A practical guide to feedback
How to give feedback that students actually use

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Feedback is among the most productive ways of supporting students in their learning[1]. Some even go so far to claim that learning is hardly possible without receiving some kind of feedback information on your past performances and on how you can improve[2]. The powerful effects of feedback are known across all disciplines, even though feedback may take very different forms in different subjects. Unfortunately, students are often dissatisfied with the feedback they receive in higher education – both in quantity and quality[3]. While students give consistently low ratings in terms of feedback satisfaction, many university teachers find these evaluations unjustified and far from their own experience of the situation. Many teachers feel they invest much time into feedback on student work, but that students in return often do not engage with the feedback they were offered. And indeed, students often tend to ignore feedback, as they do not find it helpful or do not get the opportunity to

> **Box 1: The feedback paradox**
> Students:
> *"We get hardly any feedback!"*
> Teachers:
> *"We give feedback but students don't use it!"*
> . . . but who is right?

revise their work upon having received feedback comments[4]. In this practical guide, we address this 'feedback paradox' [see Box 1] and provide many practical tips and tricks of how feedback can become more effective. The text is divided into a **theoretical part** [Part 1], a **practical part** [Part 2] and an overview of useful **resources** [Part 3].

Part 1: Basic concepts and theories of effective feedback

New ways of thinking about feedback

In search for a solution to the feedback paradox, educational researchers have proposed new ways of thinking of feedback. Most notably, a general shift has occurred from seeing feedback as a one-time information transmission from teacher to student towards seeing *feedback as a continuous dialogue over time*[5]. This new way of thinking about feedback has implications for the ways we plan and implement feedback as part of our daily practices as university teachers.

This concept of 'dialogic feedback' has emerged in the wake of the general shift towards more student-centered approaches in higher education[6]. At its core is the idea that students should play a more active role in feedback. Rather than being passive receivers of feedback comments, students are seen as active learners that need to construct their knowledge by engaging with the information they are provided with. Dialogic feedback can therefore be defined as…

[1] Evans, 'Making Sense of Assessment Feedback in Higher Education'; Hattie and Timperley, 'The Power of Feedback'.
[2] Bangert-Drowns et al., 'The Instructional Effect of Feedback in Test-Like Events'.
[3] Evans, 'Making Sense of Assessment Feedback in Higher Education'.
[4] Nash and Winstone, 'Responsibility-Sharing in the Giving and Receiving of Assessment Feedback'.
[5] Boud and Molloy, 'Rethinking Models of Feedback for Learning: The Challenge of Design'; Carless, 'Differing Perceptions in the Feedback Process'; Hounsell, 'Towards More Sustainable Feedback to Students'.
[6] Carless, 'Differing Perceptions in the Feedback Process'; Price et al., 'Assessment Feedback: An Agenda for Change'; Sutton, 'Towards Dialogic Feedback'.

> *…all dialogues through which students obtain and engage with information about the quality of their performance and about how their performance can be improved.*

The term 'dialogue' here refers to all kinds of interactions between students and various other persons, for example, teachers, peers or practitioners during a work placement. Such dialogues may even include interactions with material or digital tools, such as textbooks or learning management systems. Dialogue also implies that students should get the opportunity to ask questions, reflect together with their peers and teachers about the provided information, and generate their own judgments about the quality of their performance[7].

Table 1: Dialogic vs. Transmission view of feedback

Dialogic view of feedback	Transmission view of feedback
Dialogue/two-way interactions	Monologue/one-way transmission
Student plays active role	Student is passive receiver
Multiple sources of feedback information	Teacher as sole source of feedback information
Continuous, long-term process	Isolated, one-time event
Students need to use the feedback information	Does not matter whether students use the feedback information
Feedback aims to allow students to develop their own ideas and a general understanding of quality	Feedback aims to correct errors and tell the right answer

What does dialogical feedback look like in different disciplines?

