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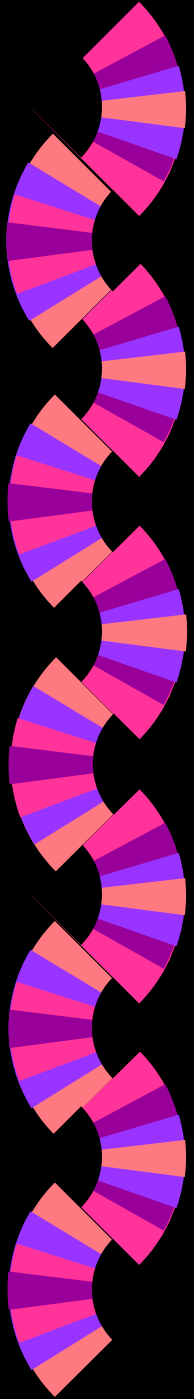
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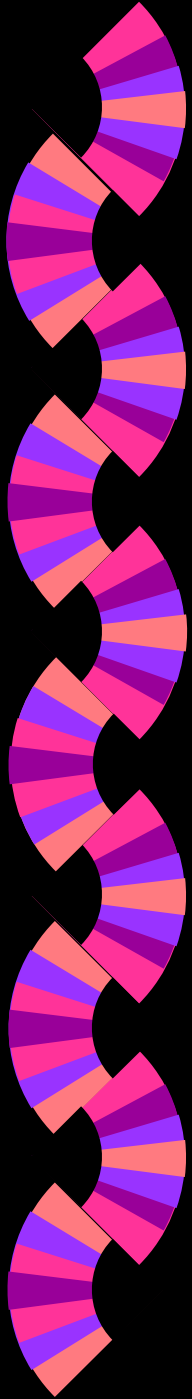


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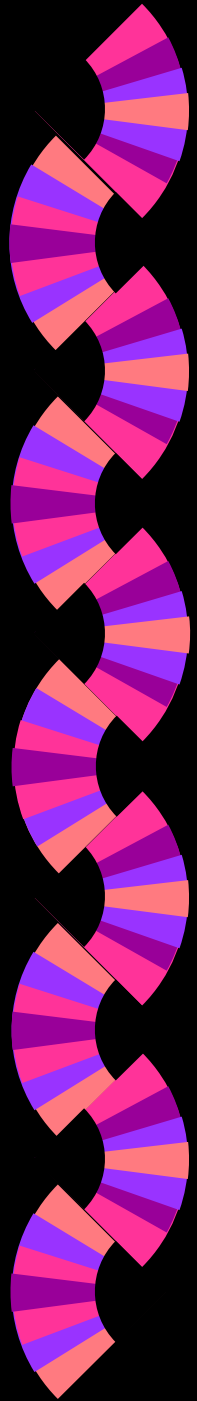


*How feedback works for some of
the people some of the time*

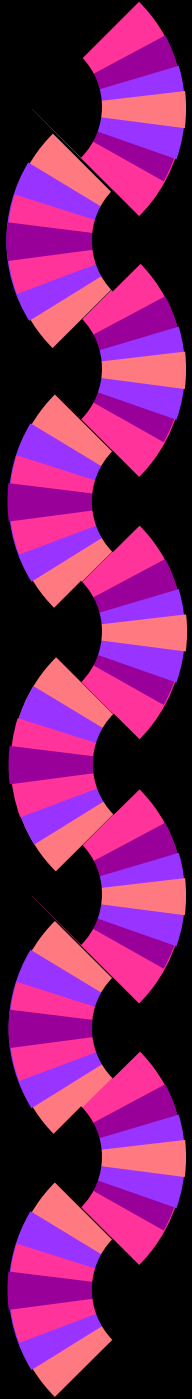
Liz McDowell



- ◆ Prompt
 - ◆ Understandable
 - ◆ Precise
 - ◆ Positive
 - ◆ Linked to assessment criteria
 - ◆ Suggest what student needs to do
 - ◆ Explain the mark
- and more!

