

Providing Effective Student Feedback

Webinar

February 13, 2017



Introduction

Susan Rent



Cathy-Jo Swain



Research, References and Resources that informed this Webinar

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. doi: 10.3102/003465430298487

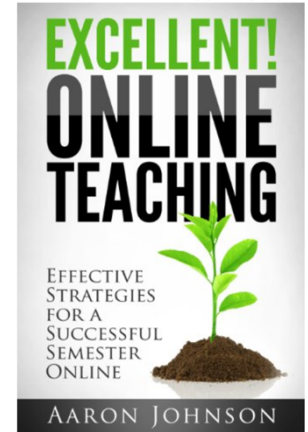
Hattie, J. (2009). *Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement*. Routledge.

Johnson, A. (2013). *Excellent online teaching: effective strategies for a successful semester online*. Middletown: Aaron Johnson.

Orlando, J. (2016). *What Are the Secrets to Providing Highly Effective Feedback to Students?* Lecture presented at Mentor Commons Retrieved February 7, 2017, from <http://www.magnapubs.com.une.idm.oclc.org/mentor-commons/?video=14330>

UNE Online Vision Blog - Best Practices Archives. (n.d.). Retrieved February 07, 2017, from <http://vision.une.edu/category/best-practices/>

Wiggins, G. (2015, January 27). What feedback is and isn't. Retrieved February 07, 2017, from <https://grantwiggins.wordpress.com/2014/04/15/what-feedback-is-and-isnt/>



Webinar Outline

- What is feedback? *(and what isn't it?)*
- Purpose of feedback
- Strategies you can use right now
- Q & A

Feedback is *not* ...

- Praise (“Nice job, Cathy-Jo!”)
- Personal opinion (“I don’t like your word choice, Chris.”)
- Advice (“Your conclusion would have been better if you included another example.”)
- Evaluative (“You spelled that word wrong.”)
- A grade or score, nor a justification of that grade or score

Wiggins, G. (2015, January 27). What feedback is and isn't. Retrieved February 07, 2017, from <https://grantwiggins.wordpress.com/2014/04/15/what-feedback-is-and-isnt/>

What *is* feedback?

“the transmission of evaluative or corrective *information* about an *action, event, or process* to the original or controlling source” - Merriam-Webster

“Feedback is *information* about what happened, *in light of a goal*; there is no praise, blame, or advice, just actionable data from some result.” (Wiggins, 2015)

“ [Feedback is] *information* provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s *performance or understanding*. ...Feedback thus is a “consequence” of performance.” (Hattie, 2007)

Purpose of Feedback

Answers the following questions for students:

- Where am I going? What is the goal?
- How am I going? What progress am I making in my understanding or demonstration of reaching that goal?
- What do I need to do next... to develop, to grow, etc.?

(Hattie, 2007)

Revising Praise and Opinion to Offer Feedback

Nice job, Cathy-Jo!

“Nice job, Cathy-Jo! In the opening statement of your discussion post, you hooked me as a reader far more than in your last one. It was very effective to begin your post with a provocative question.”

Revising Praise and Opinion to Offer Feedback

Is this the best word choice, Chris?

“Is this the best word choice, Chris?” Think back to the readings from this week. Be sure to use the terminology from the field.”

Revising Praise and Opinion to Offer Feedback

Your conclusion would have been better if you included another example.

“Your writing was clear and your account of the topic was a helpful and interesting summary. However, the supporting statements you supplied looked unfinished and rough; as a reader, I was not convinced by them. **Your conclusion would have been better if you included another example.**”

Principles of Good Feedback

- **Timely**
- **Instructional**
- Highlight a **specific** knowledge or skill
- Focuses on **thinking** (not writing mechanics)
- Moves a student's work **forward**
- Provides a model or **example**
- Is **consistent**
- **Invites** the student to **give the instructor feedback**
- **Encourages** the student to ask for the kind of feedback s/he needs

(Johnson, 2013) and (Orlando, 2016)

Strategies, Tips, and Time Savers

What strategies are YOU already using?

- Schedule a regular time for providing feedback
- Use your time wisely
 - Don't use your feedback time "editing" or "correcting"
 - Focus on learning objectives and critical thinking
- Use a "comments doc" for common feedback statements & issues
- Leverage the technology (inline grading, rubrics, etc.)

