

Providing Personalized Feedback to Students

Feedback from instructor to student on assessments is a powerful way to build rapport with students, guide them through the learning process, and motivate students to further study material. Below are some tips on how to provide personalized feedback to students, as well as some common pitfalls for instructors to avoid.

Tips to Provide Personalized Feedback

- Give feedback in a timely manner.ⁱ
- Acknowledge the knowledge the student has over the content.ⁱⁱ
- Make connections to the individual's characteristics.ⁱⁱⁱ
- Connect feedback to achievement or career goals.^{iv}
- Develop a method for students to ask follow-up questions after reviewing your feedback.^v
- Ask other faculty in your field what feedback has been effective for them.
- Avoid giving feedback that feels generic.^{vi}
- Give actionable feedback.^{vii}
- Remember the impact of power dynamics on critical feedback.^{viii}

Tips to Avoid Feedback Pitfalls

- Slow turnaround time for feedback^{ix}
- Sparse feedback^x
- Feedback that students cannot use to improve their work or correct their errors in the future^{xi}
- Taking an authoritative or negative approach to feedback^{xii}

ⁱ McConlogue, T. (2020). Giving good quality feedback. In *Assessment and Feedback in Higher Education: A Guide for Teachers* (pp.118-134). UCL Press. <https://doi.org/10.2307/j.ctv13xprqb.2>

ⁱⁱ Wang, H., & Lehman, J. D. (2021). Using achievement goal-based personalized motivational feedback to enhance online learning. *Educational Technology Research and Development*, 69, 553-581. <https://doi-org.libproxy.library.unt.edu/10.1007/s11423-021-09940-3>

ⁱⁱⁱ Ibid.

^{iv} Ibid.

^v McConlogue, T. (2020). Giving good quality feedback. In *Assessment and Feedback in Higher Education: A Guide for Teachers* (pp.118-134). UCL Press. <https://doi.org/10.2307/j.ctv13xprqb.2>

^{vi} Ibid.

^{vii} Ibid.

^{viii} Ibid.

^{ix} McConlogue, T. (2020). Giving good quality feedback. In *Assessment and Feedback in Higher Education: A Guide for Teachers* (pp.118-134). UCL Press. <https://doi.org/10.2307/j.ctv13xprqb.2>

^x Ibid.

^{xi} Ibid.

^{xii} Ibid.