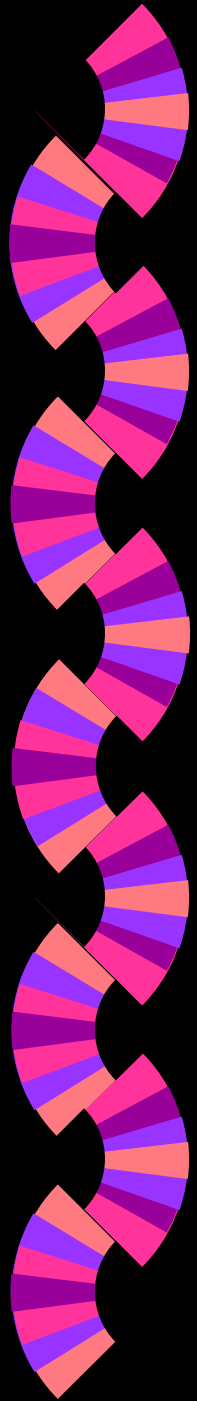


*Gordon -
a Gathering approach*

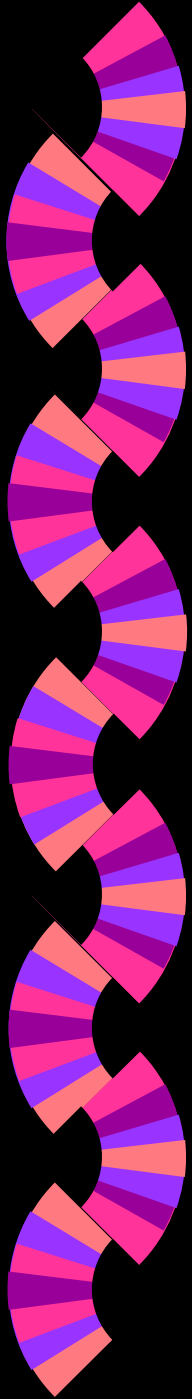


*Gordon -
a Gathering approach*

Feedback as Judgement

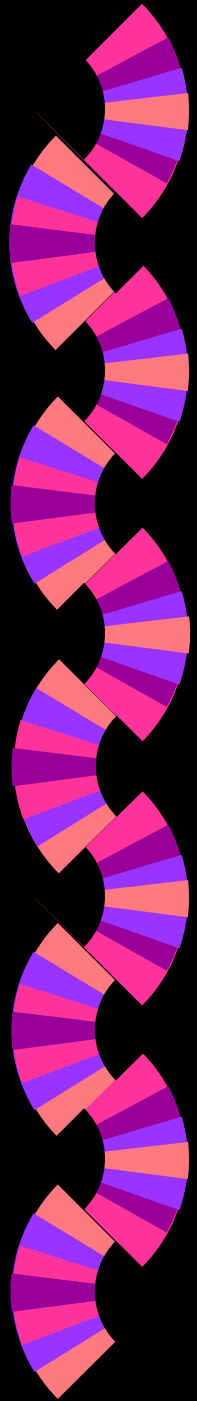


*Carla -
a Connecting approach*

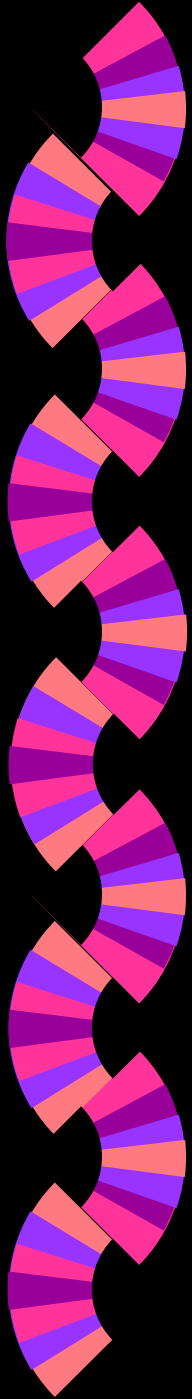


*Carla -
a Connecting approach*

Feedback as Learning

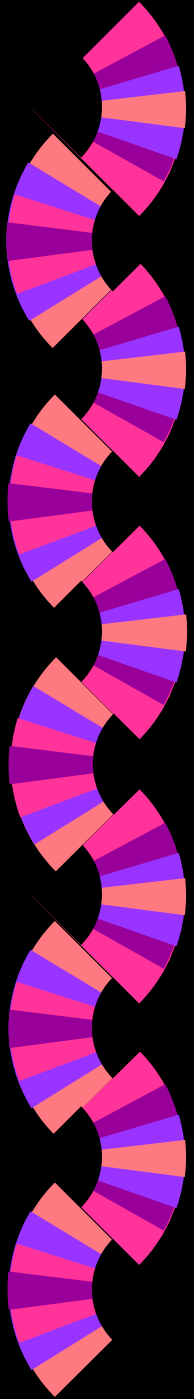


Martin-
a Minimalist approach

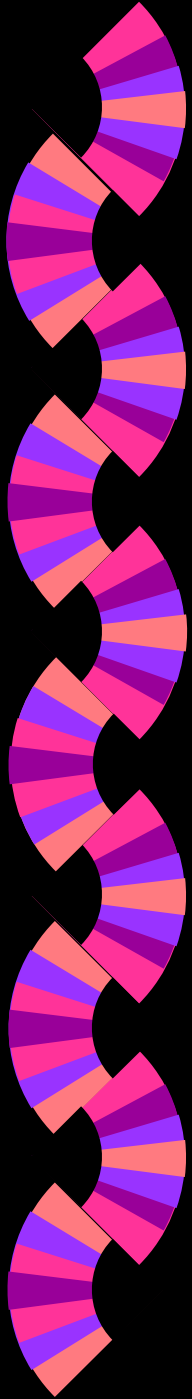


Martin-
a Minimalist approach

Feedback as Checkpoint

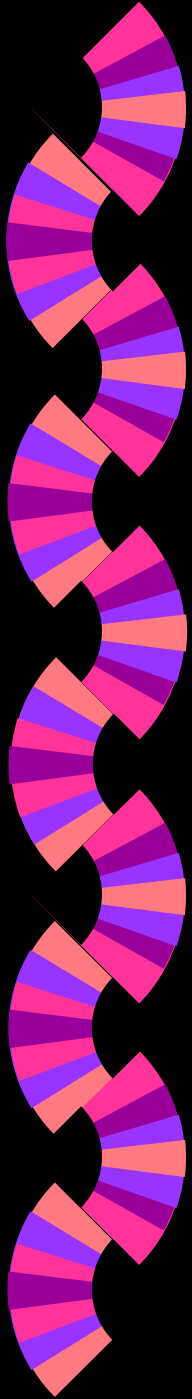


*Pia -
a Performing approach*



*Pia -
a Performing approach*

Feedback as Guidance



Gordon - Gathering
Judgement of capability

Lack of confidence,
threat

Carla - Connecting
Integral to learning

Affirmation, sense of
involvement

Martin - Minimalist
Check and regulate effort

Relief detachment &
distancing

Pia - Performing
Guidance for future

Sense of achievement
and purpose



Golden Rules

- ◆ Praise and encourage **strategies and approaches** for successful learning
- ◆ Engage in **dialogue** about the subject content and ideas
- ◆ Explain the **rules and conventions** of academic writing - and their purpose



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