

Feedback Guide for ABP Educators

Students & Feedback

A significant part of teaching involves providing feedback to our students. In truth, majority of how tutors communicate with students during and outside of tutorial/studio sessions is through the feedback we deliver. Whether this involves written text or spoken directly to the students during tutorials, feedback is critical for supporting students to continue developing their knowledge and skills towards achieve the subject’s intended learning outcomes. This means that impactful constructive feedback requires a deliberate approach in its construct and design. The following guide is designed to provide design studio tutors with key considerations to keep in mind when formulating effective feedback efficiently (it is so easy to let time slip away when putting together feedback for our students) and also mindfully.

Anatomy of Constructive Feedback

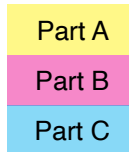
Impactful constructive feedback follows a clear structure as demonstrated in the table below table:

Component	Description	Practical Strategies
Part A	Identify specific part of the work you'd like the student be aware of.	<ul style="list-style-type: none"> describe an aspect of the student’s task <i>e.g. legibility of documentation, criticality of analysis, coherency of their panel layout etc.</i> describe the overall performance of the task in relation to the assessment criteria as stated in the rubric. <i>e.g. “It is clear you have a successfully responded to the studio objectives through your concept diagrams, which effectively describe your goals to tackle the current housing issues through 3 key strategies.”</i> comment on the students abilities and efforts, etc. This strategy is particularly effective in encouraging students to actively engage with the feedback <i>e.g. “I can tell that you have actively engaged with the feedback provided by the guest crits and have improved the quality and clarity of your drawings.”</i>
Part B	Describe the impact the currently quality of the work is having in demonstrating their learning.	<ul style="list-style-type: none"> convey information that specifically justifies the mark that the student has received in accordance to the assessment requirements and rubric. This can be effectively achieved by utilising language from both the assessment requirements and rubric. <i>e.g. the following feedback has been composed in reference to the Concept Design rubric: “You have demonstrated your ability to research through the data and information collected from credible sources, however, your own thoughts and analytical insights are missing in your submission.”</i> describe how the current work is demonstrating the student’s learning <i>e.g. “The fourth concept diagram is not providing much additional information which has already been covered by the first three and is occupying a significant portion of the panel.”</i>
Part C	Direct through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task	<ul style="list-style-type: none"> provide actionable information to help students improve their knowledge and skills to demonstrate in future assessment tasks or in other subjects <i>e.g. “For you next assessment, be sure to set aside enough time to edit your panels and review your initial layout. It is important to include editing time as part of your design process.”</i> encourage students to take an active role in the feedback by further discussing their work with you provide information of resources other than yourself as their tutor that students can access (i.e. Academic Skills, CAPS, Subject Coordinator, etc.) encourage students to engage in further independent study <i>e.g. I recommend you research the following precedents if you are interested in modular design.</i>

Table 1. Constructive Feedback Structure (adapted from [Ryan et al., 2021](#))

All the Parts Together...

The following are examples of how the three parts (Part A + Part B + Part C) come together to provide students with clear directions to **where they are going**, **how they are going** and **where to next** in regards to the subject and relevant assessment tasks.



Example 1.

Your site analysis is heading in right direction, it can be easily read and highlights the key characteristics of the project site you have observed to be unique and of importance to your own concept. Rather than overlaying multiple forms of information on a single plan you may consider clustering certain forms of information into themes to create clarity in the analytical information you are presenting.

Example 2.

Good job with your plan and 3D render, I think you could show a bit more variation in line weights in your 3D. More hierarchy would result in a more delicate and sophisticated drawing. Looking at images of the project online you also see how the big terraces are occupied with tables, bikes, plants etc. Including this would have enlivened the 3d a lot.

Example 3.

The concept of exploring the suburb from the perspective of crowd density is obviously very relevant now with the pandemic. However the analysis is quite sparse, more layers would have been helpful to populate the context map (e.g. looking into the following qualities...)

Example 4.

The analysis is quite basic and doesn't provide us with further insight into your precedent beyond what we can already read in existing design websites - can go deeper into details e.g. what is the public and semi-public space you are labelling? What is unique about this project compared to detached homes or standard apartments?

NOTE:

As you can see from the above examples your feedback does not necessarily have to follow a sequential order of A,B,C . However, it is encouraged that all three parts are included in every item of feedback you provide. The important element is to ensure that our students are provided with clear guidance and direction so that they are able to continually improve and develop their design knowledge and skills.

Further Resources

If you are interested in examining further topics around feedback practices please feel free to examine the below sources on:

Feedback Literacy

The learned skill that enable students to comprehensively engage with feedback. A detailed guide is available for tutors to access via this [link](#).

Feedback Modes

Tutors who are interested in alternative modes of delivering feedback through alternative modes (e.g. audio recordings) further information is available via this [link](#).