**Continuing Educational Development (CED) Session Template**

Centre for Innovation and Development in Education (CIDE)

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| 1. **Generic information** | | |
| **Title of the session:** | | ***Feedback for Improving Learning*** |
| **Name and email of the facilitator:** | | Dr Thushari Welikala ([twelikal@sgul.ac.uk](mailto:twelikal@sgul.ac.uk)) |
| **Target audience:**  for example, teaching staff, librarians, administrators, managers - and doctoral and postdoctoral students – or a mixture | | This workshop is mainly aimed at staff involved in teaching, learning and assessment in higher education.  Other members of staff interested in understanding the role of feedback in higher education and how assessment and feedback inform learning and teaching are also welcome. |
| **2. Session details** | | |
| **What is this CED session about?**  Main focus of the session | This session focuses on:   * the purposes and the main principles of feedback * different types and methods of effective feedback * the practical challenges and opportunities of different methods of   providing feedback   * strategies of overcoming such challenges to improve students’ learning experience in higher education | |
| **Session intended learning outcomes**  What will the audience learn or gain in relation to the main focus/topic/theme of the session? | This session will enable participants to:   * demonstrate an understanding of the different roles and purposes of providing feedback in higher education * critically explore their own beliefs, practices and values in relation to the theoretical underpinnings of feedback * re-conceptualize feedback as dialogic processes that lead to   improving students’ learning and tutors’ teaching practice | |
| **Methods of facilitation** Pedagogical approaches and resources | The session will be facilitated using a collaborative, conversational approach to learning. It will invite participants to critically reflect and challenge their own views and practices in relation to feedback by engaging in professional learning conversations, into which theoretical principles will be injected. | |