Providing Feedback

PROVIDING FEEDBACK

"*Nothing that we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence our students for the rest of their lives and careers—fine if we get it right, but unthinkable if we get it wrong*"

(Race, Brown, & Smith, 2005, p. xi).

PROVIDING FEEDBACK

Outline

- When and Why
- Purpose
- Focus
- Approaches
- Etiquette
- Methods
- Examples
- Synchronous Feedback
- Summary

PROVIDING FEEDBACK

When do we provide feedback?

Why Provide Feedback?

PROVIDING FEEDBACK

- To let learners know that they are doing well
- To let learners know where they went wrong
- To make suggestions for improvement
- To promote motivation
- To provide a grade

nterrogated by

Clinic at ABC Hospi

nter I was given forms
ng, and educational
this. In retros

EXAMPLE

Good Work, Sally.

Have you considered the implications of....

Purpose of Feedback

- Helps identify what learners are learning
- Helps to identify where learners have misconceptions or challenges
- Provides sense of gratification

PROVIDING FEEDBACK

Why Student-Centered?

- Focused on learner
- Aids in learning
- Confirms learning
- Encourages learner to think beyond mandate of assessment
- Student gains confidence
- Helps learner reflect
- Helps learner develop critical thinking
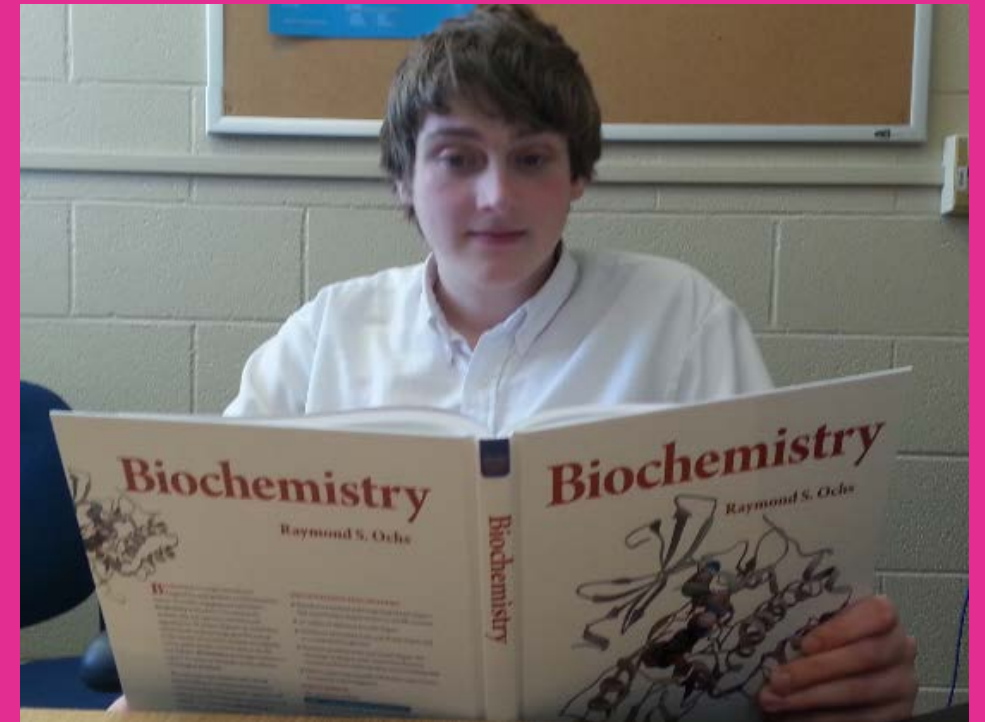
Approaches to Feedback

PROVIDING FEEDBACK

- Critical thinking
- Constructive feedback
- Checklists
- Rubrics
- Attainment of competencies
- Pass - Fail
- Number or percent grade
- Self-assessments or self-checks
- Continuous feedback throughout work

