

What is Asset-Based Feedback?

- Feedback in the context of education is information provided following a learning activity that helps students and instructors: 1) identify current gaps in a student's journey from novice to expertise in a given domain and 2) clarify the steps toward filling those gaps (Black & Wiliam, 2009).
- Not all feedback is equally effective, and in order for feedback to support learning, students need to engage with and uptake the feedback. Working with students and instructors alike to develop “feedback literacy,” can maximize the likelihood that feedback will be successfully applied.
- **Feedback literacy** refers to skilled engagement with understanding the importance of feedback, managing one’s emotional reaction to feedback, and taking appropriate action (on the student side), and managing pedagogy and classroom climate in ways that guide students to use and appreciate feedback (on the instructor side; Carless & Winstone, 2023).
- Students process feedback differently (cognitively, emotionally, motivationally) based on individual differences such as their prior beliefs, pre-existing knowledge, self-efficacy and self-regulation, identity-based characteristics like gender, race, and culture, and personality traits (Panadero & Lipnevich, 2022).
- We define **asset-based feedback** as effectively designed and delivered feedback that attends to and recognizes students’ strengths, existing knowledge, previous experiences, motivations, and feedback literacy in order to support learning. Asset-based feedback can be characterized by the principles below.

Feedback Principle	What It Looks Like
Purposefully planned	Purposefully planned feedback considers the overall objectives of the feedback process as it pertains to the student’s journey from novice to mastery. In this vein, the timing and frequency of feedback is responsive to the specific objectives the instructor has for the learner, and desired feedback frequency for optimal learning should influence the number, nature, and timing of formative assessments (Black & Wiliam, 2009) from the start of course design. Instructors can also encourage “inner feedback” through designing processes for students to self-reflect actively, using rubrics, learning outcomes, and conversations with peers to compare work and generate their own feedback (Nicol, 2022).

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Feedback Principle	What It Looks Like
Well-sequenced	Feedback is considered timely if given to students while it still matters to them and in time for learners to act on feedback (Gibbs and Simpson, 2005). Feedback that is too high in frequency can create a negative impact on learning, and feedback frequency that is too low is insufficient to promote enduring learning. Consider the relationship between feedback frequency and task performance to be somewhat like an inverted-U shape graph and target optimal frequency (Lam et al., 2011).
Actionable	Actionable feedback is clear, transparent, and accessible to students and supports student agency and direction in their learning (Nicole & McFarlane, 2008; Panadero & Lipnevich, 2022). Actionable feedback is not about quantity of feedback to students but rather should be prioritized to areas for most growth in student learning (Winstone & Boud, 2022). To be truly actionable, students must also have subsequent opportunities to demonstrate their progress. It should answer three questions: 1) where is the student going? (goals, feed up); 2) how is the student going? (current state, feed back); And 3) where to next? (closing gaps) (Hattie & Timperley, YEAR2007).
Varied	Students value varied modes of feedback (Patterson et al., 2020, Van Boekel et al., 2023). Consider using a variety of modes such as: written, audio, video, one-on-one, group discussion, body language, and self reflection/metacognitive exercises. Task correction (example: B is the right answer), the most common form of feedback, is considered less effective for transfer learning (Butler et al., 2013, Hattie and Temperley, 2007) but can be helpful for students with lower prior knowledge (Fyfe and Rittle-Johnson, 2016). Process feedback (how to complete a task) and self-regulation feedback (encourages self-assessment) are feedback variations that encourage enduring, meaningful learning (Hattie and Temperley, 2007, Van Boekel et al, 2023).
Dialogic	Dialogic feedback is bidirectional in nature in that the provider is constantly attuned to how the receiver understands, internalizes and operationalizes the feedback into changed behavior. The receiver's response to the feedback and the degree to which it augurs future feedback allows the feedback itself to become iterative, targeted, and intentional. In a truly dialogic classroom, at different moments instructors and students are both providers and receivers of feedback. Regular

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	dialogue and discussion may be key to building trust in the classroom, which may increase students' willingness to engage with feedback (Bayraktar, Ragupathi, & Troyer, 2025).
Motivational	No matter how well-delivered and considered, feedback will only influence learning if students are motivated to engage with it. Motivational feedback capitalizes on the elements that cultivate intrinsic motivation in learners, including autonomy, competence, and relatedness). It builds self-efficacy and expectancies for future success on assessments by providing both "progress" as well as "discrepancy" information (Voerman et al., 2014), has clear relevance for growth in the discipline/field (Pekrun et al., 2006), encourages mastery/approach of goals rather than performance/avoidance of negative outcomes (Senko, 2019), and provides opportunities for revision and resubmission (Fong & Schallert, 2023).
Relational	Students will be more receptive to feedback from sources they view as both credible and invested in their success (Fong, Schallert, et al., 2018). Much like behavior change therapy is rooted in a mutual understanding of goals, an agreement of how to work toward that goal, and the patient's liking, trusting, and valuing of the therapist (the so-called "therapeutic alliance"), the student-instructor relationship will similarly benefit learning from a framework of an "educational alliance" (Telio et al.). This alliance is developed through demonstrated attentiveness, responsibility, competence, responsiveness and trust– habits and patterns of support built over time (Bozalek et al, 2016).

What Are the Effects of Asset-Based Feedback?



- **Improved Learning**
 - Large meta-analysis demonstrates that effective use of feedback improves learning with a large effect size (Hattie & Timperley, 2007; Hattie et al., 2017).
- **Heightened Motivation**
 - Written feedback in the form of comments heightens student motivation compared to grades alone (Koenka et al., 2021).
 - Receiving feedback triggers motivational and emotional processes that influence whether and how the learner engages with the feedback in future learning episodes (Fong & Schallert, 2023).
- **Increased Self-regulation**
 - Most models of self-regulated learning involve feedback as a crucial element at various phases (e.g., in the phase between performance and self-reflection upon performance; e.g., Chen & Bonner, 2018).
 - Effective teachers may view assessments (and feedback upon them) as an opportunity to engage in mutual co-regulation of learning with students (Andrade & Brookhart).
 - High-quality feedback can guide student perceptions of their own learning and assist them in making subsequent choices about where to invest their energy (Taylor and McCormack, 2004).
- **Better Equity**
 - Improving pedagogy has a differential effect on students from higher versus lower resourced educational backgrounds, where the latter are more likely to benefit from “high-impact practices” but least likely to be exposed to them (Kuh, 2008; Museus).
 - Engaging “systematically and holistically” with student feedback on teaching can deepen our empathy for the student experience (in all its variations) and suggest avenues for improvement (Artze-Vega, Darby, Dewsbury, & Imad, 2023).
- **Improved Teaching**
 - Educators who seek feedback on the effectiveness of their practice demonstrate improved teaching, higher self-efficacy, and are more satisfied with their job (Anseel et al., 2015).
 - When teachers engage in critical self-reflection about their practice, student learning improves (Zee & Koomen, 2016).



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