**“Making formative feedback more effective and efficient for students would be much better if only I …” a dialogue with Phil.**

**(Replies transcribed from post-its at the workshop, with brief comments in brackets added by Phil after the event)**

* Had a better understanding of what each individual needs, clarity on understanding vs writing style vs structure. (Keep asking students what they really need – they’ll tell you).
* Could persuade students that peer feedback *is* feedback. (Important one – keep reminding them that there’s a lot more opportunity for peer-feedback than we can ever match by tutor-feedback).
* I could guarantee that everyone engaged. (Yes, that’s where conversation and dialogue is so crucial).
* Design the assessment related to lectures. (Should indeed be related – constructive aligment).
* Could make it into a conversation. (Yes, absolutely).
* Could discuss feedback in class with them. (That’s one of the best possible things we can do in class – much more useful than just throwing more content at them).
* Could get the student to think that peer-marking can be just as valuable as feedback from the Prof. (Indeed, both are needed. Feedback from Prof has authority, but peer-feedback is often easier to make sense of, and is much more abundantly available – and doesn’t take us time!).
* Could distinguish individual feedback from collective feedback. (Students value individual feedback most, naturally).
* Had time (3). (Understandable response, but it’s not actually a matter of time, it’s what we do with the time that matters far more – do *other* things than those which the abundant research on feedback proves ‘*don’t work’.*
* Could design an appropriate feedback sheet. (Indeed – see examples in my slides and on my website).
* Had a better idea of where the students in my class are currently at with the material. (Great one – use post-its with an ‘if only…’ starter, like I did with you in this exercise?).
* Was more imaginative. (Yes, the ‘else’ dimension).
* I was convinced summative feedback influenced subsequent learning and performance – academically and in life. (I’m convinced that *formative* feedback is the much stronger influence).