Dialogical feedback comes in many forms. It may range from written comments on a student assignment, oral debriefing sessions after a clinical simulation or the use of student response systems (SRS, or 'clickers'), where students answer questions on their mobile phones/clickers during large lectures and thereupon receive instant feedback. We may divide the forms of feedback in three main categories: *written feedback*, *oral feedback* and *experiential feedback*. The latter refers to feedback that students receive from doing specific activities or experiencing certain situations, such as participating in a simulation or a practical exercise. The examples in Table 2 are based on real courses and show what dialogic feedback may look like in different disciplines.

Table 2: Examples of different dialogic feedback forms (based on real courses)

Course	Assessment tasks	Forms of feedback
Introduction to Ecology (B.Sc. Biology, ca. 30 students)	• Term paper (written) • 3 group assignments (written) • 5 individual small assignments (written) • Presentation of term paper (oral)	• Teacher comments on assignments drafts (written) • On-demand feedback sessions with teacher to discuss written comments (oral) • Peers comment on assignment drafts (written) • Peers and teacher comment on presentations (oral)
Human Resource Management (M.A. Business Administration, ca. 40 students)	• 2 group assignments (written) • 'HR interview' role play (practical)	• Teacher comments on assignment drafts (written) • Peers and teacher comment on role play performance (oral)

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[7] Price et al., 'Assessment Feedback: An Agenda for Change'.

Nursing practicum (B.Sc. Nursing, ca. 10 students)	• Simulation on 'patient dummy' and debriefing (practical) • Individual reflection (written) • Presentation (oral)	• Teacher and peer comments during simulation, debriefing and presentation (oral) • Responses of the 'patient dummy' (experiential) • Teacher comments on reflections (written)
Introduction to Object-oriented programming (B.Sc. Software engineering, ca. 180 students)	• Group project with several iterative sub-tasks (written/practical)	• Trained student assistants comment during weekly coaching sessions (oral) • Peers comment during on-going project work (oral/experiential) • Responses of the technology students work with (experiential)
Criminal Law (M.A. Law, ca. 200 students)	• Case assignment (written) • Presentation (oral) • 'Moot court' role play (experiential) • School exam (written)	• Teacher comments on case assignments in plenary sessions (oral) • Teacher and peers comment on oral presentations (oral) • Teacher, peers and professional lawyers comment during moot court (oral/experiential)
Classical mechanics (B.Sc. Physics, ca. 400 students)	• 3 lab reports (written) • Multiple-Choice School exam (written)	• Trained student assistants comment per video on each lab report (oral/written) • Automatic comments on school exam (written)

For more examples of what feedback may look like in different courses and disciplines, see the resources in Part 3.

What makes dialogic feedback so effective?

There are several reasons why dialogic feedback is considered to be effective for student learning. In the following, we outline three main reasons that provide the theoretical background for the practical advice offered in the second part.

➢ **Reason 1: Students learn to give and use feedback**

An important principle of dialogic feedback is that students need to engage with the information they obtain in feedback dialogues. No matter how carefully teachers may craft their comments on a student assignment, these comments remain only 'hopefully useful information' until the students have read and used them to improve their performance[8]. This improvement may be visible in a concrete change in the text, but it may as well take place in form of a changed understanding or way of thinking. In other words, dialogic feedback is effective because it allows students to think in ways they could not have done on their own, yet making students recognize these ideas as something that developed through their own thinking[9].

Unfortunately, students often experience feedback as an episodic and fragmented element of their study program[10]. The most common way of integrating feedback in a course, namely as written comments after the final assessment at the end of the semester, often results in students ignoring the feedback, because they cannot use it to improve their grade [11]. To make it more likely that

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[8] Boud and Molloy, 'Rethinking Models of Feedback for Learning: The Challenge of Design'.
[9] McArthur and Huxham, 'Feedback Unbound'.
[10] Jessop and Tomas, 'The Implications of Programme Assessment Patterns for Student Learning'.
[11] Boud and Molloy, 'Rethinking Models of Feedback for Learning: The Challenge of Design'.

students engage with feedback, thus, it is important to give students opportunities to make sense of the feedback they received and to revise their work accordingly[12]. This can be achieved by treating dialogic feedback as an integral part of a course and study program design[13]. This implies that feedback opportunities are planned together with other course design elements, such as learning outcomes, assessment tasks and learning activities. Viewing feedback as a dialogue also means that students should learn to give feedback, for example by incorporating peer feedback activities in a course design.

