**November 2022**

*Please share with your faculty:*

**Tips for encouraging students to use feedback**

Providing students with concrete and timely feedback is critical for improving student learning and academic success. Effective feedback can also encourage mastery vs. performance motivation mindsets. Not all students, however, utilize the feedback that they are given, and some don’t even bother to look at it at all (Yeigh, 2022). Below are some recommendations for encouraging students to review and use the feedback that they are given:

* **Make feedback accessible**. According to Yeigh (2002), when she probed her students as to why they were not using her feedback, many responded that they did not know how to access her feedback. If using online tools and platforms to provide feedback, review with students how to use those tools to see the feedback.
* **Provide timely feedback**. If feedback is provided too long after an assignment is due, many students may have forgotten about or lost interest in the assignment, especially if they have moved onto completing other assignments. For this reason, it is important for the feedback to be provided in a timely manner.
* **Organize feedback and make concrete suggestions for improvement.** If feedback is disorganized or too vague, it will be hard for students to know how to improve their work. One way to make feedback more organized and concrete is to provide feedback with analytic scoring rubrics. An effective scoring rubric clearly states the assignment expectations and provides examples of what constitutes performance at various scale levels (e.g., exemplary, satisfactory, and poor). Students who know specific aspects of the assignment that need improvement, will be more motivated to improve their work.
* **Provide opportunities for revision**. If students feel that there are no opportunities for improvement, they may be less likely to review and use feedback in the future. For this reason, it is important to provide students with multiple opportunities to show their progress. This may include allowing students to submit drafts of their work or revise their work and resubmit. It is also important to implement multiple and varied forms of assessment.
* **Encourage students to create an implementation plan.** One strategy that Yeigh (2022) found useful was to ask students to provide concrete examples of how they were going to address each feedback suggestion provided. More specifically, she asked her students to complete a chart with each feedback suggestion in the first column, and a plan for addressing the suggestion in the second column. She told students that they did not have to use all of her suggestions, but they had to at least acknowledge that they had read each suggestion, and for suggestions that they were not going to use, explain why they were not going to use the suggestion. Asking students to reflect on their work, and create a learning plan are important self-regulated learning processes, which lead to greater academic success.

**Check Out!**:  Yeigh, M. (2022). Teaching students to use feedback: A step toward deeper learning. Retrieved Oct. 19, 2022 from *Faculty Focus*, <https://www.facultyfocus.com/articles/educational-assessment/teaching-students-to-use-feedback-a-step-toward-deeper-learning/>

**Please contact me** if would like to meet and discuss any aspect of your Fall assessment plans.