

Tips on providing rapid feedback to first years

Providing timely feedback to first years will help students to make the transition to university learning. It is challenging because class sizes are often larger. The feedback provided may also need to be more detailed because of the relative inexperience of students at completing academic work. Further, the first period of university teaching provide an ideal opportunity to instil good practise in students.

Some tips on providing rapid feedback to first years are:-

- Provide generic feedback (either verbally or written) to the whole class shortly after students have submitted their work. You can then provide detailed individual-based feedback at a later stage.
- Concentrate feedback comments on generic learning goals and concentrate on the three most important areas than might be in need of improvement. (Remember to include three positive comments to).
- Encourage students to evaluate their work before submitting it by providing self-evaluation pro-forma.
- Use feedback pro-forma to avoid repeatedly writing the same thing.
- Use technology, such as e-mail, audio MP3 files and personal response systems, to help speed up the feedback process.
- Design assessments so that they become easier to mark. Multiple choice assessments can even be marked automatically, and associated feedback can be programmed to appear in response to the answers given.
- Use self and peer assessment where appropriate.