Etiquette

PROVIDING FEEDBACK

- Be timely
- Be constructive
  - Sandwich approach
  - Have positive comments
  - FIDeLity Model
- Be clear
- Be concise
- Be motivating
- Provide ideas/suggestions for improvement
- Focus on the content and criteria
- Avoid huge "X"

"One person's clever joke is another person's offensive insult"

(Jenny Preece, 2004)

Feedback Methods

Feedback Method Examples

- Text-based (electronically)
- Screen captures with annotations
- Document markup with slates and tablets
- Scanning of handwritten comments
- Email and text messaging
- Audio
- Video
- Automated
- Synchronous sessions
- Peer Feedback

Sample Feedback: Text-Based Comments

PROVIDING FEEDBACK

When I went to the reception counter I was given forms to fill in, asking permission to use the video tapes taken for teaching, and educational purposes. Being an instructional designer I did not have problem doing this. In retrospect, it may have been better to wait to sign these. I think I am being used as a lab rat.

Comment [dc2]: have _a problem

Comment [dc3]: Good analogy. It is well used throughout the paper.

PROVIDING FEEDBACK

Feedback using Tables, Column Style

Your topic is interesting. However, for this assignment a technical writing sample was expected.

You have written a good essay. It can be improved with some more editing. Please see comments in right hand column.

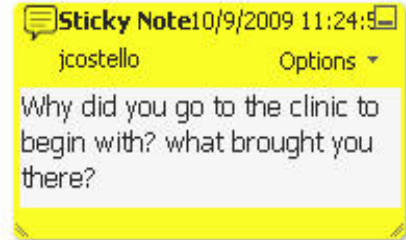| Student work	Feedback
21 May 04	
My Experiences as a Lab Rat Being Interrogated by the FBI	Interesting Title. Does it reflect the content of your essay?
This morning I went to the **Voice Clinic at Alphabet Hospital**. I was treated as a lab rat and major criminal.	Good paragraph.
I had an appointment for 10:30. It was after 11:00 before anyone said anything to me.	
At about 11:05 I entered a room that had on one side a table with three chairs....all occupied. On the other side was a chair for me. Obviously the three on one side of the room were on a team	Running periods are not usually used in formal writing. A comma would work here.

Synchronous Feedback

- Face-to-face
- Telephone
- VOIP (Skype, Net Meeting, etc.)
- Webconferencing (Adobe Connect, Wimba, Webex, Google Teams? etc.)
- Text chat (IM, Yahoo, etc.)
- Txt messaging (cell phone, tablet)

- Two-way interaction
- Method of choice- poor performance
- Be aware of:
  - o body language
  - o tone of voice
  - o response from student
- Invite further discussion

Sample Feedback: Screen Captures

PROVIDING FEEDBACK

- Use Screen Capture software to control regions of screen or whole screen

My Learning Philosophy

I believe that every person has the right to an education, to be nurtured, to be provide with safe, inspiring, environments in which to explore and grow.

Learning is active and involves ~~~~~~~~~~~~~~~ sten, rea write, recite. It involves, discus ~~~~~~~~~~~~ g, trying or testing new concepts, reachi ~~~~~~~~~~~ world.

Good Opening paragraph.
Have you considered learners who are challenged to learn in your classroom?

Sample Feedback: Screen Capture

At about 11:05 I entered a room that had on one side a table with three chairs....all occupied. On the other side was a chair for me. Obviously the three on one side of the

