FDC Quick Start
15 Tips for Providing Effective Feedback even though Time Is Short

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1. Feedback starts with clear knowledge of the targets
   - Set clear goals with students.
   - Have them set goals.
   - Remind them of the goals (e.g. course objectives).
   - Do this for the class as a whole and for individual class sessions or modules.

2. Use class time to give more feedback.

3. Automate feedback when possible.
   - Comprehension checks: Objective Titanium quizzes with feedback, to be completed before class.
   - Send emails through Titanium to people whose exam performance is going up (or down or…).

4. To shorten response time: Stagger due dates to accept half the class's papers at once.

5. Use group feedback when feedback applies to many people (e.g., comments on a discussion board: summarize and analyze; don't respond to each individual post).

6. Capitalize on the importance of multiple feedback sources (instructor, peers, self, recordings).

7. Build self-feedback into the class.
   - Have students set goals and check progress toward goals.
   - Have students track performance over time.
   - Ask for periodic reflection through exams or postings.

8. Give feedback only on the goal. Resist the temptation to always give feedback on everything. Pick only a couple things to "fix."

9. In written assignments: Draw a line and stop reading for the same mistake.

10. Ensure that students are using your feedback in future performances, such as papers. Don't spend time giving the same feedback twice if they didn't understand it or use it after the first time. Try a different strategy to help them learn.

11. Vary the feedback format: Record audio feedback. Use an interactive whiteboard app (such as Explain Everything) for marking up and narrating.

12. For advice, make a cheat sheet and check off specific items that need attention for a given student. One idea: Hyperlink to websites with instruction, examples, and quizzes.

13. Consider using rubrics…but you need to use them well; add specifics that apply to the students' work.

14. Draw from strength-based approaches. Getting feedback on what works helps people repeat it and build upon it.

15. Ask students what feedback is most helpful to their learning.

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