



Giving feedback

It may feel like a substantial challenge to provide feedback to students remotely. It is important, however, that our isolated students know how they are progressing to keep them motivated and to give them a sense of where they are in their learning.

Planning how and when you will give feedback will help you to manage your workload and the workload of your learners.

Providing feedback both on the quality of work produced and the effort a student has made will encourage further good work, especially when motivation may be difficult in the current circumstances.

There are some factors to consider when setting up and delivering feedback online.

Do not give yourself too much to do

As you would in the classroom, be selective over what pieces of work you mark. Make it clear to your students what will be marked, and what will not, to help manage their expectations. Bear in mind that the feedback process will be slower online as any discussion with your students will take longer.

Short factual tests or producing short pieces of evidence such as a paragraph of writing, a poster or one or two slides will enable you to check your learners understanding and progress relatively efficiently.

Make sure you have a strategy of how you will deliver your feedback. For example, in the classroom you would write your feedback at the bottom of a piece of work or speak to the student personally. If the students are producing work using new media, make sure you have carefully thought about how you can produce and deliver feedback to all of your learners. e.g. Make sure you have a clear idea of how you are going to give feedback on a student video before you ask for the whole class to produce videos.

Set clear aims for the tasks.

Share the success criteria for an activity, so your students know the amount and level of content that you are expecting. Include appropriate model examples for guidance, to make it clear what a successful piece of work will look like. Without clear success criteria, your learners will not know if they have completed the activity and will not know if they have completed it successfully.

However you share the criteria, a useful follow-up task is to ask your students to complete a self-assessment against the success criteria before they send their work to you. This



reflective activity will help the student to ensure that the work they are sending you is as good as it can be. It can also help learners to identify where they are not meeting the success criteria and allow them to communicate this to you.

Peer feedback

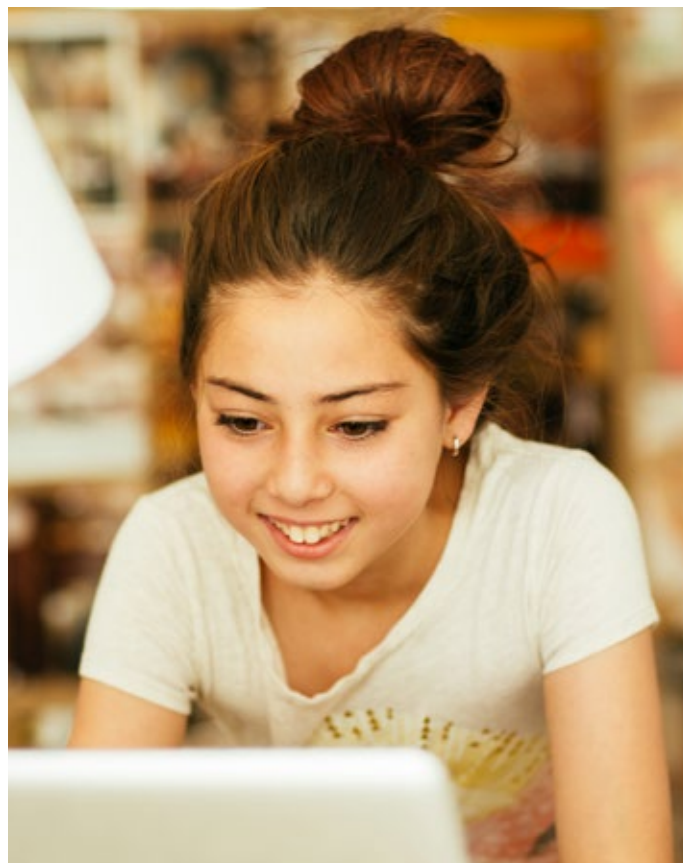
Peer feedback (students reviewing each other's work) can be highly effective. Students can benefit from reviewing others' work and get new ideas and perspectives both on the topic, and also on how to present their thoughts.

However, as in the classroom, make sure that the feedback being given is appropriate. It may be that peer assessment is not appropriate for your some of your learners. Think about which students you are pairing together and set clear parameters on the content, deadline, structure and length of the feedback. In addition, let your students know that you will also be reviewing their feedback as well as their classmate's work.

Class feedback

As in the classroom, you will often want to get quick feedback from your students to gauge their level of understanding as well as provide them with feedback on their overall performance.

When you are presenting live to your class, pose timely questions to check whether your learners have understood the content covered. This will help you see if they are ready for you to move on or if they need you to go back over something. Polls and quiz questions are an effective way of quickly gauging understanding.



Praise and encouragement are even more important in the current situation when all your learners are isolated. Sending a personal email to your students at the end of the week will not take much effort, but will often have a positive and meaningful impact.