

CTL Teaching Toolkit Workshop:

Giving Students Effective Feedback

September 2025



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Amy Pinkerton
Senior Instructional Designer
Center for Teaching and Learning (CTL)



Objectives



Explain the instructional
purpose of feedback

Identify the
characteristics of
effective feedback

Communicate
effective feedback to
your students

Discuss **strategies** for
managing feedback

Purpose



Defining Feedback



Feedback in educational contexts is information provided to a learner to **reduce the gap** between **current** performance and a **desired** goal.



Feedback vs Praise

The Purpose of Feedback



Photo by Markus Spiske on Unsplash

Feedback as Part of the Learning Process

- ▶ Guides learners towards accomplishment
- ▶ Helps sustain motivation





Questions? 1

Characteristics



Student Perspective



WHAT am I understanding or not understanding?

WHERE is my performance going well or poorly?

HOW should I direct my efforts moving forward?

WHY is this feedback relevant?

Characteristics of *Effective* Feedback



Specific

Timely

Focused

Intentional



Effective Feedback is: *Specific*



Specific





Unclear is **Unkind**

Effective Feedback is: *Timely*

Timely



Effective Feedback is: *Focused*



Focused



Effective Feedback is: *Intentional*



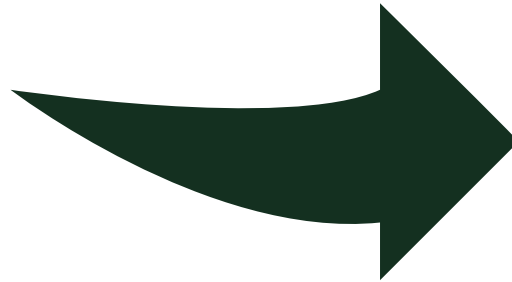
Intentional



Emphasize the Performance, Not the Person



“**You** did not explain concept ABC clearly enough to make this argument.”



“**Concept ABC** is unclear here. **The argument** in this paragraph would be stronger if....”

Quick Check 1: What are the characteristics of *effective* feedback?



-

-

-

-



Quick Check 1: Answers



Specific

Timely

Focused

Intentional



Communicate



Prioritize Your Feedback

A green folder icon with a tab on the top left.

Most Important

A blue folder icon with a tab on the top left.

Easily Applied

A yellow folder icon with a tab on the top left.

To Work On Later

Check the Distribution

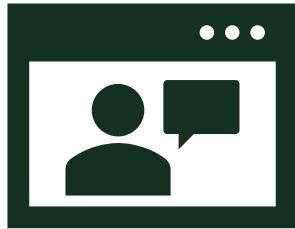


Explore Other Feedback Methods

Verbal, in-person



Verbal, recorded



Written



Gestured





Questions? 2

Hands-On Activity: Practice Writing Effective Feedback



Instructions

Step 1

- ▶ Download the ***Giving Students Effective Feedback Checklist*** document from the Zoom chat.
- ▶ **DOWNLOAD AND WORK WITHIN YOUR OWN COPY**
- ▶ We will go through each example together.

Step 2

- ▶ You will have one minute to re-write each example feedback within the worksheet.

Step 3

- ▶ ***When prompted***, share your re-write in the chat (optional).
- ▶ The facilitator will share their re-write.

Download the File: *Giving Students Effective Feedback Worksheet*

Giving Students Effective Feedback Worksheet

This worksheet is designed to support and reinforce key concepts from the accompanying CTL Teaching Toolkit Workshop, *Giving Students Effective Feedback* (September 2025).

Characteristics of Effective Feedback Checklist

Effective feedback is specific, focused, timely, and intentional. Use this checklist to guide you through the workshop activity. After the workshop, this checklist can be revisited to help you write effective feedback to your students.

