

FEEDBACK SHOULD BE MORE WORK FOR THE RECIPIENT THAN THE DONOR!

- **FOCUS ON THE REACTION OF THE STUDENTS, NOT THE FEEDBACK.**
 - Model responding to feedback.
- **DEVELOP A GROWTH MINDSET IN YOUR STUDENTS.**
 - Focus on self-efficacy, not self-esteem.
 - Be careful how your praise.
 - Give task-involving rather than ego-involving feedback.
- **DESIGN FEEDBACK AS PART OF A SYSTEM.**
 - Don't give feedback on everything students do.
 - Don't give feedback unless you allocate class time for students to respond.
 - Don't give feedback that is more work for the donor than the recipient.
- **FOCUS MORE ON LONGER TIME FOR FEEDBACK.**
 - Beware of the halo effect around feedback.
 - Don't make the feedback too specific.
 - Provide an appropriate balance of critical and supportive feedback.
 - Be careful with the "bad news sandwich"
- **CONCENTRATE ON PERSONAL BESTS, NOT EFFORTS OR RANKS.**
- **MAKE FEEDBACK INTO DETECTIVE WORK.**
 - Have students match the comments to the essays.
 - Link the feedback to the learning intentions and success criteria.
 - Steer a fine line between prescription and vagueness.
 - Categorize strengths and weaknesses.
- **PROVIDE COMMENT-ONLY GRADING.**
 - Don't mix up the different functions of feedback.
 - Don't expect students to like comment-only feedback.
 - Be cognizant that feedback may not mean the same to the recipient as the donor.
 - Make it clear what the student is meant to do with the comment.
 - Practice giving comment-only feedback.
 - Respect the student's work.
- **USE FOCUSED FEEDBACK.**