

# FACE-TO-FACE FEEDBACK



Face-to-face feedback can be formal or informal, received from tutors or peers and take place within class (e.g. discussions, peer review activity) or outside class (e.g. staff office hours, within groupwork and learning sets).

This leaflet focuses on formal feedback from tutors.

For advice on peer-to-peer feedback, please see our 123 leaflet: 'Making peer feedback work in 3 easy steps'.

### **Use face-to-face feedback:**

- to go beyond simple correction to develop more nuanced understandings;
- to communicate with students in a way that cannot be achieved through written feedback;
- to engage with students more effectively: it personalises individual student's feedback and encourages dialogue;
- to stimulate deeper understanding of the subject and improved learning about assessment processes and standards;
- where students need detailed explanation and guidance on how to improve;
- for pedagogic and curriculum development, whereby the issues and problems featured in feedback dialogue can shape future teaching and learning activity.

### **Here's how you do it .....**

# 1

## Pay attention to context and environmental factors

### Create an environment that supports dialogue

- Build trusting relationships: staff/students and students/students.
- Use interactive learning methods to build relationships and confidence.
- Support student-voice events outside the classroom.
- Heighten awareness of assessment criteria to enable meaningful participation in dialogue.
- Match the student(s) with the tutor who is most familiar with their work.
- Hold the event where it's easy to talk and participants feel comfortable.

# 2

## Plan

### Design

- Be clear about the purpose and context of face-to-face feedback both for the module and for the programme.
- Identify critical points in programmes for greatest effect and allocate appropriate resources.
- Think about how the face-to-face session will affect the assessment process (task, marking, feedback).
- Be clear about the purpose of face-to-face sessions, e.g. to discuss feedback already received; provide and discuss feedback; focus on changes to draft work.
- Devise a face-to-face model that aligns with the purpose and context (see below).

### Operation

- Plan the sessions e.g. when? where? how long? in class or outside class? individuals or small groups? all or selected students? resources available?
- Ensure the session coincides with the students' (and your) availability. Give plenty of warning. Many students need encouragement to approach staff outside class.

### Preparation

- Explain the purpose(s) to students well in advance.
- Prepare for feedback sessions during the marking process (see below).
- Plan ahead. Identify and concentrate on issues that cannot be easily expressed in written feedback, e.g. make notes during the marking process and have a copy of the assessment that contains 'prompts' for discussion.
- Encourage students to reflect on their performance and any feedback received to prepare for face-to-face sessions.

# 3

## Get the most from the interaction

- Structure motivational conversations with students who may be disappointed with their grades.
- Provide and discuss A-grade examples of work for high-achieving students to motivate them to achieve better results.
- Emphasise where and how feedback can be carried forward and applied into future assignments or on other modules.
- Ensure that communication is two-way: let the student speak (invite contribution and leave spaces if necessary) and encourage questions.
- Mentor new staff in providing face-to-face feedback.
- Seek support from colleagues to develop techniques in understanding face-to-face feedback sessions.

### References:

Handley, K., Price, M. and Millar, J. (2008) Engaging students with assessment feedback: Final report for FDTL5 project. pp. 20-34.

Oxford Brookes Business School 2009–10, Face-to-Face Feedback Initiative Evaluation Report by Jane Hudson and colleagues, 28 May 2010



ASKe (Assessment Standards Knowledge exchange) is a Centre for Excellence in Teaching and Learning (CETL) set up in 2005 with a £4.5 million award from HEFCE in recognition of good practice based on pedagogic research into aspects of assessment. Its work continues in conjunction with the Pedagogy Research Centre based in the Faculty of Business at Oxford Brookes University.

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