



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

How to write effective feedback

Top 5 tips for providing feedback

1. Align your feedback with the moderation rubric

2. Be specific & offer actionable suggestions for improvements

3. Be kind

4. Address the resource NOT the creator

5. List series of suggestions

[I don't want to moderate this resource](#)

Resource Feedback

Please evaluate the resource based on the following criteria:

Alignment with course content & objectives:	Poor	Needs Improvement	Satisfactory	Great	Outstanding
Correctness, clarity & ease of understanding:	Poor	Needs Improvement	Satisfactory	Great	Outstanding
Appropriateness of difficulty:	Poor	Needs Improvement	Satisfactory	Great	Outstanding
Encouragement of critical thinking and reasoning:	Poor	Needs Improvement	Satisfactory	Great	Outstanding

Decision

Please rate the overall quality of this resource based on the selection criteria above.

The overall quality of this resource is:	Poor	Needs Improvement	Satisfactory	Great	Outstanding
Rate your confidence in assessing this resource:	Very low	Low	Medium	High	Very High

Justify your decision & provide feedback

Please provide constructive feedback & justify your decision to the author so they can improve the resource.

Overall, this is a great resource. Although it only assessed simple memorisation it could be a good refresher for some students. Something that you could do to improve the question is change it from assessing simple memorization to understanding. For example, instead of asking "What is the trait-based approach to leadership?" you could say "I was having a discussion with John and he said: Leaders are born not made. What type of leadership theory does John believe in?"

SUBMIT

Tip 1. Align feedback to the rubric

Relating your feedback to the rubric helps students understand your feedback.



Resources should **align with course content & objectives**. Content should not be trivial, overly specific or too general.



Resources should be **correct, clear and easy to understand**. Irrelevant information or complex language should not be used as it can confuse students.



Resources should be **appropriately difficult** for the course. Resources shouldn't be too easy or too hard.



Encourage students to write **higher-order thinking** questions. These are questions that assess:

1. Understanding (explaining ideas or concepts)
2. Applying (using information in new ways)
3. Analysing (drawing connection among ideas)
4. Evaluating (critically examining information and making judgments)

Tip 2. Be specific & offer actionable suggestions for improvements.

Offering explicit instructions helps authors understand how exactly they can improve.



Nice work! [Why?]. Although I think the resource is a bit too easy for this course. [What specially makes it easy and how can it be improved?].

This comment is not useful feedback because it is vague and does not offering any actionable suggestions for improvement.



Nice work! This resource is great because it aligns directly with lecture 2 content, is correct and clear. The resource might be a bit too easy as it doesn't assess higher order thinking. To improve this, I suggest encouraging students to understand the content rather than just remember it. To do this, instead of asking “What does the heart do?” ask “Blood has just stopped pumping in a person’s body. What organ has mostly likely stopped working?”

This comment specially mentions what is good about the resource, what needs improvement and why, and explicitly mentions what can be changed.

Tip 3. Be kind

This comment starts negatively. This can make students less likely to take onboard constructive feedback and doesn't reward students for aspects they did well on.



The resource might be a bit too easy as it doesn't assess higher order thinking. The resource might be a bit too easy as it doesn't assess higher order thinking. To improve this, I suggest encouraging students to understand the content rather than just remember it. To do this, instead of asking "What does the heart do?" ask "Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?"



Nice work! This resource is great because it aligns directly with lecture 2 content, is correct and clear. The resource might be a bit too easy as it doesn't assess higher order thinking. To improve this, I suggest encouraging students to understand the content rather than just remember it. To do this, instead of asking "What does the heart do?" ask "Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?"

This comment starts positively. This encourages students to continue aspects they did well on and helps them approach constructive feedback with a positive state of mind.

Tip 4. Address the resource NOT the creator

This helps the author take the feedback onboard rather than becoming defensive.



Nice work! **You did** a great job because it aligns directly with lecture 2 content, is correct and clear. **You might** have made it a bit too easy as you have not tried to assess higher order thinking. To improve this, **you should** encourage students to understand the content rather than just remember it. To do this instead of asking "What does the heart do?" **you could** ask "Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?"

Don't address the creator directly. This can make students defensive and less likely to take feedback onboard.



Nice work! **This resource** is great because it aligns directly with lecture 2 content, is correct and clear. **The resource** might be a bit too easy as it doesn't assess higher order thinking. To improve this, I suggest encouraging students to understand the content rather than just remember it. To do this, instead of asking "What does the heart do?" **ask** "Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?"

Instead of addressing the author say "The resource", "The question", "The worked example" .. etc.

Tip 5. List series of suggestion

This improves readability and actionability of your feedback.



Overall, this is a useful resource - It isn't too easy or hard, is correct, the options are all plausible and from the same category and the explanation is good. **Specifically, improvements can be made by: Fixing the spelling of “Heart” in the options; Instead of asking “What does the heart do?” ask “Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?”; add a picture of the heart to the explanation; make all the options a similar length (odd length distractors give a clue to the answer).**



Overall, this is a useful resource - It isn't too easy or hard, is correct, the options are all plausible and from the same category and the explanation is good. The resource can be improved by 1) fixing up the spelling mistakes and grammatical issues which makes it difficult to understand and 2) encouraging understanding rather than memory. **Specifically, improvements can be made by:**

- Fixing the spelling of “Heart” in the options
- Instead of asking “What does the heart do?” you could say “Blood has just stopped pumping in a person body. What organ has mostly likely stopped working?”
- Add a picture of the heart to the explanation
- Making all the options a similar length (odd length distractors give a clue to the answer)