Evaluating alignment of student and tutor perspectives on feedback on language learning assignments

How to cite:

For guidance on citations see FAQs.

© 2018 Open and Distance Learning Association of Australia, Inc.

Version: [not recorded]

Link(s) to article on publisher’s website:
http://dx.doi.org/doi:10.1080/01587919.2018.1520043

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
Evaluating alignment of student and tutor perspectives on feedback on language learning assignments

Journal Item

How to cite:

For guidance on citations see FAQs.

© 2018 Open and Distance Learning Association of Australia, Inc.

Version: Supplementary Material

Link(s) to article on publisher’s website:
http://dx.doi.org/doi:10.1080/01587919.2018.1520043

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.
Aligning assignment feedback to students’ needs and expectations

Reflecting on your own practice

Giving feedback on strengths:
How often do you...

- use a standard feedback form? annotations on the script? other means?
- use general comments e.g. ‘a good essay’? where? when?
- use ticks?
- cite the assessment criteria to tell students what they did well?
- give ‘good’ examples taken from their own assignment?
- explain why something they did well is a strength?
- explicitly acknowledge personal effort/progress?

Giving feedback on errors/weaknesses:
How often do you...

- use a standard feedback form? annotations on the script? other means?
- cite the assessment criteria to tell students what they got wrong?
- use codes to indicate error types on the script? with/without the relevant corrections?
- explain why something is wrong / explain a correction?
- refer students to the relevant study materials?
- leave errors uncorrected so that students can correct themselves?
- leave corrections unexplained?
- how do you indicate that you cannot make sense out of something the student wrote/said?

Balancing feedback:
How balanced is you feedback?

- is your feedback on strengths as ‘deep’ as your feedback on errors?
- is your feedback ‘deeper’ on some criteria than it is on others?
- is the balance of feedback on strengths and weaknesses comparable when you give feedback on all criteria?

Feeding forward:
Does your feedback give students explicit advice on what they can do in order to improve their performance?