➢ Reason 2: Teacher and students share responsibility for feedback

Even though students recognize that feedback can facilitate their learning, they often underestimate their own responsibility in this process[14]. Four different barriers might impede students from assuming responsibility for using feedback in their learning (adapted from Nash & Winstone, 2017[15]):

- Awareness: Students might not be aware they have been offered feedback information, especially when it does not 'look like feedback' in a traditional sense
- Cognisance: Students might lack knowledge of strategies how to use feedback
- Agency: Students might not have opportunities to use feedback
- Volition: Students might lack commitment to use feedback

For student to engage effectively with feedback, these barriers need to be overcome by sharing responsibility. Educators may have the responsibility and the knowledge to address most of these barriers, but especially issues of commitment and making use of feedback opportunities are also a matter of student responsibility (see figure 1).
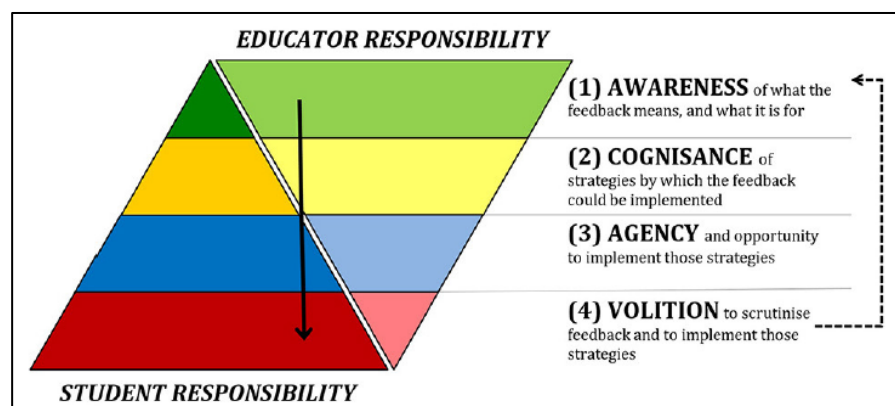

Figure 1: Shared responsibility for feedback (reprint from Nash & Winstone, 2017)

These barriers are hierarchical. For example, helping students to become more aware of the feedback they are offered (awareness) and providing them with strategies of how to use this feedback (cognisance) will make it easier for students to take their share of responsibility, such as realizing the offered feedback opportunities (agency) and showing sufficient commitment (volition).

➢ Reason 3: Students develop their own understanding of quality

A core idea of dialogic feedback is sustainability of its effect on student learning. Rather than aiming only at improving student performance in a specific task in a course, dialogic feedback also aims at helping students become better in identifying problems and working with similar tasks in the future[16].

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[12] Esterhazy and Damşa, 'Unpacking the Feedback Process'.
[13] Boud and Molloy, 'Rethinking Models of Feedback for Learning: The Challenge of Design'.
[14] Carless and Boud, 'The Development of Student Feedback Literacy'; Winstone et al., '"It'd Be Useful, but I Wouldn't Use It"'.
[15] Nash and Winstone, 'Responsibility-Sharing in the Giving and Receiving of Assessment Feedback'.
[16] Hounsell, 'Towards More Sustainable Feedback to Students'.

The ability to make *evaluative judgments* about the quality of your own work and of how to improve it is one of the most important skills we hope to foster in our graduates[17]. These skills may be fostered by engaging students in activities such as self-assessment, peer feedback and analyzing exemplars. One of the challenges of teaching students such skills is that teachers usually are not aware of how they make quality judgments themselves. The fact that teachers often base their assessment and feedback on tacit knowledge and experiences with quality standards in their disciplines leads to a mystification of the assessment and feedback process for students. For this reason, it is important to avoid codified language in feedback comments and to give students opportunities to clarify meanings and misconceptions.

