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СЕРЕДНЬОЇ ОСВІТИ

PEDAGOGICAL SCIENCES

GIVING EFFECTIVE FEEDBACK

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Introduction. Feedback provides a great opportunity to engage in academic dialogue with students and to support them to become more autonomous learners. There is no one-size-fits-all approach to providing effective feedback and the strategies that teachers use will depend on disciplinary needs and individual styles of learning and teaching. The important thing is to find what works for you and your students.

In university contexts, feedback is information a student receives after they have completed a piece of work. This can be provided in a range of formats; for example, it can be formal or informal, provided individually or to groups. The piece of work can also take a wide variety of forms, such as an essay, presentation, lab report, or debate.

Feedback provides students with an opportunity to reflect on their current level of attainment and to ‘feed forward’ to their future studies. It is responsive to the developmental expectations of certain programs and disciplines and, therefore, will vary across faculties and at different stages of a student’s academic journey.

Aim. This abstract aims to highlight the significance of feedback in the academic context and its role in fostering autonomous learning and facilitating academic dialogue.

Materials and methods. The text provides a comprehensive overview of the topic and its implications. The article predominantly focuses on introducing the importance of feedback, presenting various methods of giving feedback, discussing assessment goals (formative and summative assessments), and concluding with the benefits of effective feedback and recommendations for universities.

Results and discussion. There are many different ways of giving feedback and these will vary according to the teaching and learning context:

- paper and online feedback;
- formal and informal feedback;
- written and spoken feedback;
- an overall comment and in-text comments on essays.
- overall feedback across modules where students can track their progress throughout the course

The goal of formative assessment is to monitor student learning by providing ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning. Formative assessments are generally low stakes, which means that they have low or no credit value.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high credit value.

These are sometimes referred to as assessment for learning and assessment of learning respectively.

Interactive feedback as tasks are undertaken; whole group or individual feedback; focusing on common areas of difficulty; recapping/checking understanding of learning.

Below are two types of feedback (verbal and written) and two ways of responding to feedback (feed forward, follow up).

- Verbal feedback: listen carefully and make a note of key points; respond immediately as required; reflect on what the tutor says; ask questions or for

clarification if needed.

- Written feedback: analyze and reflect on what the marker has written; ask questions or for clarification if needed.
- Feedforward: apply comments and use feedback to inform future work; check past feedback and don't make the same mistakes.
- Follow up: look up any suggested references; do further research to broaden understanding; check common language or stylistic errors.

The benefits of giving feedback can be achieved by applying such things:

1. helps students to understand whether they have met the assessment criteria (highlight marking matrix/rubric to show students how they have performed against the criteria; help students to understand the marks they've been given);
2. helps students to improve the standard of their current work (identify strengths and weaknesses; highlight areas to develop/change);
3. helps students to become more independent (encourage reflection, critical thinking and evaluation; help students to become lifelong learners).
4. provides students with new ideas that help to develop their understanding of the subject (provide alternative perspectives or approaches; suggest possible references/sources)
5. helps students improve their future work (highlight what/where to improve for future assessments; develop assessment literacy skills)

Conclusions. Feedback plays a crucial role in the academic journey of students, serving as a valuable tool for fostering autonomous learning and facilitating academic dialogue. The diverse nature of feedback, encompassing various formats and strategies, reflects the individualized needs of students and the demands of different disciplines. Teachers must adopt a flexible approach, recognizing that there is no one-size-fits-all method for providing effective feedback.

Within university contexts, feedback takes on different forms, ranging from formal to informal, individual to group-based, and tailored to specific assignments or projects. Its significance extends beyond mere evaluation, offering students an opportunity to reflect on their current achievements and guide their future studies.

Formative assessments contribute to ongoing improvement, while summative assessments evaluate overall learning outcomes.

The multiplicity of feedback methods, including verbal and written forms, and the incorporation of feedforward and follow-up strategies, highlight the dynamic and interactive nature of the feedback process. Students are encouraged to actively engage with feedback, applying it to current and future work, seeking clarification when needed, and utilizing suggested references for further research.

The benefits of effective feedback are manifold, ranging from aiding students in understanding assessment criteria and improving their current work to fostering independence, critical thinking, and lifelong learning. Additionally, feedback provides students with new ideas and perspectives, contributing to the development of a deeper understanding of the subject matter.

Some universities have specific feedback principles that outline the expected feedback standards for students and staff. If your institution has such feedback principles, firstly, make sure you are familiar with them and, secondly, also make your students aware of them from the beginning of their studies. This will help them to understand what they can expect from feedback at the university.

Ultimately, the goal is to empower students to not only meet academic expectations but also to cultivate the skills necessary for continuous improvement and success in their educational journeys.

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