



Policy paper regarding Feedback

Introduction

This paper deals with grades and general feedback for courses. There is a big difference between what kind of feedback you get in courses and what kind of feedback is constructive or not. There are two types of feedback, qualitative and quantitative. Quantitative is an overall assessment of a project or a work process, in everyday speech a grade. The second type is qualitative feedback. This kind of feedback is more in-depth and is more often used to correct larger tasks.

In short

- There must be an opportunity for continuous adequate feedback in courses.
- Feedback must be an integral part of one's education.
- Feedback and grades must allow for reflection and development.

- Feedback and grades must be anonymous and without the possibility of bias.

Opinions

Constructive feedback is essential for development as a student. Projects and assignments should not only be a way of assessing the students' abilities, but also an opportunity for the students to test their knowledge and find out where their strengths and weaknesses lie. Therefore, it is essential that these tasks are evaluated in such a way that the students can effectively use the feedback they get back. The feedback must be well argued and constructive, so that the students know what they need to work on in order to improve. This kind of feedback can and should come during the course, so that you can continuously evaluate your own performance.

Feedback must be an integral part of one's education. From the time, you enter the study until you leave it, there must be an opportunity to receive feedback on your courses, your development, your work ethic or the like. Feedback must never consist solely of a grade, but must provide an opportunity to look inward and develop as a person. It must also be possible to ask for clarifications on one's feedback; so that you can work with the information, you get back for your tasks.

When you are evaluated for an assignment, the quality of the assignment must be reflected in the assessment; unfortunately, this is not always the truth. Therefore, all assignments must be anonymous, with a maximum of student number to be stated in order to eliminate unnecessary bias in the correction process. In addition, feedback is always anonymous and the teacher should therefore never publish grades together with personal data, this also applies to study number.

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