

## Feedback Strategies

<b>Feedback Strategies Can Vary In.....</b>	<b>In These Ways.....</b>	<b>Recommendations for Good Feedback</b>
Timing	<ul style="list-style-type: none"> <li>● When Given</li> <li>● How Often</li> </ul>	<ul style="list-style-type: none"> <li>● Provide immediate feedback for knowledge of facts (right/wrong)</li> <li>● Delay feedback slightly for more comprehensive reviews of student thinking and processing</li> <li>● Never delay feedback beyond when it would make a difference to students</li> <li>● Provide feedback as often as is practical, for all major assignments</li> </ul>
Amount	<ul style="list-style-type: none"> <li>● How many points made</li> <li>● How much about each point</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritize-pick the most important points</li> <li>● Choose points that relate to major learning goals</li> <li>● Consider the student's developmental level</li> </ul>
Mode	<ul style="list-style-type: none"> <li>● Oral</li> <li>● Written</li> <li>● Visual/Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed?</li> <li>● Interactive feedback (talking with the student) is best when possible</li> <li>● Give written feedback on written work or on assignment cover sheets</li> <li>● Use demonstration if "how to do something" is an issue or if the student needs an example</li> </ul>
Audience	<ul style="list-style-type: none"> <li>● Individual</li> <li>● Group/Class</li> </ul>	<ul style="list-style-type: none"> <li>● Individual feedback says, "The teacher values my learning"</li> <li>● Group/Class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching</li> </ul>