Inline Grading



Grade Assignment: Inline Grading Test

Jump to... Hide User Names Refresh

Viewing 1 of 1 gradable items

Christopher Malmberg_PreviewUser (Attempt 1 of 1) Exit

Comment 1 of 1

Powered by crocodoc

University of New England
School of Social Work
~~716 Stevens Avenue~~
Portland, Maine 04103
207-221-4542

Student Field Evaluation

Foundation or Advanced

Block Placement : Yes

ne is Chris

lfadfasdf

INSTRUCTIONS

to be used at the end of each semester of the student's practicum. The

Assignment Details

GRADE
LAST GRADED ATTEMPT 1/1

ATTEMPT
8/10/15 8:59 AM 1/1

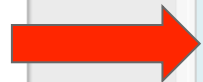
FEEDBACK TO LEARNER

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

You can type overall feedback here.

Susan Graham understand you what other info in here to make complete?

Cancel Save Draft Submit



Using the Rubric

crocodoc

Comments & Markups

Page 2

- Interesting topic
Lesley Herschlag - 2 months ago
- Interesting finding.
Lesley Herschlag - 2 months ago
- At the university level?

Expand here

Page 3

- Good. Close reading strategies can be appl...
Lesley Herschlag - 2 months ago
- Engagement strategies certainly increase m...
Lesley Herschlag - 2 months ago
- You have hit upon a wide array of strategie...
Lesley Herschlag - 2 months ago

2

...nion with

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elaboration

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questions and

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ons they may

gst their peers.

ssroom

abc

ATTEMPT
11/12/16 9:23 AM

10.1/12

GRADE BY RUBRIC

[CHOICE RESEARCH ON THEORY AND PRACTICE ESSAY](#)

Used for Grading

Or here

Show Descriptions Show Feedback

QUALITY OF RESEARCH **1.12 (9.3%)**

- Not Evident** 0 (0%)–.83 (6.9%) points
Selected articles are not aligned with either the scope or the purpose of the assignment.
- Needs Improvement** .84 (7%)–.95 (7.9%) points
Selected articles were published more than 10 years ago. The articles relate to teaching and learning but may not be specific to instruction for ELs.
- Meets Expectations** **1.12 (9.3%)** points
Selected articles are peer-reviewed and have been published within the past 10 years. The articles all relate to teaching and learning for ELs.
- Exceeds Expectations** 1.13 (9.4%)–1.2 (10%) points
Selected articles are peer-reviewed and have been published within the past 10 years. The articles focus on practical application, and when viewed together they support the student's specific guiding question for the research.

Feedback:

Your articles are all interesting and relate to teaching and learning for ELs. It is unclear whether the article by Howard relates directly to close reading.

Another Rubric View

Elaborated descriptive writing that is somewhat organized but doesn't completely explore or attend to application the research findings on one's professional practice. Little or unclear analysis.

Meets Expectations 2.4 (20%) points

Develops an organized reflection that clearly recognizes, explores and/or attends to professional growth as related to the research findings. Elaborates on the learning that took place through the assignment. Some analysis and meaning making.

Exceeds Expectations 2.82 (23.5%)–3 (25%) points

Develops an organized reflection that explores and critiques one's assumptions, values, beliefs, and/or biases. Recognizes and explores the consequences and impact of the research findings on one's professional growth. Substantiates statements with detailed examples and comprehensive analyses.

Feedback:

Your discussion of application of your new learning is present, however, somewhat short. Looking for a more detailed analysis of how your research supports or challenges your professional assumptions or your educational philosophy.



Conclusion

Not Evident 0 (0%)–.83 (6.9%) points

Does not develop a conclusion that flows logically.

Needs Improvement .95 (7.9%) points

Develops a conclusion that revisits some of the main themes but does not entirely support the topic.

Meets Expectations .96 (8%)–1.12 (9.3%) points

Develops a conclusion that clearly revisits the main themes and how they support the topic.

Exceeds Expectations 1.13 (9.4%)–1.2 (10%) points

Develops a conclusion that clearly revisits the main themes and how they support the topic. In addition, discusses potential items for future research which leaves the reader with more to think about.

Feedback:

Your conclusion introduces the idea of how close reading can make connections to cultural relations. This would make for an interesting discussion. The typos/errors in your conclusion make it a little difficult to fully comprehend.



Questions?

- Other thoughts or questions?
- Thank you for joining us