

## **THE SEVEN PRINCIPLES OF GOOD FEEDBACK PRACTICE**

- 1. Facilitate the development of self-assessment (reflection) in learning.**
  - E.g., when students hand in work, ask them what kinds of feedback they would like.
- 2. Encourage instructor and students dialogue around learning.**
  - Use one-minute papers about learning, assignments, and feedback.
  - Ask students to identify examples of feedback comments they found particularly helpful.
- 3. Help clarify what good performance is (the goals, criteria, and standards expected).**
  - Provide better definitions of requirements using carefully constructed criteria sheets/rubrics and performance level definitions.
- 4. Provide opportunities to close the gap between current and desired performance.**
  - Increase the number of opportunities for resubmission of work.
- 5. Deliver high quality information to students about their learning.**
  - Relate feedback to predefined criteria.
  - Provide feedback soon after a submission.
  - Provide corrective advice, not just information on strengths/weaknesses.
- 6. Encourage positive motivational beliefs and self-esteem.**
  - Provide opportunities for low-stakes tasks with feedback before giving high-stakes task with grades.
  - Provide grades on written work only after students have responded to feedback comments.
- 7. Provide information to instructors that can be used to help shape the learning.**
  - Have students identify where they are having difficulties when they hand in assessed work. Use anonymous one-minute papers at end of a class session.

Source: Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D., Ross, D., & Smith, B. (2004). [\*Enhancing Student Learning Through Effective Formative Feedback\*](#). Higher Education Academy, York, England.