

Guidelines for Preparation of Exam Feedback

1. Aim

This guidelines was compiled to guide lecturer in providing constructive and specific feedback of exam and assignment, which is linked to CLO/ILO. Feedback, along with the mark, given as a learning tools for students to understand the strength, weakness, and way of improvement.

2. Principles of constructive feedback

1. Specific – directly refers to the student answer (not general comment).
2. Balance – mention positive aspects and part that need improvement.
3. Solutive – provide concrete improvement suggestions.
4. Appropriate to CLO – linked to the learning outcomes measured in the questions.
5. Short and concise – 1–3 sentences for each important point.

3. Feedback form

Feedback can be given in the form of:

- Written on the exam sheet (manually), or
- Additional coloumn in the di assesement rubric, or
- Comments on LMS-Unpad (Learning Management System).

Examples:

- *“Your analysis is good at explaining the basic concept (CLO-2), but it needs to be linked to the case data to make it more applicable (CLO-3).”*
- *“The answer is coherent and appropriate with the theory (CLO-1), but lack real-world examples. Practice with case studies will strengthen understanding.”*

4. Feedback flow

1. Assess student’s answer according to the assesement rubric.
2. Mark the strength, what is appropriate according to CLO.
3. Mark the weakness, missing or incorrect part.
4. Provide suggestion for improvement, concrete steps that students can take.
5. Record feedback on evaluation sheet.

Feedback examples per question type

a) Essay

- Avoided feedback: wrong definition, no examples.
- Suggested feedback:
 - *“Basic definition already exist (CLO-1), but need to be adjusted to proper literature.”*
 - *“Add application examples to be more contextual.”*

b) Multiple choice

- Avoided feedback: many students choose wrong answer B.
- Suggested feedback:
 - *“Most students chose B, eventhough the correct answer is D. This shows the lack of understanding of the role of coenzyme (CLO-1).”*
 - *“Please re-read chapter 3 and the related practice questions.”*

c) Praktikum

- Avoided feedback: The data is recorded untidily.
- Suggested feedback:
 - *“The workstep are correct (CLO-2), but data recording is less systematic.”*
 - *“Use tha standar table format to make the result easier to understand.”*

d) Project

- Avoided feedback: The report lack of references.
- Suggested feedback:
 - *“Coherent report structure (CLO-3), but the argument is weak due to the lack of literature.”*
 - *“Give 3 references at the minimum to strengthen the argument.”*

1. Constructive feedback on the type of question:

1. Essay / Case study, in the form of personal feedback per aspect of work and reports.
2. Multiple choice , in the form of collective feedback per topic (recap of common errors).
3. Praktikum / Application, in the form of personal feedback per aspect of work and report.
4. Projects / Structure assignment, in the form of personal feedback per aspect of work and report.

2. Feedback is provided for all forms of assesement:

1. **Mid exam and Final exam:**
Feedback for essay/recap common errors in multiple choice in the form of collective feedback per topic / praktikum interpretation.
2. **Structure assignment / Project:**
Feedback on report structure, depth of analysis, relevance of literature according to the assesement rubric.
3. **Praktikum / Field work:**
Feedback on procedure, recording, result interpretation which according to the assesement rubric.
4. **Presentation / Discussion**
Feedback on scientific communication, argumentation, use and presentation of data.
5. **Quiz / Formative assesement**
Feedback on short comment and suggestion of common errors, e.g. *“Most of student take the concept of X wrongly, please re-read the chapter Y”*).

3. Individual feedback component (for lecturer)

- A. Feedback sheet of Final Exam – Major XYZ
 - Student name: ...
 - NPM: ...
 - Mark: ...
- B. Feedback:
 1. Strength: ...
 2. Weakness: ...
 3. Improvement suggestion: ...*(include the relevant CLO)*

4. Tips for Lecturer

- Avoid qualitative feedback, e.g. “good”; “bad”; “not good enough”
- Avoid language that mentally degrading, yet use constructive words.
- Feedback can be given individually (specific per student) or collectively (recap of common errors of the class).

5. Dokumentation and monitoring

- Each lecturer is mandatory to save at least 3-5 examples of student feedback for each course as evidence of implementation.
- The study program coordinator checks the relevance of feedback to CLO through the collected matrix.

6. Assesement template

Available in excel format GOOGLE -SHEET with the following link:

<https://docs.google.com/spreadsheets/d/1yFfL3zwrsgkqpun7Vs2SzMcqHnrK9aaA/edit?gid=1275024893#gid=1275024893>