

What? ¹

Inclusive feedback offers tools for every student. During the feedback process, students and teachers play an active role with regard to learning through collaboration and participation. Inclusive feedback offers staff and students the opportunity to reflect on their own experience, taking into account the personal needs of students by recognizing the social context of learning.

Why and for whom? ^{1,3}

Providing inclusive evaluation and feedback is linked to an increase in student satisfaction, improvement in results and more opportunities for discussion. Feedback provides insight into one's own strengths and work points. Guidelines for improvement contribute to the student's learning gain and better learning outcomes in the long term. Taking into account the needs of different students ensures that each student can gain optimal learning experiences from the feedback obtained. The universal offering of a variety of feedback options also reduces the need for students to profile themselves individually as "students with disabilities", which can reduce feelings of anxiety and stress related to discrimination and rejection.

Not only the student benefits from inclusive feedback. The feedback on tasks obtained is also an important source of information about the teacher, the course and the expectations of the higher education institution. This information can promote continuous evaluation and thus forms a crucial support mechanism in the learning and teaching process. Therefore, feedback is a means to create collaborative, inclusive and constructive learning environments that benefits all students.

Tips & Tricks ^{1, 2, 3, 4}

General guidelines

- ❑ **Transparency** | Formulate clear expectations, learning objectives and evaluation methods and specify how scores are determined to contribute to appropriate and inclusive feedback.
- ❑ **Accessible documents** | Take the guidelines for accessible documents into account (if written / digital; check out e.g. Sheet 12: PDF and Word).
- ❑ **Language** | Use clear and simple language.
- ❑ **Agreements** | Provide clear agreements about the feedback moment (what is discussed, whether preparation is necessary, how long the feedback moment takes, where it takes place, etc.).
- ❑ **Adjustment** | If feedback is given by different people, make sure that everyone uses the same standard, provides the same information and that the person who ultimately evaluates the content to be assessed is also aware of the feedback provided.
- ❑ **Interim feedback** | Schedule feedback not only after an exam period but also during the learning activities.
- ❑ **Performances and process** | Provide informative and constructive feedback focused on both performance and process.
- ❑ **Progress** | Focus on commitment and individual progress and make work points explicit so that the student can develop himself.

Types of feedback

- ❑ **Diversity** | Provide diversity in types of feedback such as evaluation templates / rubrics, written feedback on assignments, responses to posts in online discussions, questions and answers in class, possibilities for individual face-to-face consultations, etc.
 - Handwritten feedback may not be accessible to everyone.
 - Online feedback supports, among others, students with a sensory disability or students who do not feel comfortable asking questions in class.

- Verbal feedback (e.g. face-to-face or via audio recording) supports students with reading and writing difficulties or visual impairments.
- **Without score** | Also provide feedback without a score. Students go through it more carefully.

Content of the feedback

- **Motivating** | Students with anxiety, fear of failure or stress can experience feedback as criticism. The content of feedback is most effective if it is comprehensive, specific, descriptive and focused. This way feedback can motivate students instead of discouraging them.
- **Quality** | The quality of the feedback is more important than the quantity.
- **Diversity** | Provide feedback on different levels and with different purposes:
 - Provide feed-up (where should I go?), feedback (how am I doing?) and feed-forward (how can I do it better?)
 - Prefer feedback at the self-regulation level (student evaluates himself) and process level over feedback at task level (feedback on the approach of a process can also be used in other assignments, whereas feedback on a specific task content cannot).
- **Action plan** | Reduce the gap between the current and the desired situation by identifying action points and encouraging the formulation of an action plan.

Engagement student

- **Peer feedback** | Activate students through a system of peer feedback and self-evaluation (tip: work in large groups with technology or in small groups). Collaborative learning ensures that students share responsibility for their own learning and are actively involved. Students also gain more understanding about the evaluation practice and the scoring criteria, which contributes to empowerment and self-regulatory learning.
- **Self-reflection** | Ask the student what he thinks about his work, stimulate argumentation and reflection.

Approach to a feedback interview

- ❑ **Private environment** | Give students the opportunity to receive feedback in a private environment, rather than just during the break or at the end of the lesson.
- ❑ **Correct attitude** | Take an active listening and encouraging (non-) verbal attitude.
- ❑ **Concrete feedback** | Provide specific and concrete feedback and ask questions during the feedback interview: assess whether the feedback is clear and is also effectively understood.
- ❑ **Useful guidelines** | Provide guidelines on what can be improved and how to improve it.
- ❑ **Summarize** | At the end of the feedback interview, summarize the conversation and make agreements for the future.
- ❑ **Communication** | Also check out Sheet 10 on communication.

Know more?

- ❑ Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in higher education*, 36(4), 395-407.
- ❑ Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & education*, 57(4), 2333-2351.

In practice

“We have set up a task force on feedback with various services that deal with feedback, for example the study department and the legal department. We have distributed an infographic around good feedback after exams through various channels. We have also done this towards the students, to also address their responsibility: you are an important discussion partner when it comes to feedback.”

“We let the students express what they have learned from the feedback. They must summarize what the teacher has said. There may be a gap between what you have said and what the student has heard. This is also a learning opportunity.”

“The students also provide formative feedback to each other through peer assessment. This starts easily, they learn how to argue, improve each other. We work with extensive evaluation forms and checklists. This way, students become more aware of what they have to be able to do.”

References

- ¹ Rowe, Anna & Wood, Leigh & Muchatuta, Michelle. (2010). Inclusive practice in higher education: Feedback that breaks pedagogical barriers.
- ² Sheffield Hallam University (z.d.). Accessible Assessment: Teaching and Assessment Essentials. Inclusive Feedback Strategies. Geraadpleegd op 24/01/2019 via https://blogs.shu.ac.uk/accessibleassessment/feedback/inclusive-feedback-strategies/?doing_wp_cron=1548315479.2280690670013427734375#
- ³ Van Keer, H. (2015-2016). Zorg, coaching en begeleiding [Cursus]. Gent: Universiteit Gent, Pedagogische Wetenschappen/Pedagogiek en Onderwijskunde.
- ⁴ Steunpunt Inclusief Hoger Onderwijs (2017). Universeel ontwerp [onuitgegeven intern document]. Gent: Steunpunt Inclusief Hoger Onderwijs.