FEEDBACK

... is information provided by a lecturer, peer, book, oneself, experience ... ... related to aspects of one's performance or understanding. [...] It reduces discrepancies between current understanding/performance and the desired goal. (free translation from Hattie, 2007)

This addition to the **evaluation and feedback vision of our faculty** is a helping hand for lecturers, with practical and feasible tips to put this vision into practise.

> The Faculty of Engineering and Architecture considers feedback to be an **integral part of the learning process**. The application of various feedback, feed-up and feed-forward strategies throughout the educational activities **encourages an active learning attitude**. Factual, concrete and effective feedback in every assessment activity stimulates students to **reflect** critically on their own performance and ability. The faculty sees feedback as a **powerful learning tool** to promote the academic progress of students and the acquisition of the intended final competences. The faculty therefore encourages its lecturers to offer various forms of feedback and to create a **strong and activating feedback culture**.

The faculty refers to the regulations in the OER for the framework, the modalities and the feedback period, but emphasises the importance of interim feedback for non-periodic evaluations. Timely, sufficient and appropriate feedback is also required for project work and practicals.

For inspiration and guidance, the reverse side provides tips and advice on various forms of feedback. How to integrate them into the electronic learning environment is described on: www.ugent.be/ea/nl/faculteit/raden/KCO/feedback_en (also behind the QR code).

← feedback: how did it go so far?

↑ feed-up: where am I going to?

→ feed forward: what is the next step?

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À LA CARTE

Are the following ingredients part of your healthy feedback mix?

Letting the student know what **learning objectives** an assignment aims to achieve and what final competences it focuses on. ↑

Sharing with your students why you chose this assignment and which arguments made you do so. When you also allow **interaction** on this, the students can further improve your assessments, which works to your mutual advantage. ↑

Allowing the student to learn from the mistakes of anonymous fellow students - that way, moreover, these have not been in vain. Thanks to **collective feedback**, the smallest effort quickly generates a hundredfold effect. ← ↑ →

Getting the student to reflect through an impersonal self-test makes the learning process all the more personal. **Automated feedback** allows for rapid feedback and, here too, a limited effort creates a big effect. ← ↑ →

Have students assess each other on the ongoing process, based on criteria that you yourself provide via a rubric. **Peer assessment** makes evolutions visible, but it should be applied several times in order for students to get really familiar with it. ← ↑ →

Have students assess each other's preliminary or final product. Through such **peer feedback**, they also become more aware of the assessment criteria. ← ↑

Apart from signalling what could be done better, also give the student the opportunity to do better. By providing **interim feedback** prior to a follow-up assignment, you offer your students the opportunity to start working on it immediately. ← →

Giving the student concrete, individual feedback on an online or offline submission. In the case of an **online submission**, this can be done quickly, systematically and in a wide variety of ways. ← ↑ →

A student can only work on shortcomings when they are aware of these. It goes without saying that **words** allow for more nuance than a single number. ← →

Making the students aware of the progress they already made. As a lecturer, you can make such an **evolution** visible by pausing at the next assignment or by encouraging the student to reflect individually. ← →

An assignment, practical or project may be beautifully constructed, but without providing appropriate feedback, you are missing out on a lot of rewarding and effective learning opportunities. In the end, that is where the biggest impact for your students can be found!

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