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Exploring Different Feedback Practices in Your Classroom

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Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous Peoples from across Turtle Island, and we are grateful to have the opportunity to work on this land.
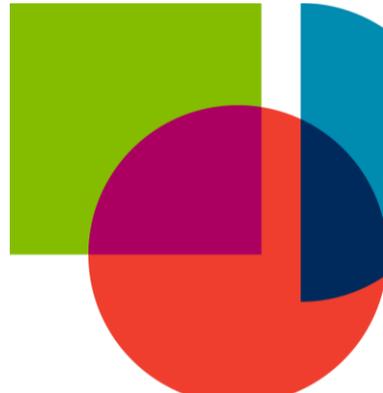
Access Check

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology

- Resources

- Pace

- Sound
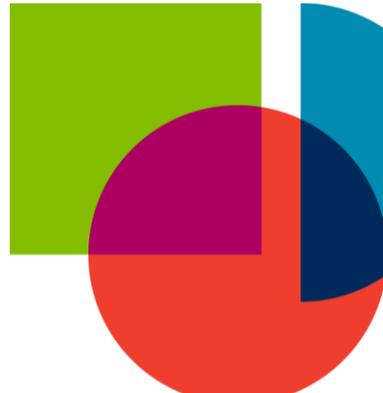
Session Outcomes

- Explore foundational literature on feedback literacy, and feedback engagement for student learning

- Consider different feedback practices (scaffolded feedback, peer assessment, self-assessment, multimodal feedback)

- Examine challenges and barriers to feedback uptake
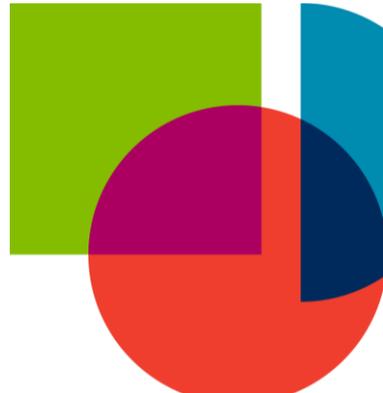
Think-Pair-Share: What Makes Feedback Effective?

Think (2 min)

- Reflect on your experiences of giving and/or receiving feedback. This could be either as an instructor, a researcher, or as a past student. What made feedback effective? What made feedback ineffective? How did you know?

Pair (6 min)

- Turn to the person beside you, and share your reflections. Make a note of some common or distinct themes that emerge from your conversations.

Share (8 min)

- If you are comfortable, feel free to share some themes that emerged with the group.

Paradigm Shift in Feedback Research

From one-way transmission of summative feedback from instructor to student, which is often a rationale for final assessments…

…to a student-centered approach to formative feedback, where students take an active role in engaging with feedback, and implementing it.

(Boud & Molloy, 2013)

Molloy et al.'s (2019) Feedback Literacy Model

Feedback literacy: "the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (p. 1315, Carless & Boud, 2018).

Design Considerations for Promoting Feedback Literacy

Student generated feedback

- Peer assessment
- Self assessment and self reflection

Instructor generated feedback

- Scaffolding assessment
- Designing to make feedback visible
- Multimodal feedback

Peer Review and Feedback Literacy

Providing peer feedback: students get a better sense of academic criteria, and use it to judge the quality of peer work. In the process, they learn how to improve their own work, this is called *evaluative judgement*.

Receiving peer feedback: can help foster an awareness of strengths and areas to improve, Can support self-reflection, and communication skills in response to peer feedback.

Peer feedback provider

Peer feedback receiver

(Little, Dawson, Boud, & Tai, 2025; Boud et al., 2018; Patchan & Schunn, 2015)

Strategies for Structuring Peer Review

1) Communicate why peer feedback is beneficial, both in providing it, and receiving/responding to it
2) Guide students on how to produce effective feedback (realistic, specific, descriptive)
3) Have students familiarize themselves with criteria/standards, and a performance range of exemplars
4) Note the importance of tone in delivery (non-judgmental, direct, timely, constructive), as well as the emotional experience of receiving peer feedback

(Little, Dawson, Boud, & Tai, 2025)

Self Assessment & Self Reflection

- Students can engage with self-assessment or self reflection activities to assess their learning and performance

- Can support metacognition and motivate them to solicit feedback on their own, and support healthy relationship with feedback (agency)

(Andrade, 2019; McMillan & Hearn, 2008).
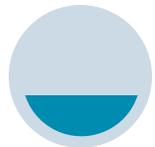
Self Assessment & Self Reflection

- Self reflection prompts

- Exam wrappers

- Rubrics to self assess work

- Reflect on peer-review feedback (what was useful, what was not)*

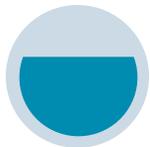(Andrade, 2019; McMillan & Hearn, 2008; University of Colorado Boulder, n.d.).

Instructor Generated Feedback Strategies

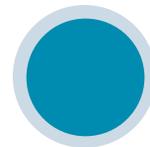Scaffold assessments, so that there are feedback check-points.

Assignment 1

Instructor/TA generated feedback.

Assignment 2

Instructor/TA generated feedback + student generated feedback

Assignment 3

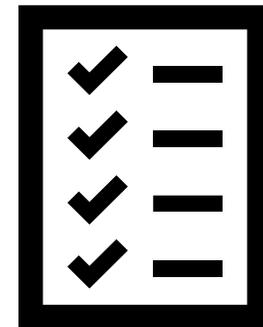Final submission w/ summative feedback

Instructor Generated Feedback Strategies

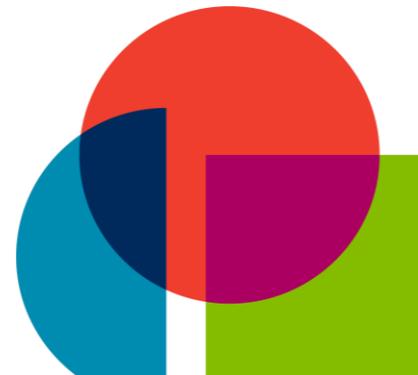Design assessments so that feedback incorporation is visible.

Assignment 1

Assignment 2

+

Feedback revision log

Instructor Generated Feedback Strategies

- Consider multimodal feedback (audio, video, etc.) for a more personalized approach
- Can foster trust and relationship building by conveying tone
- Can help to support the emotional experiences of receiving critical/constructive feedback
- Also consider feasibility and usability of feedback

(Hinks, 2025; Lamb, 2018; Martin, 2020).

Challenges with Feedback Uptake

- Barriers to understanding feedback could affect perceptions of how useful it is
- Feedback given late may not be meaningful to students
- Students may be unsure of how to respond to feedback
- Receiving feedback is emotional; past negative feedback experiences could affect how learners engage with future feedback (may feel defensive, or be avoidant)

(Winstone & Carless, 2019)

Navigating feedback for suspected use of generative AI in student work

Case Study: In your course, you notice that a student has submitted a written assignment, where the writing seems a bit…off. You suspect that they may have used generative AI for the writing, but you can't be sure. Luckily, you caught this in the earlier part of the term. How do you navigate a feedback conversation with the student?

In groups of 3-4, discuss what approaches you would take to navigate this feedback conversation (6 minutes). Have one person be the note-taker who will report back to the larger group (8 minutes).

Here to support you.

Thank You!

Please feel free to reach out to

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