

**འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྡེ།།**

**བསམ་རྩེ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།**

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**PROVIDING EFFECTIVE FEEDBACK ON STUDENTS ACCOMPLISHED TASK**

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| **ACTIVITY 1: ORAL FEEDBACK** | |
| Things I have done correctly | 1. I have no feedback that was done correctly except some evaluative feedback which sometimes might sound good to encourage student’s participation in the learning. |
| Things I have done incorrectly | 1. I. Most of my oral comments are either vague or compliments. There is no specific feedback that can lead the students to improve their work. 2. II. Excessive use of evaluative feedback such as “Nice try”, “Good Work”, “Need Improvement” and “Work harder”. 3. III. I have also used non-Evaluative feedback. 4. IV. In tertiary education, descriptive feedback is the preferred feedback but I cannot find single descriptive feedback given. 5. V. An Oral comment such as “Redesign and show me next time” sounds threatening to the students. |
| Need for improvement | 1. I. Feedback is not about advice and compliments. I should focus on what went wrong in that specific task and give feedback(improvements) to that particular task. 2. II. Most of my feedback is evaluative and non-evaluative. Feedback should look towards improvement and that is basically what descriptive feedback does. 3. III. My feedback is mostly of two words such as “Nice try”, “Work harder” etc. I should work on adding more words with improvements specific to that task. |

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| **ACTIVITY 2: PROVIDING FEEDBACK ON A PASSAGE** | |
| Things I have done correctly | 1. Used one descriptive feedback “Grammatical error such as use of an article and tenses” which indicates the students to reflect on article and tenses usage. |
| Things I have done incorrectly | 1. I. I have circled/underlined the word or letters without any information about the mistakes. 2. I. I have used prescriptive feedback where some missing answers like article ‘a’ are inserted. 3. II. I have also reflected feedback like “After the third sentence, the statements are not relevant” which also falls under prescriptive feedback. 4. III. No positive feedback is given for this task. 5. IV. I have not assessed based upon the rubrics. |
| Need for improvement | 1. I. Use of circle/underline should be avoided. Circle/underline doesn’t make sense to the students unless informed of its meaning in the class. 2. II. I shouldn’t give answers to the student’s work as it doesn’t help in their learning instead descriptive feedback will be appropriate. 3. III. There is some aspect of answers which are written well and I can include that as positive feedback followed by the descriptive feedback. |

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| **ACTIVITY 3: MEMORABLE POSTIVE AND NEGATIVE FEEDBACK IN LIFE** | |
| **ACTIVITY 3.1: MEMORABLE POSITIVE FEEDBACK** | |
| Things Tutor has done correctly | The tutor complimented the students and had a lot of positive impact on the student’s life though the feedback was generic. |
| Things Tutor has done incorrectly | The tutor used evaluative feedback. For example “Excellent!! Keep working hard”, describes the great work done by the student but how the works were excellent is not reflected. |
| Need for improvement | The tutor can use positive remarks as he/she mentioned followed by the use of descriptive feedback indicating the ways to improve. |
| **ACTIVITY 3.2: MEMORABLE NEGATIVE FEEDBACK** | |
| Things Tutor has done correctly | I cannot see any feedback which is done correctly by the tutor. |
| Things Tutor has done incorrectly | The tutor used criticized feedback that doesn’t relate to any improvements that the students should focus on. |
| Need for improvement | The tutor can use descriptive feedback without comparing the students. Students' work can be compared based upon the criteria/rubrics rather than the status of being a topper. |

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| **ACTIVITY 4: ASSIGNMENT FEEDBACK GIVEN TO ONES STUDENT** | |
| Things I have done correctly | Though I have used feedback in the form of questions, some levels of descriptive feedback is incorporated. Example: “How are you going to show some help menu?” |
| Things I have done incorrectly | 1. I. In the student’s assignment, I have not given marks corresponding with the rubrics. The marks are given without any meaning to it. 2. II. Threatening use of feedback is given. For example, “Redesign the use case diagram” 3. Circles or question marks are used without any comments. 4. III. Instead of descriptive feedback, I have used most of the questioning comments on students. For example, “ Do you need an emulator to run your app?”, etc. |
| Need for improvement | I. I should give marks with respect to the rubrics.  II. Use descriptive feedback and avoid using circles or question marks.  III. The choice of words to give feedback needs to be relook upon so that it doesn’t sound threatening to students. |