



# ALL ABOUT WISE FEEDBACK



Feedback is widely regarded as an essential tool responsible for steering and promoting intellectual growth. Within the classroom, feedback has the ability to nurture or hinder student learning. In response to this growing concern, educators are exploring how best to effectively provide wise feedback that their students will read and act upon.

## FRAMING

How you frame and deliver feedback can dramatically increase the likelihood that students will engage with the feedback and submit revisions even when optional.

Yeager et al (2014) found two essential components for framing feedback both written and spoken feedback:

1

You have high standards

2

Assure students that they can meet those standards

"I'm giving you this feedback because I have high standards and I know you can meet them."

The other characteristics of wise feedback deal with the timing of when the feedback is given, whether the feedback is actionable where the student can revise one's work to improve one's grade, whether the comments on the actual work identifies the error made, and is framed in the context of error made not the person making the error.

## NON-THREATENING

Within the assignment, focus the criticism on components of specific task [e.g. "this sentence is fragmented"] rather than person [e.g. "you are unable to identify fragmented sentences"].

## REVISABLE

Feedback on assignments where students can make corrections and submit again give students a reason and purpose to review and reflect upon the feedback.

## SPECIFIC

Vague feedback [e.g. "This is wrong"] does not help learners identify the discrepancy between the desired answer/goal and where they went wrong [e.g. "In setting up the problem, you applied the Ideal Gas Law when Charles Law was applicable."].

## TIMELY

Formative feedback in the midst of learning is essential whether immediate or quick turn-around. Feedback given close to the actual performance will better help learners figure out what they do and don't understand. Plus, proximity to performance also increases the likelihood of knowing what they were thinking while solving the problem.