By investing time into developing explicit and transparent assessment criteria, it becomes easier for students to understand why they receive certain grades and feedback comments and how their work relates to your and your discipline's notion of quality (for more information about creating assessment criteria see the following F-LINK report). However, providing explicit assessment criteria in itself is not enough for improving student evaluative judgment skills[18]. It is also important that students actively engage with the criteria and learn to interpret and apply them.

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[17] Tai et al., 'Developing Evaluative Judgement'.
[18] Rust, 'The Impact of Assessment on Student Learning How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices?'

Part 2: Practical tips and tricks for making feedback more effective

This part provides practical tips and tricks of how you may adopt a more dialogic approach to your feedback practice. Four advices are addressed:

1) How you can treat feedback as integral part of your course design,
2) How you can share the responsibility for feedback with your students,
3) How you can give students opportunities to develop their own understanding of quality
4) How you can formulate good feedback comments.

Advice 1: Treat feedback as integral part of your course design

The following ideas help you incorporate feedback in your course designs so that students are more likely to use it:

➢ **Plan for feedback opportunities before and not after the final grade:**

Once a grade has been given, students are generally hard to motivate to engage with the issues you would like them to do better in the next task. In study programs that have many modules that do not hang together contentwise, the most effective way is to incorporate feedback opportunities during a module and before the final grade. In modules that are based on written assignments, there are two basic options to incorporate such opportunities.

- **Option A** is to let students submit drafts of assignments during the semester that are then commented on by teachers or peers and re-submitted as revised versions for final assessment.
- **Option B** is to have a final submission deadline after which students get a preliminary grade with formative feedback and a one-week-extension to revise their assignment in case they want to improve their grade. Assuming that only those students who are dissatisfied with their grade will take this opportunity, this option limits the workload for the teacher who will have to re-read fewer assignments than in option A.

In study programs in which the content of course modules are planned in a coordinated or progressive manner, it becomes possible to make feedback after the final grade in one module relevant for the tasks in the follow-up modules.

Depending on the type of assessment tasks, there are many other options for including feedback opportunities before the final assessment. For example:

- **Oral presentations/role plays/simulations followed by oral feedback** (e.g. from teacher, peers, patients)
- **In-class student response systems ('clickers')** in which students in answer questions on their phone/clickers in class and thereupon get feedback on their current understanding and on what topics they might need to focus on to do well in the final assessment
- **Automatic feedback through weekly quizzes** (e.g. online) in which students can test their knowledge on their own and get individualized comments on what areas they need to work more on

➢ **Make use of iterative or repeating assessment tasks:**

If you plan to have several assessment tasks in your course, try to make sure that students see how engaging with feedback in one task will help them do better in the next. This involves considering how the different tasks are sequenced and related to each other.

Two typical forms of task sequencing are:

a) one large **iterative task** that students get feedback on as they progress, or

b) several smaller **repeating tasks** that are thematically different but require similar skills of the students (see Box 2 for examples).

Box 2: Examples of iterative and repeating assessment tasks

Iterative tasks: Students need to write one research report that is based on several sub-tasks that build on each other and become increasingly complex (feedback in between sub-tasks helps students develop their work further)

Repeating tasks: Students need to write three laboratory reports that cover different topics, but follow the same format (feedback in between reports helps students become better in doing the same kind of work)

Repetition is a good way for students to practice and get immediate opportunities to 'try again' after having received feedback on their previous attempt.

➢ **Consider issues of timing and format when planning for feedback in your course:**
Planning for feedback opportunities during the semester implies that students need enough time and resources to engage in revising their performance. It is therefore helpful to ask yourself the following questions:

- At what time would feedback opportunities be useful for the students' work with the assessment tasks, e.g. early on when students are still exploring first ideas or shortly before final assessment?
- How are different feedback opportunities related to each other and to the different tasks?
- How much time can I invest into giving feedback during the semester? In case of very limited time, are there options to use peers, student assistants or technology to provide more feedback?
- What feedback forms are most accessible and useful for students, e.g. oral feedback for exploring ideas, individual or in groups, written comments, peer feedback?
- Who has enough expertise to give good feedback on a specific task? When and for what purpose may peers or other people (e.g. patients in clinical subjects, customers in business subjects) give feedback?

