
Feedback scenario

Resources and activities
Feedback cards

Consider how to give feedback to a learner who lacks confidence and appears to be reluctant to get involved with their work.

The card sort

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

This is a way of providing the learner with positive, relevant language for describing and assessing creative projects. One word or phrase relating to the impact and effectiveness of a piece of work or performance is written on each card. A definition of the word or phrase is put on the back of the card. For this to work well, a selection of cards is needed, with different words and phrases such as exciting, effective, relevant, thought-provoking, novel, creative, fit for purpose, speed of production and meets client needs.

- Use different sets of cards according to the learner's level of work and the ways in which you wish the learner to engage with the work.
- Select, or ask the learner to select, the cards with words or phrases that best describe their work, and give reasons for the choices.
- Reflect on the words not selected and discuss the reasons for not using them.

This card sort activity enables you to focus on helping an individual learner to articulate a positive and realistic view of their own work.

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Consider how to give feedback to a learner who, in the first few weeks of a course, is not putting enough effort into their work, and this is reflected in their poor progress and achievement.

Learner focus on the learning activity

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Ask the learner what they want to do, why they are on the course and where they think it is leading them. Record their answers and probe where necessary.
- Ask them what they need to do to achieve the goal that they have identified. Record their answers.
- Ask what they are going to do first, from the list of things they have stated that they need to do. Record their answers.
- Ask them what they think your role is in relation to their work and what support they need from you when planning and developing their work.
- Explain where you agree or disagree and help the learner to develop an action plan.

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Consider how to give feedback to an adult learner who has been absent and has had difficulties in completing their work. The learner lacks confidence, has made insufficient progress and is considering leaving the course.

Envisioning

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Ask the learner to imagine what their present piece of work will look like when finished and to write a description of it.
- Discuss with them how they feel about the work now and ask them to reflect on ways of improving it.
- Let them know how you would 'envision' their finished work.
- Give positive feedback about the processes they have gone through so far, and discuss with them any of their life experiences and knowledge that have contributed to the decisions they have made.
- Ask them to think about their next task, again envisioning the completed work, and then to outline the process that will allow them to achieve this.
- Reassure them that the creative process means that they may well produce something very different from the work of others and that this is something they should value.

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Consider how to give feedback to a learner who has not fully understood their brief and has gone completely off track. The learner thinks that their piece of work is good and is expecting praise.

Assessment checklist

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Give the learner a checklist that you have devised to help them to identify what they need to do in order to achieve well. It can also be used as an assessment tool later.
- Ask the learner to consider their progress so far against this checklist, and to reflect on how well this suggests they have achieved.
- Ask the learner to reflect on ways in which they can now address the elements of the brief that they have not covered.

The checklist can also be used for learners to self-assess or to peer assess. For examples of what to include in your checklist, refer to the 'Critical framework' in the 'Be your own critic' section of the activities. It is good practice to give out a checklist with a project brief, to enable learners to track their own progress.

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Consider how to give feedback to a learner who is coming to the end of a course and will be having interviews for the next step in their studies or career.

Learning points for learners to identify

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Ask the learner to write out five learning points that they can identify from completing their work. For example: 'I worked in a team', 'I was able to find out about new media and materials and improve my understanding of when to use them', 'I used a range of technical skills to...'
- Ask the learner to write down fully how they achieved in each of these five learning points.
- Once this has been completed, give the learner a practice interview in which they should use the information they have produced to amplify their answers and give examples that demonstrate their achievements.

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Consider how to give feedback to a learner who has produced some good work, but who you know has the potential to produce exceptional work. The learner is anticipating praise for their work.

Planning, preparation, development and completion

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Ask the learner to concentrate on the process used to complete their work and to divide this into planning, preparation, development and completion.
- For each stage, ask the learner to identify what they did, how much time, effort and thought they put into it, and how successful they felt they were.
- Also ask the learner to identify the parts they enjoyed and those they did not.
- For each stage, they should record how they could have worked better and what they needed to do to improve their work and enjoy it more.
- Focusing on the final product, ask them to write down five ways in which they could have improved it (for example, thinking differently, developing ideas).
- Discuss with them the improvement points identified and ask them to produce a five-point improvement plan to be used for ongoing self-evaluation.

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Consider how to give initial feedback to a learner at the beginning of a course or at the start of a new aspect of the work.

An exemplar

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Prepare a model answer and a marking scheme, with marks for the planning, preparation, development and completion of the task.
- Ask the learner to mark the model answer against the criteria in the marking scheme.
- Return the learner's piece of work, which you have marked against the marking scheme, and discuss the marking of both this and the model answer.
- Encourage the learner to ask for justification of your marks, so that they understand the process of assessment.

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Consider how to obtain peer feedback from a mixed group of mature and younger learners about their achievements on a recent practical project. All the learners find it difficult to share ideas and evaluate their own progress. They also find it difficult to understand that creative skills and understanding take time to develop.

The scale tool

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Using a simple scale tool can help learners to develop a constructive, critical approach to their work and identify areas for improvement.
- Ask each learner to draw a scale, with clear equal gradings from 1 to 10.
- Ask them to identify where they would place their work on that scale, perhaps regarding particular criteria, such as clarity of expression or fulfilling the brief.
- Ask learners, in pairs, to discuss the reasons why each has rated their own work as they have done on the scale.
- Ask the pairs to ask each other how they could improve to raise their score.
- Ask each learner to score their partner's work, record this score on their partner's scale, explain this score and, if appropriate, why it differs from the score their partner gave it.
- You may wish to set ground rules for peer discussion of work.

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Consider how to find out as much as possible about a group of new learners, in order to plan to meet their individual needs and aspirations and personalise their learning. Assessing how learners work in a group activity can tell you a great deal about them.

Formative peer assessment

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- Put learners into groups of three or four to undertake a timed practical group activity that you know they will enjoy.
- Create an assessment sheet which lists the aspects of the process that you wish to assess (for example, suggesting ideas, accepting ideas, being helpful, being inventive and original).
- When the activity is finished, distribute the assessment sheets and ask each group to assess themselves, grading their activity against each assessment criterion with a score from 1 to 5 and adding up the total. Ask each group to justify the grades.

If necessary, adjust this approach for a specific group.

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Consider how to provide learners with opportunities for self-assessment, reflection and peer assessment. This exercise is useful towards the end of a unit of work or project.

Using the learning community

Try out the following approach and think about other ways in which you might wish to give feedback in this situation.

- As learners progress through their course, they become part of a learning community in which all members are able to help and support each other. With peer evaluation, students view each other as a resource for checking their understanding and the quality of their work against an assignment brief and the assessment or evaluation criteria.
- Ask learners to work in pairs to evaluate their own and their partner's work.
- Ask each learner to ask their partner the following questions.
 - a) What did you intend to achieve?
 - b) What have you achieved so far?
 - c) How close to your goal have you got?
 - d) What aspects are you really pleased with?
 - e) What could you do, or should you have done, better?
 - f) What do you understand and know now that you didn't understand or know at the beginning of the process?
 - g) What can you do now, in the time remaining, to improve the standard of your work?

You may vary the questions, but it is important that each pair uses the same set of questions.