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This resource highlights six feedback strategies on students' assessment. It encompasses feedback given from staff to students (in yellow) and where students self-monitor, review and critically evaluate their own and/or their peers' work (in purple). It sets out different technologies to support these strategies. These six strategies reflect the changes in the UCD Regulations and associated changes in the module descriptor, with reference to functionalities in the Brightspace VLE.

	Strategy	Examples	Technology type	Example of tools
1.	<b>Feedback individually to students, post-assessment</b>	Oral feedback to the student (synchronous)	Online meeting or virtual classroom tools which can facilitate individual feedback sessions where feedback could be discussed, documents shared/edited on screen.	 VLE -Brightspace  Other 3rd party tools  Further Info (TEL Quick Guide)
				 - Brightspace: Collaborate Ultra  <a href="#">TEL Quick Guide - Virtual Classroom</a>  - Google Hangouts Meet (via UCD Google Suite), <a href="#">Skype</a>

	This can be through different approaches, such as oral, audio, video and/or written/annotated feedback, either in-class, out of class, in meetings, through the VLE, by email, using rubrics, etc	Written feedback on assignment	Feedback files and markup documents (via VLE/email), rubrics/marketing grids and other markup document tools	<ul style="list-style-type: none"> <li> - Brightspace: text feedback on assignments, assignment annotations, add feedback files (markup individual/multiple), in-built rubrics, intelligent agents/tutoring</li> <li> -Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes)</li> </ul>
		Audio and video feedback to student (asynchronous)	Inbuilt VLE tools to record audio or video feedback in VLE	<ul style="list-style-type: none"> <li> -Brightspace: inbuilt option to directly record audio or video feedback</li> <li> - Audio feedback files e.g. <a href="#">Audacity</a> (window/mac), <a href="#">Garageband</a> (mac), <a href="#">Kaizena</a> (works with Google Docs); Video feedback: screencasts are audio and video combined; e.g. <a href="#">Camtasia</a>, <a href="#">Screencast-o-matic</a>, <a href="#">Jing</a>, <a href="#">Echo360 Personal Capture</a>,  <a href="#">TEL Quick Guide - Screencasts</a></li> </ul>
2.	<p><b>Group/class feedback, post-assessment</b></p> <p>This can be through different approaches, such as oral, audio, video and/or written</p>	Oral feedback to the class (synchronous)	Online meeting or virtual classroom tools which can facilitate group feedback sessions where feedback could be discussed, documents shared/edited on screen.	<ul style="list-style-type: none"> <li> - Brightspace: Collaborate Ultra</li> <li> <a href="#">TEL Quick Guide - Virtual Classroom</a></li> <li> - Google Hangouts Meet (via UCD Google Suite), <a href="#">Skype</a></li> </ul>
		Written feedback to whole class, or groups of students within the class.	VLE functionalities (Class/group announcements, feedback text files, rubrics/marketing grids) and markup document tools	<ul style="list-style-type: none"> <li> -Brightspace: text feedback on assignments, assignment annotations, in-built rubrics</li> <li> -Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes)</li> </ul>

	feedback, either in-class, out-of-class, in meetings, through the VLE, by email, etc.	Generic feedback to class via video or audio (asynchronous)	VLE tools to record audio or video feedback in VLE, other tools that allow creation of audio and video (screencast) feedback files	<ul style="list-style-type: none"> <li> -Brightspace: inbuilt option to record audio or video feedback</li> <li> - Audio feedback files e.g. <a href="#">Audacity</a> (window/mac), <a href="#">Garageband</a> (mac), <a href="#">Kaizena</a> (works with Google Docs);</li> <li>Video feedback: screencasts are audio and video combined; e.g. <a href="#">Camtasia</a>, <a href="#">Screencast-o-matic</a>, <a href="#">Jing</a>, <a href="#">Echo360 Personal Capture</a>,</li> <li> <a href="#">TEL Quick Guide - Screencasts</a></li> </ul>
3.	<p><b><i>Feedback individually to students, on an activity or draft prior to summative assessment</i></b></p> <p>This can be through different approaches, such as oral, audio, video and/or written feedback, either in-class, out of class, in meetings, through the VLE, by email, using rubrics, etc.</p>	Oral feedback to the student (synchronous)	Online meeting or virtual classroom tools which can facilitate individual feedback sessions where <i>drafts</i> could be discussed, documents shared/edited on screen.	<ul style="list-style-type: none"> <li> - Brightspace: Collaborate Ultra</li> <li> <a href="#">TEL Quick Guide - Virtual Classroom</a></li> <li> - Google Hangouts Meet, Skype</li> </ul>
		Written feedback on draft assignment	Feedback files and markup documents (via VLE/email), rubrics/markup grids and other markup document tools	<ul style="list-style-type: none"> <li> - Brightspace: text feedback on assignments, assignment annotations, add feedback files (markup individual/multiple), in-built rubrics</li> <li> -Feedback files/markup documents e.g. Google Docs (revision history) MS Word (track changes)</li> </ul>
		Audio and video feedback to student (asynchronous)	Inbuilt VLE tools to record audio or video feedback in VLE and other audio and video creation tools	<ul style="list-style-type: none"> <li> -Brightspace: inbuilt option to directly record audio or video feedback</li> <li> - Audio feedback files e.g. <a href="#">Audacity</a> (window/mac), <a href="#">Garageband</a> (mac), <a href="#">Kaizena</a> (works with Google Docs);</li> <li>Video feedback: screencasts are audio and video combined; e.g. <a href="#">Camtasia</a>, <a href="#">Screencast-o-matic</a>, <a href="#">Jing</a>, <a href="#">Echo360 Personal Capture</a>,</li> <li> <a href="#">TEL Quick Guide - Screencasts</a></li> </ul>