➢ **Consider including students as feedback assistants in your course:**
In cases of large classes, it often becomes unfeasible to offer feedback to all students in a timely manner. One possible approach is to hire students in higher semesters and to train them as feedback assistants. It is important, however, to establish routines of quality assurance by monitoring the feedback provided by the assistants and helping them provide consistently high quality.

Advice 2: Share the responsibility for feedback with your students
We have collected some ideas of how to share more responsibility with your students. Which of these suggestions might fit your own practice is dependent on your personal preferences, disciplinary traditions and on factors such as class size and resources:

➤ **Be explicit about what you expect of your students in terms of feedback:**

Mention explicitly in your course description what role feedback plays in your course and what you expect of your students [see Box 3 for an example]. Alternatively, you could address this issue in an early lecture. These measures should help students recognize the feedback opportunities they are given in the course, especially if they do not take the traditional form of written comments.

Box 3: Example of explicit feedback expectations in a course description (biology)

"An important element of the course is a continuous dialogue between students and teachers on the portfolio development. Each student will be entitled to one-to-one feedback and discussion over portfolio items, finding a relevant theme for a chosen topic and on strategies for learning about the science of ecology. This can take several forms, written comments in texts, direct communications or over e.g. Skype if needed. Students are expected to sign up for these feedback sessions and make use of the feedback in their revisions."

➤ **Give students advice about strategies of how to make use of feedback comments:**

Rather than only telling students what they did right or wrong, try to give them more concrete ideas and strategies how to improve their work. Incorporate activities in your course that are specifically dedicated to this issue, e.g. brief "how-to-use-feedback" lectures or group activities in which students share and critically discuss their own strategies for using feedback. Some examples of strategies to suggest to your students:

- "Be prepared to have strong emotions when getting feedback. Put it aside and read over it again later when your first reaction has calmed down"
- "In case of oral feedback, make recordings so you can listen to them again later"
- "Categorize written comments into those that can be immediately revised in your text and those that need further consideration"
- "Write down open questions you have when reading/listening to feedback and ask teacher (or peers, tutors at writing center etc.) for further guidance"
- "Make list of typical feedback comments you get and refer to the list next time you start a new assignment"

When giving written feedback, suggest concrete steps of action in a meta-comment on the cover of the assignment. Such a meta-comment could look like the following:

"This draft is a good start. I can see many good ideas on topic X, but it was sometimes hard to follow your argument. I suggest you write the order of you argument as bullet points next to your text to see where you might have to fill some gaps. I started this exercise in the margins on page 2 for you, see whether you can continue without my help"

➤ **Give students the opportunity to clarify meanings, expectations or misconceptions:**

Generally, an explicit open-door-policy helps increasing the dialogue with your students. This can be done by repeatedly reminding students in class or via Canvas that they may ask for clarification of feedback during office hours or online. Besides such explicit on-demand feedback meetings, you can also organize formal 'feedback engagement sessions' in which students come together during class time to discuss the feedback they have received. Such activities require time from both you and your students and should therefore not only be considered as an extra add-on to an existing course design but rather as an important learning activity in themselves (just like lectures, seminars etc.). These

activities usually require that feedback is given before the final submission (and grading) of a task in order for it to be meaningful for students.

When working with written assignments, some teachers have had good experiences with requiring students to make summaries of how they have used comments in the revised version of their work, thus imitating typical journal peer-review routines. Ask students to add a table to the final submission of an assignment in which they list all comments they received on their drafts and how they have addressed them.

