



What makes feedback helpful for students?

The following table describes the characteristics of helpful feedback, and offers some specific ideas for providing quality feedback.

Feedback characteristic	Practical ideas
Personal, relevant and specific	<ul style="list-style-type: none"> ● Students should feel like you are speaking to them as an individual, and that you are specifically commenting on their piece of work. ● Focus on the elements that are important for future assignments. ● Be specific - try to avoid using statements like 'good', or 'needs improving', or 'this was not correct', or ticks/crosses!
Actionable (all feedback should feed-forward)	<ul style="list-style-type: none"> ● Provide specific actions for future assignments. ● This is where a knowledge of the subject area as a whole is useful.
Constructive, encouraging and motivating	<ul style="list-style-type: none"> ● Be constructive and design your feedback to aid a student to improve. ● Adopt an encouraging tone, and offer realistic suggestions for improvement, while not shying away from constructive suggestions. ● This is the case even if a student has done well in an assignment - a student should still know why they did well, and what they should take forward to future assignments.
Encourages various forms of dialogue	<ul style="list-style-type: none"> ● What opportunities do students have to discuss their feedback?
Timely	<ul style="list-style-type: none"> ● Time feedback so as to be useful for during/future assignments.

*Adapted from <https://www.sheffield.ac.uk/staff/elevate/essentials/assessment-feedback-4>