

# TECHNOLOGY ENHANCED FEEDBACK ON ASSESSMENT

[bit.ly/assessmentfeedback](http://bit.ly/assessmentfeedback)

Dr Michael Henderson [Michael.Henderson@monash.edu](mailto:Michael.Henderson@monash.edu)

Dr Michael Phillips [Michael.Phillips@monash.edu](mailto:Michael.Phillips@monash.edu)

Learning with New Media Research Group, Faculty of Education, Monash University, Melbourne

## ***8 Principles for effective assessment feedback***

Principle	Description
1 be timely	Give feedback while details are still fresh, and in time to assist the student in future task performance.
2 be clear (unambiguous)	It is important to be unambiguous in communication. For example, do not assume students have the same understanding of academic language or discourse. Similarly phrases such as “good work” are unclear due to lack of specificity.
3 be educative (and not just evaluative)	Indicating something as incorrect is not as helpful as suggesting how it could be corrected or improved. It is also valuable to focus on strengthening, developing and extending what has been done well.
4 be proportionate to criteria/goals	More time should be spent providing feedback on the more significant goals of the assessment task.
5 locate student performance	in relation to: <ul style="list-style-type: none"><li>• the goals of the task (feed-up)</li><li>• clarifying what they did well and not so well (feedback)</li><li>• and as a result what they can most productively work on in the future (feed forward)</li></ul> More emphasis should be placed on feed forward.
6 emphasise task performance	Feedback to students should be focused on the task rather than self or attributes of the learner. In particular the feedback should provide guidance on the process and metacognition (self-regulation) level.
7 be phrased as an ongoing dialogue rather than an endpoint	Instead of an end-point in the teaching and learning processes, feedback should be seen as an invitation and a starting point for reciprocal communication that allows students to continue developing skills and ideas through conversations with their teachers.
8 be sensitive to the individual	Feedback should reflect the individual student’s: <ul style="list-style-type: none"><li>• context and history</li><li>• emotional investment and needs</li><li>• power</li><li>• identity</li><li>• access to discourse</li></ul> It should encourage positive self-esteem and motivation.

### **Extract from:**

Henderson, M. & Phillips, M. (2014). *Technology enhanced feedback on assessment*. Paper presented at the Australian Computers in Education Conference 2014, Adelaide, SA. <http://acec2014.acec.edu.au/session/technology-enhanced-feedback-assessment>

## ***The 7 components of technology enhanced feedback artefacts***

Each of these parts vary in length from a single sentence through to several minutes of discussion.

<b>Structural element</b>	<b>Description</b>
1 Salutation	Conversational/ informal salutation: "Hi Lee."
2 Relational work	Recognition and valuing of the student including personal circumstance and history. This both draws on and reinforces the pedagogical relationship between teacher and student. This might include a sympathetic comment (e.g., "I know you have been quite ill lately and I am truly impressed that..."), appreciation of effort of previous drafts (e.g., "I can see you have made a lot of changes to your introduction"), reaction to quality or other aspect of submission (e.g., "Thank you for submitting... I can see how much effort...").
3 The goal of this feedback	<p>It is important to explain to the student that this feedback recording will focus on a few key issues to help them to continue to strengthen their work. This is important because it (a) establishes a freedom for the marker to focus on those issues that appear to be most in need rather than feel as if they need to comment on every paragraph and every aspect, (b) it makes it clear to the student that the feedback is not about justifying a grade but is instead an educative moment.</p> <p>You could say something like: "This video is your feedback. Even though I can say more in this short recording than I can normally include in written comments on your essay, I still cannot cover everything. So I will use this time to focus on some key issues that I think could strengthen your work..."</p>
4 Evaluative summary	General statement of evaluation not necessarily the grade or mark. Very few of the videos specifically stated the grade which was indicated to the student before they opened the video. A general evaluative statement here provided a chance to highlight the overall strength and weakness of the assignment before dealing with the more specific issues. For instance, "The essay is very strong in its theoretical approach... need work in..." and "I thoroughly enjoyed... but there are some issues we need to talk about, namely..."
5 Textual issues	Briefly describing the nature, patterns and extent of textual issues in this assignment, occasionally with one or two specific examples. This segment of the feedback is short but generally included the same volume of comments about textual issues as the final evaluative notes in the text-based feedback (but not the specificity of the in-text edits).
6 Commenting on the substance of the assignment with an emphasis on feed forward.	Engaging with the conclusions, arguments, logic, justification, and literature included in the assignment. Commenting on strengths, weaknesses, flaws, gaps, creativity and insights. <i>Importantly, comments were phrased to emphasise how students can improve their grades in future work and how they can extend their thinking about the substance of the assignment.</i> This might include examples of alternative arguments, additional literature and different ways to think or approach the topic. Usually 2 to 3 issues were discussed in detail, regardless of result.
7 Valediction and invitation	This is largely relational work. Usually involving use of student name, coupled with congratulations or commiseration over result or other interpersonal validation, such as, best wishes for future studies / holiday. Importantly, this structural component included an invitation to contact the lecturer to "continue the discussion" of this feedback and future work.

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