answer, or work is given in a clear and understandable manner pointing out both strengths (positives) and weaknesses (areas where improvement is needed).

- Feedback is written in such a way that the students can understand and learn from the faculty member's guidance. Feedback points out both the strengths and areas where the assignment could have been improved through a returned rubric form with commentary and/or a returned assignment with inserted comments.

SOCRATIC FEEDBACK

Feedback promotes learner reflection, encourages critical thinking, and leads to a deeper understanding of the topic for the student.

- Feedback notes areas where there is a need for improvement, promotes learner reflection by asking student follow-up questions to take the student deeper into the topic and involves student in drawing conclusions about the quality of his/her work, designed to result in better work in subsequent assignments.