Advice 3: Give students opportunities to develop their own understanding of quality

The following ideas help you create opportunities for your students to develop their own understanding of quality:

➢ Make use of peer feedback:

Letting students give feedback on each other's work has proven an effective way for developing skills of evaluative judgment. Formulating peer feedback encourages students to engage with disciplinary knowledge and quality criteria, and provides them with the opportunity to compare their work with that of others. Students usually do not feel comfortable or know how to provide and receive feedback from their peers. It is therefore particularly important that students trust each other when engaging in peer feedback exercises. You can support the building of trust by emphasizing the purely formative role of the peer feedback (i.e. no influence on final grade) and by setting clear rules and instructions for how to give and receive comments. Another option is to anonymize the feedback by using digital solutions.

The following examples are only some of the many forms peer feedback can take[19]:

- **Peer interviews:** Focus is on talking through evolving ideas, rather than commenting directly on each others' texts. Students are paired up in class and are to ask each other a fixed set of questions about their work in progress.
- **Response-centered reviews:** Focus is on showing the variety of responses a text can evoke, rather than on providing concrete advice. Students work in groups of at least three. They exchange drafts before class and fill in a form with three columns (+, -, ?) that specify parts of the draft that worked well for the reader, parts that did not work so well and places that opened up questions. In class they talk through the forms.
- **Advice-centered reviews:** Focus is on improving each other's drafts. Students work in pairs, where one pair provides a jointly written review on the two drafts of another pair. Ask students to comment on at least two aspects that are strong, two aspects that need improvement and two direct advices on what to change in the draft. To make the advice meaningful, students should be introduced up front to the assessment criteria of the course (called 'rubric') and be asked to relate their advice to these criteria. Students may write the reviews during class time or as homework.

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[19] Bean, *Engaging Ideas*.

➢ **Include self-assessment exercises:**

Another way to help students develop an understanding of quality is to ask them to assess their own work according to the assessment criteria of the course (i.e. a 'rubric') before the teacher or their peers provide them with external feedback. This might include anticipating the grade for an assignment or even writing their own evaluation – in a further step, you may ask your students to compare their own assessment with yours. Alternatively, it is also an idea to include self-assessment questions during or in between learning activities which helps students to develop the practices of comparing their own work to external quality standards. Such questions may include:

- "Ask yourself whether you have managed to understand and apply the concept of XY? "
- "If you still feel uncertain, what are you wondering about and what could be concrete steps to improve your understanding?"

➢ **Let students analyze exemplars:**

Provide students with 'exemplars', i.e. carefully chosen samples of student work to illustrate dimensions of quality. For such exemplars you may use previous assignments (with permission of the former students) or develop them yourself. It is preferable to let students analyze exemplars of different quality level/grades in order to make it easier for students to see the nuances in the quality criteria. It is also helpful to illustrate in class or in a

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Box 4: Example of an 'exemplar analyzing exercise' in class (based on Carless and Chan, 2016)

Before class:
- Students analyze exemplars individually to identify strengths and weaknesses

During class:
- Teacher explanation of purpose of exemplars (10 min)
- Students work in pairs to share their reflections (20 min)
- Teacher-facilitated student presentations about exemplars (20 min)

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video how you yourself would use these criteria to assess the exemplar. In order to avoid that students see exemplars as templates to be copied, you may use slightly different exemplars from the task at hand. It is also important to draw attention to the underlying principles that have led to high quality rather than the actual content of the specific exemplar. See Box 4 for an example of an exemplar analyzing exercise in class.

Advice 4: Formulate good feedback comments

Due to the diversity of the disciplines and their work traditions, it is impossible to provide specific templates of what good feedback comments look like. In general, however, comments should be directed to the future. It is not just about telling students what they have done right or wrong, but always about how they may do it (even) better next time. Keep the following principles in mind when engaging in giving feedback:

➢ **Focus comments on learning process and self-regulation:**

There are four categories of feedback comments that have different effect on the students[20] (see Box 5 for examples):

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[20] Hattie and Timperley, 'The Power of Feedback'.

Feedback about the self is a form of evaluation of the person of the student. While a positive evaluation (i.e. praise) may have vaguely positive effects on the students' emotions, such comments rarely lead to improved learning. In fact, it is better not to use too much praise, as it may distract from the task at hand.