Characteristic	Description	Yes	No
Specific - 1	Does the feedback provide the student with information on what exactly they did well?	-	-
Specific - 2	Does the feedback provide students with information on what exactly they can do to improve?	-	-
Specific - 3	If applicable, does the feedback address how the student's academic performance has changed over time?	-	-
Focused - 1	Does the feedback address the student's advancement toward a specific goal or milestone?	-	-
Timely - 1	Was the feedback shared with student as soon as possible?	-	-
Timely - 2	If applicable, was the feedback shared with students with enough time for reflection and revision before the next draft or section was due?	-	-
Intentional - 1	Was the purpose of the feedback fully explained to the student?	-	-
Intentional - 2	Is the feedback focused on the task, performance, or behavior (impersonal) instead of the student?	-	-
Intentional - 3	Is the feedback prioritized in order of significance?	-	-
Intentional - 4	Does the distribution of feedback align with the overall purpose?	-	-

Hands-On Activity: Practice Writing Effective Feedback

Rewrite the feedback for each example using the Characteristics of Effective Feedback Checklist.

Example 1: Maya

- Objective:** Develop clear, persuasive policy briefs supported by evidence. Maya received full marks for her analysis paper.
- Performance:** Maya submitted a policy brief on urban housing that included relevant data but lacked a clear argument.

Original Feedback	Rewrite
"This isn't persuasive. You need to write better."	[Rewrite the feedback here].

Example 2: Alex

- Objective:** Deliver engaging, well-structured presentations using visual aids effectively.
- Performance:** Alex gave a presentation on trends with strong visuals but spoke too quickly and skipped key points.

Original Feedback	Rewrite
"Your presentation was confusing and rushed. You should practice more."	[Rewrite the feedback here].

Example 3: Saoirse

- Objective:** Create a public health social media post that is clear, concise, and follows health literacy practices.
- Performance:** Saoirse designed a social media post about flu prevention that included accurate information but used technical jargon and long sentences that may confuse the general public.

Original Feedback	Rewrite
"This post is too complicated. You need to simplify it. Please redo the assignment by [DATE]."	[Rewrite the feedback here].

References

Pinkerton, A. (n.d.). *Providing Feedback* [Online course resource page]. In *Teaching Assistantship Training*. Johns Hopkins Bloomberg School of Public Health Center for Teaching and Learning. <https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/1886>

Quick Checks: Feedback Checklist. (n.d.). The University of Manchester: Technology Enhanced Learning and Design. <https://elearning.bmh.manchester.ac.uk/quickchecks/feedback/>

Example 1: Maya



Context

- ▶ Develop a clear, persuasive policy brief supported by evidence.
- ▶ Maya submitted a policy brief on urban housing that included relevant data but lacked a clear argument.

Feedback

“This isn’t persuasive. You need to write better.”

Example 1: Re-write



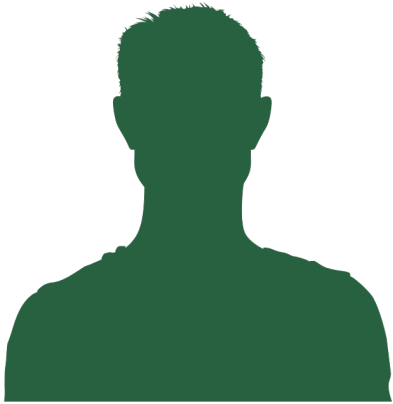
Original

"This isn't persuasive. You need to write better."

Re-Write

"The policy brief includes relevant data, but the central argument isn't clearly stated. To make it more persuasive, consider starting with a concise thesis and using the data to support that position throughout. Try revising the introduction to clarify your stance and ensure each paragraph builds toward your conclusion."

Example 2: Alex



Context

- ▶ Deliver an engaging, well-structured presentation using visual aids effectively.
- ▶ Alex gave a presentation on trends with strong visuals but spoke too quickly and skipped key points.

Feedback

“Your presentation was confusing and rushed. You should practice more.”

Example 2: Re-write

Original

"Your presentation was confusing and rushed. You should practice more."

Re-Write

"The presentation visuals were strong and well-designed, but the pacing made it difficult to follow the key points. To improve clarity, consider slowing down and pausing briefly between sections to reinforce your message. Practicing with a timer and outlining the transitions could help make the delivery more engaging and structured."

