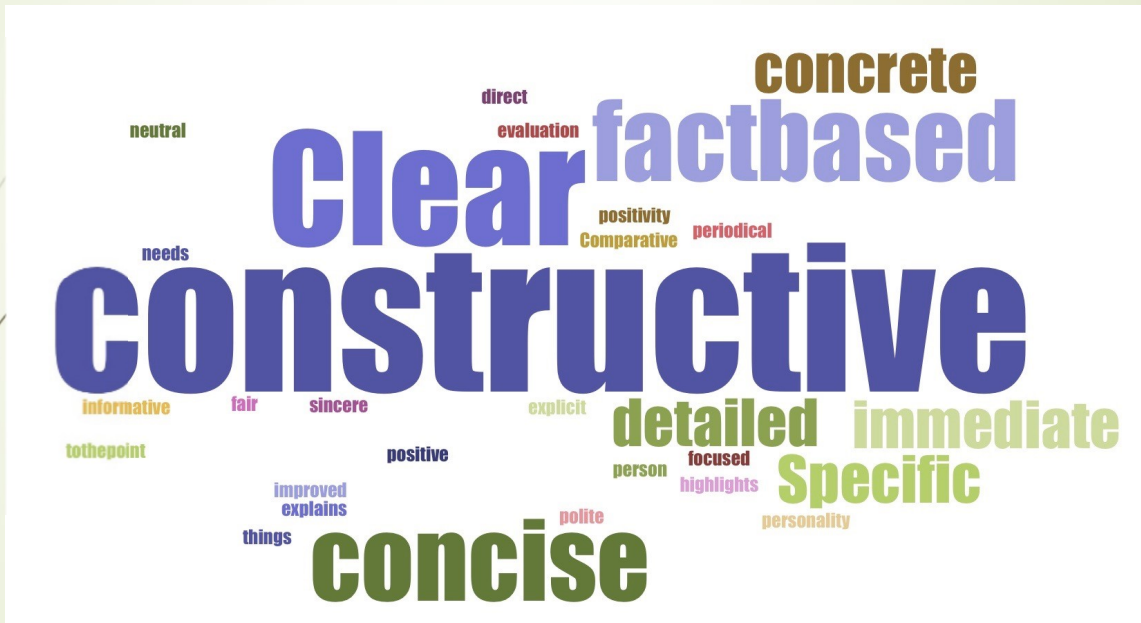


## Useful feedback

5



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## Constructive feedback

6

e.g., Martha N. Ovando, (1994), "Constructive Feedback", International Journal of Educational Management, Vol. 8 Iss 6 pp. 19–22.

- **Factual:** based on actual achievement/performance performance
- **Helpful:** provides suggestions for improvement of teaching and learning
- **Relevant, tailored**
  - Addresses performance/process that it is meant to address
  - designed to meet individual actor's specific needs and circumstances
- **Encouraging:** Motivates to continue and increase efforts
- **Immediate (however, some studies\* show that delayed feedback has its benefits too)**
- **Respectful:** respects actors' integrity and needs
- **Confidential**

\* Mullet, H. G., Butler, A. C., Verdin, B., von Borries, R., & Marsh, E. J. (2014). Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory and Cognition*, 3(3), 222-229.

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