General Sequence for a Feedback Session

Observation
- Before learner arrives, review feedback report and/or other data
- Welcome learner and ask for feedback or impressions about the multisource feedback (MSF) process

Reflection
- Begin with inquiry, for example: "What items would you like to talk about?"
- Use "minimal feedback" to confirm or to disagree with the learner's issues, for example: "I have noticed that, too" or "Others appear to see it differently"

Action
- Use "task-level feedback" and "motivational feedback" to discuss ways to improve specific behaviors

Formative Feedback Guidelines to Enhance Learning (Things to Do)
(Adapted from Shute VJ. Focus on Formative Feedback. Review of Educational Research, 2008; 78(1):153-189)

✔ Focus feedback on the task, not the learner

✔ Provide elaborated feedback to enhance learning

✔ Present elaborated feedback in manageable units

✔ Be specific and clear with feedback messages

✔ Keep feedback as simple as possible but no simpler (based on learner needs and instructional constraints)

✔ Reduce uncertainty between performance and goals

✔ Give unbiased, objective feedback, in writing or via computer

✔ Promote a "learning" goal orientation via feedback

✔ Provide feedback after learners have attempted a solution

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Pitfalls of Multisource Feedback

- Dependent on observations of others
- Potentially limited information if:
  – Few raters
  – Few comments
- Potential for internal contradictions
  – Numerical ratings may differ from narrative comments
  – Different raters may have contradictory perceptions
- Considerations regarding the role of the feedback provider
  – Institutional role may influence learner's candor, trust, and receptivity
  – Power differential can be a "double-edged sword"
  – Personal relationship can overshadow feedback provider role

Formative Feedback Guidelines to Enhance Learning (Things to Avoid)
(Adapted from Shute VJ. Focus on Formative Feedback. Review of Educational Research, 2008; 78(1):153-189)

✓ Do not give normative comparisons

✓ Be cautious about providing overall grades

✓ Do not present feedback that discourages the learner or threatens the learner's self- esteem

✓ Use "praise" sparingly, if at all

✓ Try to avoid delivering feedback orally

✓ Do not interrupt the learner with feedback if the learner is actively engaged

✓ Avoid using progressive hints that always terminate with the correct answer

✓ Do not limit the mode of feedback presentation to text

✓ Minimize use of extensive error analyses and diagnosis

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