Example 3: Saoirse



Context

- ▶ Create a public health social media post that is clear, concise, and follows health literacy practices.
- ▶ Saoirse designed a social media post about flu prevention that included accurate information but used technical jargon and long sentences that may confuse the general public.

Feedback

"This post is too complicated. You need to simplify it. Please redo the assignment by [DATE]."

Example 3: Re-write



Original

“This post is too complicated. You need to simplify it. Please redo the assignment by [DATE].”

Re-Write

“The post includes accurate flu prevention information, but some of the language (e.g., ABC) may be hard for a general audience to understand. To align with health literacy practices, try using everyday terms and shorter sentences. For example,...

Please revise and resubmit by [DATE]. Let me know if you'd like to review examples together.”

Pulse Check: “I feel *confident* that I
can give my students effective
feedback.”



Strategies



Strategies for Managing Feedback



Align and Teach



Timing



Edit



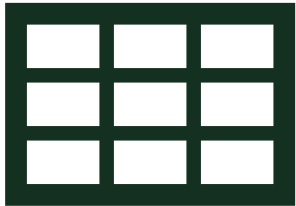
Prompt



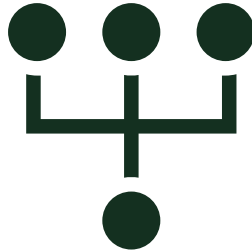
Strategies for Saving Time on Feedback



Rubrics



Consolidation



Comment Bank



Sort Assignments



Dive Deeper: Explore Rubrics



- ▶ [On-Demand Workshop Videos](#)
- ▶ Rubrics: Benefits and Grading Strategies
 - ▶ Rubrics are grading tools that save time, increase grading consistency, and help deliver effective feedback to students. In this virtual workshop, attendees learned about rubrics' benefits and how to design rubrics based on their assessment needs.

Open Discussion



Synchronous

- ▶ How do you manage your feedback to students?
- ▶ Do you have successful strategies that you feel comfortable sharing?

Asynchronous

- ▶ Critically reflect on how you currently give feedback to your students. What is going well? What can be improved?

Conclusion



References

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. Jossey-Bass.
- Brewer, N. & Laist, R. (2023). Making Feedback Meaningful: UDL-Based Solutions for Responding to Student Writing. *The Teaching Professor*. <https://www.teachingprofessor.com/topics/grading-feedback/feedback/making-feedback-meaningful-udl-based-solutions-for-responding-to-student-writing/>
- Hattie, J., & Timperley, H. (2007). The Power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Microsoft Copilot. (2025, September 8). *Feedback examples and revisions for adult learners in graduate programs* [AI conversation]. Microsoft Copilot. <https://copilot.microsoft.com>
- Pearson Education. (n.d.). *Providing educational feedback*. <https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/educator/HE/Providing-educational-feedback.pdf>

References Cont.

Pinkerton, A. (n.d.). Providing Feedback [online course resource page]. In *Teaching Assistantship Training*. Johns Hopkins Bloomberg School of Public Health Center for Teaching and Learning. <https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/1886>

Rauch, C. J. (2022, August 3). Feedback and the dangers of praise. *Evidence Based Education*. <https://evidencebased.education/feedback-and-the-dangers-of-praise/#:~:text=We%20know%20how%20powerful%20a,hallmark%20of%20many%20effective%20teachers.%E2%80%8B>

Relay Graduate School of Education Library. (n.d.). *Universal Design for Learning Strategy Database: Increase mastery-oriented feedback (Checkpoint 8.4)*. <https://relay.libguides.com/udl-strategy-database/sustaining-effort#s-lg-box-26743854>

University of South Carolina Center for Teaching Excellence. (n.d.). *Importance of Providing Meaningful Student Feedback*. https://sc.edu/about/offices_and_divisions/cte/teaching_resources/grading_assessment_toolbox/providing_meaningful_student_feedback/index.php#:~:text=Feedback%20is%20any%20response%20regarding,put%20a%20damper%20on%20it

2-Minute, Anonymous Workshop Evaluation (AY25-26)

Scan the QR code below or go to <https://forms.office.com/r/wuJyapK8fo>

BSPH CTL: Teaching Toolkit
Workshop Evaluation AY25-26



More Professional Development Opportunities from CTL

CTL Events

BSPH CENTER FOR
TEACHING AND LEARNING

Teaching Toolkit

Home Events Teaching and Learning

Search site...