4. <b>Online automated feedback</b>  This can be facilitated through, for example, online MCQs/quizzes (with feedback), essay correcting software, on-line polling activities, other automated feedback approaches, etc.	Online graded/ungraded quizzes and self assessments	VLE quiz and survey tools providing standardised feedback for particular responses	 -Brightspace: Quizzes with instant/delayed feedback and grading, self assessments
	Automated feedback based on student performance of a task	Intelligent tutoring automates feedback on tasks, triggered by a specific score on a quiz or associated rubric	 -Brightspace: Intelligent agents/release conditions
	Feedback on writing development, grammar and spell checker	Plagiarism software	 -Brightspace: Urkund  - <a href="#">Grammarly</a> , <a href="#">Bibme</a> combines both grammar plagiarism checker
5. <b>Self-assessment activities</b>  Activities to facilitate students to self-monitor and critically evaluate their own work, such as, discussion following in-class student response systems/quizzes;	Activities to facilitate students to self-monitor and talk about their work	VLE inbuilt tools for quizzes, surveys and discussions	 -Brightspace: Self assessments, surveys, discussions
		ePortfolio and personal development planning tools for reflection and discussion	 -Brightspace: integrated ePortfolio  - <a href="#">Tiki Toki Timelines</a>

	discussion forums around assignments either in class/online/out-of-class; use of a self-assessment form (or rubric) when submitting their work; self-assessing their work against descriptive criteria on a rubric, etc		Concept/mind mapping online tools either in class/online/out-of-class ( <i>prior to assessment</i> )	 - <a href="#">Mindmeister</a> , <a href="#">Coggle</a> , <a href="#">Sketchboard</a> , <a href="#">bubbl.us</a> , <a href="#">Vue</a>
			Student Response Systems	 - Qwizdom, Socrative, Poll Everywhere and Mentimeter  <a href="#">TEL Quick Guide - Student Response Systems</a>
			Use of a self-assessment form when submitting work in <i>Assignment Folder in VLE</i>	
			Blogs/social networking sites/online communities etc	 - Brightspace: ePortfolio  - Edmodo, Whatsapp, Slack
			Self-evaluation against competencies	 - Competency based Self Evaluation Tools ( <a href="#">eTaitava</a> , <a href="#">MAPP Assessment</a> )
6.	<b>Peer review activities</b>  Opportunities for students to peer review, for example: using a range of different exemplars of other students' work, either in class/online; opportunities to discuss	Students actively working on criteria in-class/online assessment; peer reviewing against criteria;  Opportunities to peer and/or self-review using exemplars of other	Peer assessment tool integrated in VLE  Online Exemplars shared and judged by the students	 -Brightspace: TBC  - <a href="#">Teammates</a> , <a href="#">Sparkplus</a> ,   -Brightspace: ePortfolio, discussions, blogs  -Google Suite (Google Docs)

	standards required based on peer exemplars or descriptive criteria on a rubric; peer reviewing other students' work against descriptive criteria on a rubric, etc	students' work, either in class/online ( <i>prior to assessment</i> )  Peer/ team reviewing against criteria;		 -Brightspace: TBC  - <a href="#">Teamates</a> , <a href="#">Sparkplus</a> ,
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