**What adds value to individualized feedback?**

- **Positive Feedback**
  - Novel Feedback
  - Constructive Feedback
  - Feedback From Professor
  - Personal Feedback
  - Building Emotional Connections
  - Name

- **Negative Feedback**
  - Specific Weaknesses
  - Constructive Feedback
  - Feedback From Professor
  - Personal Feedback
  - Building Emotional Connections
  - Name

- **What it inherently drives motivation** to grow and produce stronger work.

- **Put my name in** the feedback. It makes it so much more personal.

- **It is a connection** between the student and professor.

- “...it makes me feel valued, that the instructor **took time to read and comment** on what was submitted.”

- **Motivation**

- **Boost Confidence and Provide Encouragement**

- **Takeaways**

- **Constructive** - consistent with Ferguson, 2011; Owen, 2016
  - Identify strengths and weaknesses to inform present understanding

- **Novel & Specific** - consistent with Brown, 2007; Ferguson, 2011; Gibbs & Simpson, 2005; Owen, 2016
  - Individually focus feedback. As opposed to phrases such as, ‘good’ or ‘nice work.’ Be “specific.” The word “specific” was mentioned in 27 separate responses.

- **Personal** - consistent with Ferguson, 2011; Gibbs & Simpson, 2005
  - Create a personal connection with students. The relationship provides students a sense of mentorship and guidance.
  - Use students name when possible.

- **Future Performance** - consistent with Nicol, 2007
  - Parallel present information with future concerns.
  - Provide resources to inform future performance, academically and professionally.

- **Timeliness** - consistent with Ferguson, 2011; Pazio, 2016
  - Return formative feedback before the next assessment is assigned.
  - No students mentioned timeliness in their survey response.

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**References**

- Kelly, J. A. (2007). Learning to say 'good' or 'nice work.' Be “specific.” The word “specific” was mentioned in 27 separate responses.

**Limitations**

- Difficult to generalize:
  - Relatively small sample size, but quality responses.
  - All participants were students in the Communication Sciences and Disorders program.

**Future Directions**

- Replicate experiment to diversify sample pool.
- Analyze the other survey questions.
- Give students an online option to request feedback.

- **Survey**

- 125 Participants
- Communication Sciences and Disorders Majors
- Undergraduate & Graduate Students

**Introduction**

- In the educator-student relationship feedback informs student performance (Hattie & Timperley, 2007) and assessment data informs educator instruction (Hattie & Timperley, 2007)
- Students prefer specific, individualized, and personalized feedback (Brown, 2007; Ferguson, 2011; Gibbs & Simpson, 2005; Owen, 2016)
- Students actually prefer no feedback over generic, copy and paste feedback (Ferguson, 2011)
- Balance positive and constructive feedback (Ferguson, 2011; Owen, 2016; Pazio, 2016)
- Timeliness is important (Ferguson, 2011; Gibbs & Simpson, 2005; Pazio, 2016)
- How can instructors improve feedback effectiveness?

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