Events & Workshops

This is a page dedicated to CTL and other school-sponsored happenings specific to teaching and learning. For other Johns Hopkins Bloomberg School of Public Health events, including those beyond the scope of teaching and learning, please see the [Bloomberg School's Events calendar](#). The [BSPH Academic Calendar](#) may also be of interest.

[Upcoming](#) | [Recurring](#) | [Past \(Recordings\)](#)

Upcoming CTL Events and Workshops

Click on the title to see workshop descriptions plus additional event information. Although time and location information is provided, please click "Register" to RSVP when the option is available alongside the description.

Departmental Training



Elevate Your Teaching with CTL

We can help you learn more about:

- Accessibility
- Active Learning Strategies
- Assessment, Grading, and Feedback
- Course Design and Development
- Course Evaluation and Data Analysis
- CoursePlus Tools and Features
- Generative Artificial Intelligence (AI) Teaching Strategies
- Inclusive Teaching Practices and Universal Design for Learning (UDL)
- Student Engagement

Comprehensive and Convenient!

Don't let your busy schedule prevent you from these opportunities.

CTL offers training in synchronous or asynchronous formats, delivered virtually or onsite.

All BSPH faculty and teaching assistants (TAs) may schedule one-on-one consultations to address the teaching and learning needs of their course(s).

Contact CTL to start collaborating. Email: BSPH_toolkit@jhu.edu

JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Center for Teaching
and Learning

Teaching Assistantship Training



Join the Teaching Assistantship Training Course Today!

Free Rolling Enrollment | Online | Self-Paced | 4 Modules

Being a teaching assistant (TA) is an excellent way to dive deeper into course materials and gain experience teaching and providing support to students and faculty. The experience of working from "the other side of the desk" can be exciting as well as challenging. This free course orients TAs to the roles and responsibilities of their position, technical tools, teaching tips, BSPH policies and regulations, and other best practices for effective course support in both online and onsite courses. Students receive a certificate upon completion, which may be required for some academic departments.

Topics include Introduction to the Job of Teaching Assistantship, Teaching Technology, Pedagogy (teaching and learning), and Support and Resources.

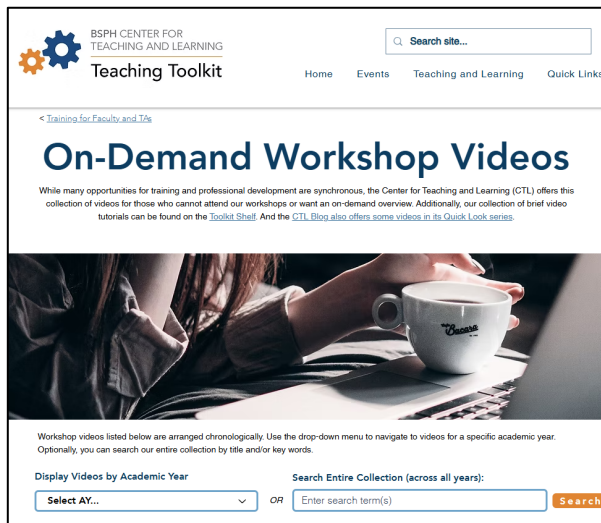
Register today or email: BSPH_toolkit@jhu.edu for more information.

JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Center for Teaching
and Learning

More Professional Development Opportunities from CTL, Cont.

Teaching Toolkit Website (On-Demand Videos)



CTL Blog



Thank you!

