



## Peer dialogue on feedback

### What is it?

Peer Dialogue on Feedback involves groups of staff and students reviewing the quality of samples of student feedback. It can be done as part of the Peer Dialogue Scheme. More information: <https://www.ucl.ac.uk/srs/academic-manual/c6/pot>

### Why do it?

Feedback quality is often commented on in the NSS. Peer Dialogue opens the 'black box' of feedback enabling effective practice to be shared.

## Assessment & feedback quick guides

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### References

Hattie, J. & Timperley, H. 2007. The Power of Feedback. *Review of Educational Research* 77 no. 1: 81-112.

Hughes, G. 2014. *Ipsative Assessment: Motivation through marking progress* Basingstoke: Palgrave Macmillan

## How to do it?

Share two or three samples of written feedback (or recordings of verbal feedback).

Hattie and Timperley's (2007) model of effective feedback identifies three types of effective feedback: feed up, feed back and feed forward.

### **1. Feed up - where the learner is going. This sets goals and tells the learner about the progress they have made.**

What to look for in the assessor's comments:

- Are the student's individual goals made clear?
- Are indications given to the learner on whether or not they have made progress since a previous piece of work? (Hughes, 2014).

### **2. Feed back – this tells the learner where they are now.**

What to look for in assessor's comments:

- How is it made clear that the assignment meets, or does not meet, the assessment criteria?
- Are suitable examples from the assignment used to illustrate the learner's current position?
- Does the feedback engage the learner in a dialogue (e.g. is the learner being encouraged to reflect on the feedback or seek out clarification of points raised?)

### **3. Feed forward - this tells the learner what to do next and is sometimes called developmental feedback.**

What to look for in the assessor's comments:

- How is it made clear what the learner must do to improve for the next piece of work?
- Are suggestions made for the learner to explore ideas or develop skills which encourage them to become more autonomous?

### **The language and tone**

Finally, you might like to discuss the overall language and motivation effects of the feedback in general.

What to look for in the assessor's comments:

- Is the balance between being encouraging and being critical appropriate? Too much praise may encourage complacency.
- Harsh critique that implies that the learner is inadequate should be avoided and it should be clear that it is the work not the person that has flaws which can be rectified.

### **Systematic and detailed feedback analysis**

For a Feedback Analysis tool and Guide that could be used to prompt a more detailed dialogue on feedback profiles see:

<http://jiscdesignstudio.pbworks.com/w/page/50671006/Assessment%20Careers%20Project>