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| Formative Feedback  (feed forward) | Verbal (face-to-face) | Presented in front of the class after the short explanation of each student. Focusing of the positive aspects of the work intending for students to refer back to design language. The feedback also prompted all students to give the comments on the work. |
| written | Given to students privately, mainly focusing on the elements of design that needs to be improved. |
| rubric | Using the LMS to setting the level of students’ achievement against each assessment criteria. The rubric demonstrated the qualitative level of achievement on learning outcomes; however it did not have quantitative value. |
| peer review | Each student received the feedback from three peers as written comments giving concrete design ideas and level of achievement against the criteria. This feedback was private. |
| Summative Feedback | rubric | Using the LMS and setting the level of achievement against each assessment criteria. The feedback was private and was marked. |
| written | Using the LMS as the addition to rubric, reflection only the actions that they have been taken from the formative feedback. The feedback was private. |