

Feedback is “like a good murder” (Shute, 2008)

- Motive – the student needs it
- Opportunity – the student receives it in time to use it
- Means – the student is able and willing to use it



Good feedback is **immediate** (or as close to it as possible) and **taken up or incorporated** by learners.

Avoid the Canadian “sandwich technique”

Why? confusing

- May hear only the positive and ignore the negative
- **Or** hear only the negative
- Not sure what to DO with the feedback



Good feedback gets learners to take action.

Prioritize the feedback, beginning with confusing or illogical content

Be as **succinct and specific** as possible

Use as **formative** feedback

- Learners are much more likely to **use** the feedback at this stage
- If possible, try to use a **coaching** approach
 - **Elicit** to raise awareness and use what the learner knows, e.g. “How are these ideas related?” “What transition could you use to connect them?”
 - Get the writer to **use the feedback immediately** to **internalize and consolidate** learning, e.g. “I’ve circled two more areas that need transitions” (repeat prompts as needed)

Foster learner autonomy with a plan to be carried out after the coaching session

- “What are you going to look for? How are you going to revise it?”
- Demonstrate **resources** learners can use after the coaching session, e.g. online concordancers, grammar practice websites for help with persistent grammatical errors.

The Action-Oriented Feedback Framework

CONTINUE

- What the writer does well, e.g. “this example clearly supports your point”

DO MORE

Image retrieved from <https://www.linkedin.com/pulse/stop-serving-feedback-sandwich-adam-grant>

Content adapted from Williams, S. (2014, December). *Action-Oriented Feedback*. *Instructor’s Bulletin*. LISTN newsletter

- Point out something done well and ask the writer to do something similar in another area of the paper, e.g. “you need an example or explanation to show why you have stated this”
- **CONSIDER..**
- Should be “do-able”
- Elicit or model what to do and then ask the writer to do it, e.g. “what support do you have to prove this?” “what kind of support could you include to prove this?”

STOP or DO LESS

- Be specific and explain WHY the writer should stop, e.g. “you have made a wide generalization with no proof to support it”; “what is the logical relationship between this claim and your supporting idea?”