



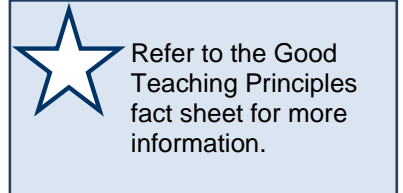
Feedback Fact Sheet

What is prompt feedback?

According to Chickering & Gamson, one of the Good Teaching Principles is to give prompt feedback. *Students need appropriate feedback on their performance, including chances to reflect on what they have learned, what they still need to know, and how to assess themselves.* (Chickering, A.W., & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. Site 1:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Site 2: <http://www.uis.edu/liberalstudies/students/documents/sevenprinciples.pdf>)



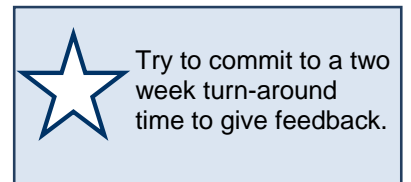
One of the most common complaints from students is that they don't receive feedback or they receive it after they have written the exams. That does not help them at all.

When is feedback effective?

When it:

- is timely
- relates directly to the assessment criteria
- is specific
- clearly identifies areas of strength and weakness for each student
- balances the positive and the negative (phrase negative points constructively)
- makes explicit some ways the student can improve
- is delivered in such a way that it encourages the student.

(Taken from the Assessment Strategy PPT presented by Dr Glynis Pickworth at the clickUP Intermediate course)



How can I give prompt feedback?

There are many different ways in which you can give feedback – choose one which will suite you best.

1. On paper

- Print the assignments from the Assignment tool and mark on paper. OR
- Mark the paper-based copies which the students submitted on paper.
- **NB! Remember to give the marked copies back to the students!**

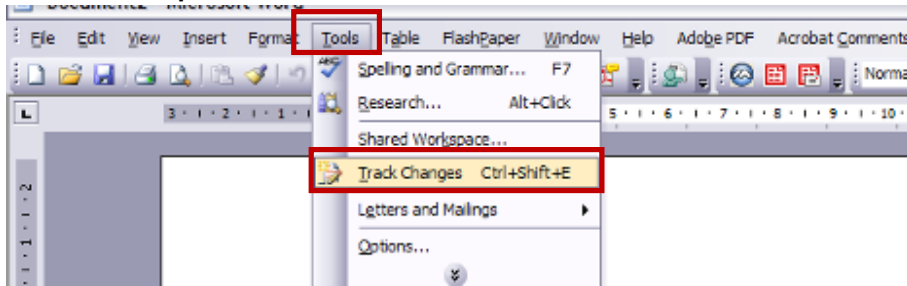
2. Electronically in the Assignment tool

If you want to make a Memorandum available, please refer to the **Upload files fact sheet**. If you want to provide specific feedback to each student in the assignment tool, please read below how to go about doing that:

2.1 Using MS Word

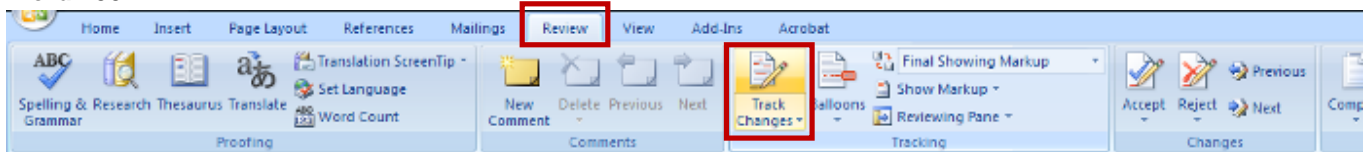
- Open the assignment in MS Word.
- Select the option to add Track Changes

Word 2003 or previous versions



- Click on **Tools**.
- Click on **Track Changes**. When you then start typing, your changes will be displayed in a different colour.
- Save the document with a new name so that the student will know that this is the file that you made comments in.

Word 2007



- Click on **Review**.
- Click on **Track Changes**. When you then start typing, your changes will be displayed in a different colour.
- Save the document with a new name so that the student will know that this is the file that you made comments in.
- Refer to the Assignment Dropbox fact sheet on how to load the graded assignment back in the assignment tool and how to provide marks within the assignment tool.