Feedback about the task serves to inform students about the accomplishment of a task, e.g. whether all necessary information is included or whether an argument is logical. It is the most common form of comment and can be effective to correct mistakes or fill gaps in the students' work. The focus on the immediate task may, however, distract students from identifying effective strategies how to work with similar tasks in the future.

> **Box 5: Four types of feedback comments (Hattie and Timperley, 2007)**
>
> 1) Feedback about the self/praise:
> "Well done, you are a good student!"
>
> 2) Feedback about the task:
> "You should add more information about XY here"
>
> 3) Feedback about the processing of the task:
> "You could start this part by explaining why you think XY was important"
>
> 4) Feedback about self-regulation:
> "You have used a good structure in the opening paragraph. Try to find a way to apply a similar structure to your XY argument here"

Feedback about the processing of the task is aimed at giving students cues of what kind of methods and strategies they may use to accomplish a given task. Compared to feedback on the task, it has better long-term learning effects because it helps students identify the underlying principles of creating a good task.

Feedback about self-regulation strategies aims at increasing the students' ability to monitor and regulate their own learning. It encourages students to evaluate their own work and find ways how to use their previous knowledge and familiar strategies to accomplish the immediate task and similar tasks in the future. This kind of feedback comment is most demanding but has shown to have the best effects on student performance.

➤ **Avoid codified language:**
Students are still relative newcomers to your discipline and are still learning to understand what a good academic performance is supposed to look like. When commenting on their texts, consider the background of your students and the level of pre-knowledge you may expect. Students struggle especially with codified terminology in feedback comments, such as 'strengthen your argument' or 'too much description; too little analysis'[21]. Try instead to be more explicit what concrete actions these comments may imply.

You may also refer your students to the academic writing center where they can get more general help on academic writing style and strategies. Students may also appreciate references to academic writing literature that may clarify your comments (see list of resources at the end of this guide).

➤ **Show your awareness of the emotional effect your comments may have:**
The affective dimension of feedback can influence the effectiveness of feedback. Putting student work under critical scrutiny is essential for students' learning and should not be avoided in order to evade conflict. However, critical feedback directed at the self (see Box 5) can be perceived as threatening for the ego, which in turn has a negative impact on learning. To help students take your

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[21] Chanock, 'Comments on Essays'.

feedback on board, it is important to make sure you have built enough trust. The following steps may help:

- Expose students regularly to the process of giving and receiving comments themselves, for example through self-assessment or peer feedback. That way, you can contribute to building trustful learning communities among your students, but also to develop an open and trustful relationship between your students and yourself
- Try focusing your critical comments only on the tasks and how they can be improved (see feedback categories 2-4 in box 5)
- Give meta-comments in which you show that you only have the students' best interest at heart and that you are aware of the potentially challenging feelings your feedback may cause
- Encourage students to make their own judgment and to explain why they might choose to do things differently than the way you suggested.
- Issue a genuine invitation to the students to discuss the comments with you

Part 3: Useful resources

Resources about feedback:

- Website that describes eight detailed case studies of how dialogic feedback may be planned for in different disciplines and teaching formats (in Australian universities):
    - www.feedbackforlearning.org
- Website about student response systems ('clickers'):
    - https://result.uit.no/udig/kursmodulene/modul-4/responssystemer-hva-det-er-og-hva-forskningen-sier/
- Websites about use of video/audio feedback:
    - http://newmediaresearch.educ.monash.edu.au/lnm/technology-mediated-assessment-feedback/
    - http://www.videoforelesning.no/
- Other resources with tips and tricks for good feedback practices:
    - https://www.cetl.hku.hk/teaching-learning-cop/high-impact-feedback/

Resources about academic writing and use of feedback:

- Link to UiO academic writing center: https://www.ub.uio.no/skrive-publisere/skrivesenter/
- Website with tips and tricks for academic writing: http://sokogskriv.no/

Digital feedback tools available at University of Oslo:

- UiO learning management platform Canvas
    - Get started in Canvas
    - F-LINK resource for pedagogical use of Canvas (incl. guidance, teacher feedback and peer feedback)
- Student-response systems:
    - Mentimeter

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