

Teaching Tip Series

Discuss Assignment Feedback with Students

All too often, when students receive grades and feedback on their assignments, they tend to focus on the grade itself rather than the feedback that accompanies it (Ambrose et al., 2010; Leong & Lee, 2018). Such overemphasis on grades can lead students to ignore important opportunities for learning. To ensure that your students meaningfully reflect on the feedback that you provide along with their grades, you should consider discussing your feedback regarding their assignments as a class. The following tips may be helpful in guiding such a discussion with students:

- Discuss trends or themes that you noticed in student performance. Focus on what students did well as a group and identify some areas for improvement.
- Remind students that the assignment you are discussing is just one reflection of their abilities, and they will have other opportunities to demonstrate their mastery as the course continues.
- Encourage students to visit your office hours or set up some one-on-one meetings to discuss their performance in greater detail.
- Discuss assignment results in relation to the course learning objectives and get students to consider how this assignment is moving them closer to achieving these objectives.
- Consider asking students about the effectiveness of your feedback through administering a survey (see a sample survey on the next page). You can use student responses on the survey to guide your in-class discussion of assignment results. You can also facilitate such a discussion using a list of questions instead of a survey.
- Give students the opportunity to discuss how they felt about their performance on the assignment, what they believe their strengths were, and what opportunities for improvement exist.
- Allow time for students to ask you questions about the assignment and clarify any misconceptions they might have had about the goals of the assignment.
- Be prepared to discuss the criteria that you used to evaluate the assignment. Revisiting assignment criteria will help students to better understand the feedback you provide.

References

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. Hoboken, NJ: John Wiley & Sons.

Leong, A. P., & Lee, H. H. (2018). From both sides of the classroom: Perspectives on teacher feedback on academic writing and feedback practice. *Journal of Teaching English for Specific and Academic Purposes*, 6(1), 151-164.

Survey on Quality of Feedback

Please take a moment to consider the quality and helpfulness of the feedback I gave on the last assignment and answer the following questions.

The feedback I received on the last assignment...

	Strongly disagree	Moderately disagree	Neither agree nor disagree	Moderately agree	Strongly agree
Focused on helping me improve my work for the future.					
Was specific enough to allow me to understand how to make improvements to my work.					
Made it clear how changing my work would help me improve my performance.					
Was written in a kind and supportive manner.					
Highlighted both my strengths and weaknesses.					

If you have any suggestions for how the instructor could give you better feedback in the future, please indicate in the space below.