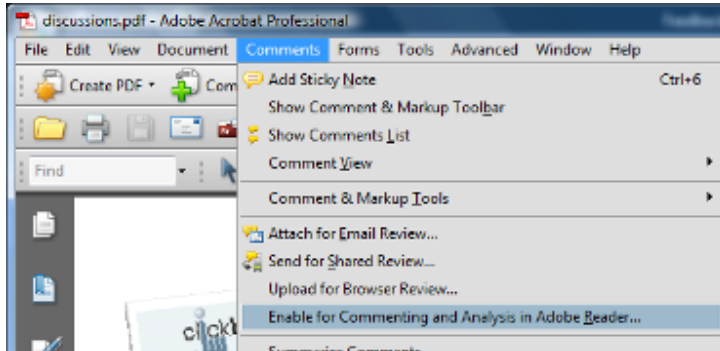
2.2 Using Adobe Acrobat

Bad news: You will not be able to add comments in a PDF document using Adobe Reader software, unless the Creator of the document (in this case the student) has allowed you to add comments.

If the students are using CutePDF to create PDF's of their assignments, they cannot give you permission to add comments to their PDF documents.

Therefore you require the Adobe Acrobat Standard software. Contact bestel@up.ac.za for a quotation of the Adobe Acrobat software. If one person in the Department has Adobe Acrobat, ask that person to change the setting on the documents:

- Open the PDF with the Adobe Acrobat Standard software (NOT the Adobe Reader!)



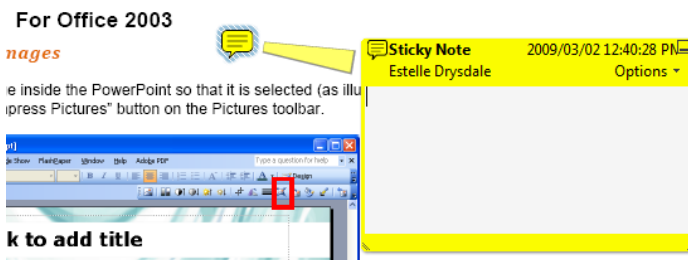
- Choose **Comments**
- Choose **Enable for Commenting and Analysis in Adobe Reader**
- Save the document with a new name.

Users with Reader 5.1 or newer will now be able to add and save comments to the file.

If you have the Adobe Acrobat Standard version, you will be able to add Comments right away:

- Choose **Comments**
- Click on **Add Sticky Note**
- Type in your comments in the yellow box.

Optimise File Size Fact Sheet



You can also import and export comments by using the Import and Export comments options.

3. Using a Grading Form

Very useful way to give feedback. Refer to the **Grading Form fact sheet** for more information on how to setup a grading form and how to grade a student' assignment using the grading form.

Danelle D Stevens and Antonia J Levi wrote an excellent book called, Introduction to Rubrics. In this book they refer to a few pointers of when you need rubrics. This would be when you are:

- Repeating the same comments on most student papers.
- Concerned that you're grading the latest papers differently from the first.
- Communicating complexities of an assignment.
- Questioning the consistency of your and your colleagues' grading scales.
- Viewing grading as taking too much of your valuable time.

4. Using a column in the Grade book

Refer to the **Grade book fact sheet** for more information on how to use the grade book. To add feedback, do the following:

4.1 Create the column

- Click on **Create Column**
- Click on **Text**
- Give it a descriptive name, e.g. Feedback assignment 1
- Click on **Add**.

4.2 Add the comments

- Click on the action link next to the title of the column you created in 4.1.
- Select **Edit Values** from the menu.
- Now you can enter the feedback for each student. This feedback will be displayed to the student in the My Grades tool.

5. Using your own voice (Podcasting)

Contact an Instructional Designer to assist you with the process of creating a podcast. There are three fact sheets that you can refer to (<http://www.click.up.ac.za>) if you want to try this out yourself:

- Podcast theory fact sheet
- Podcast preparation fact sheet
- Podcast technical fact sheet.