Sample Feedback: PDF Markup

# Sample Feedback: Markup with Slate or Tablet

PROVIDING FEEDBACK

- Use the stylus or mouse to 'write' on student's documents
  - Use input panel or
  - A slate
- Script is overlaid on document
  - when saved, becomes part of document
- Some technologies convert script to text
- Train the tablet to recognize your writing using its Pen Flicks technology
- Use the Input Panel or slate to 'write' your feedback with stylus or mouse
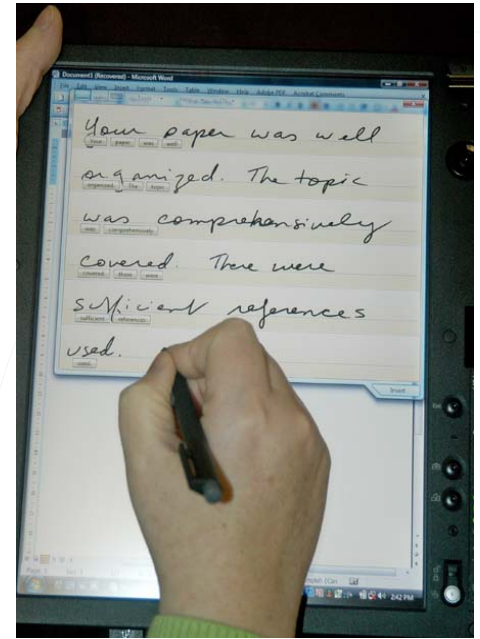
Sample Markup with Slate or Tablet
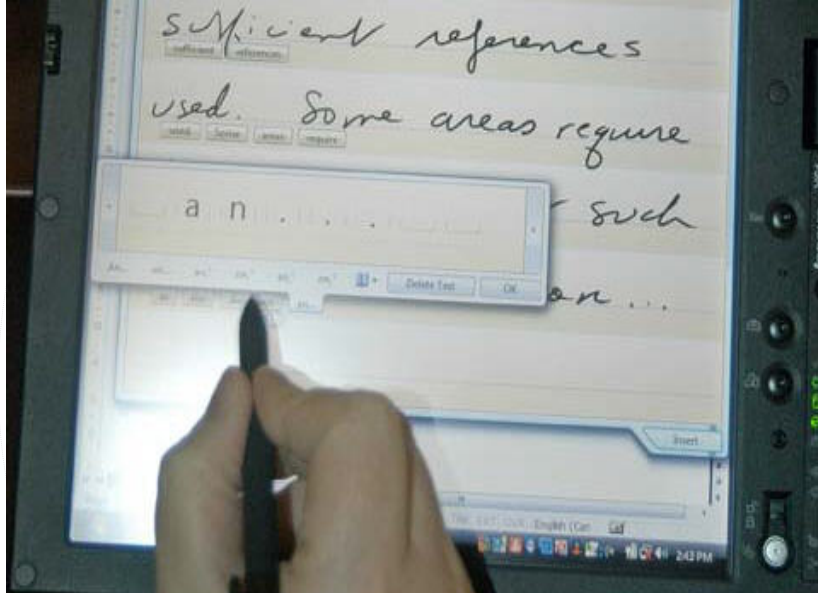
- Correct script from available choices
- You can
  - select alternate words
  - strike out words to delete
  - remove words from dictionary
  - identify origin of words for spelling
- Text appears in your document
- Spell check or adjust font or layout

Scanning Handwritten Comments

- Use pen to write comments then scan paper
- Students still need to be able to decipher script!
- Reduces redistribution time
- Permanent record of feedback
  - can discuss online or through email
- Need access to scanner

Email and Text Messaging

PROVIDING FEEDBACK

- Send feedback in email message or as attachment
- Use text messaging
  - might find a translator useful
    http://www.noslang.com/

Message reads:
g8r work 9l10 spk l8r pcm dc

Audio

- Include the student's name in the file name
- Identify the assignment name, students name, date and your name in the audio file
- Speak clearly and slowly
- Signoff with your name and a way for students to contact you
- Send raw files, or embed in submitted document

Video

- Audio advice applicable here
- Can use free software, for example:
  - Cam Studio
  - Captivate
  - Camtasia
  - Screenflow
- Can provide better explanation
- Time for learning software needed

Automated

PROVIDING FEEDBACK

- Instant feedback provided
- Can do exercise multiple times
- May require programming
- Introduce randomized options

Matching

Select **Bolivia**

Feedback in Assignment Tool in Brightspace

PROVIDING FEEDBACK

- Remember to save draft or publish for each student.

- Quick way of providing feedback

- Quick access to prior feedback provided.
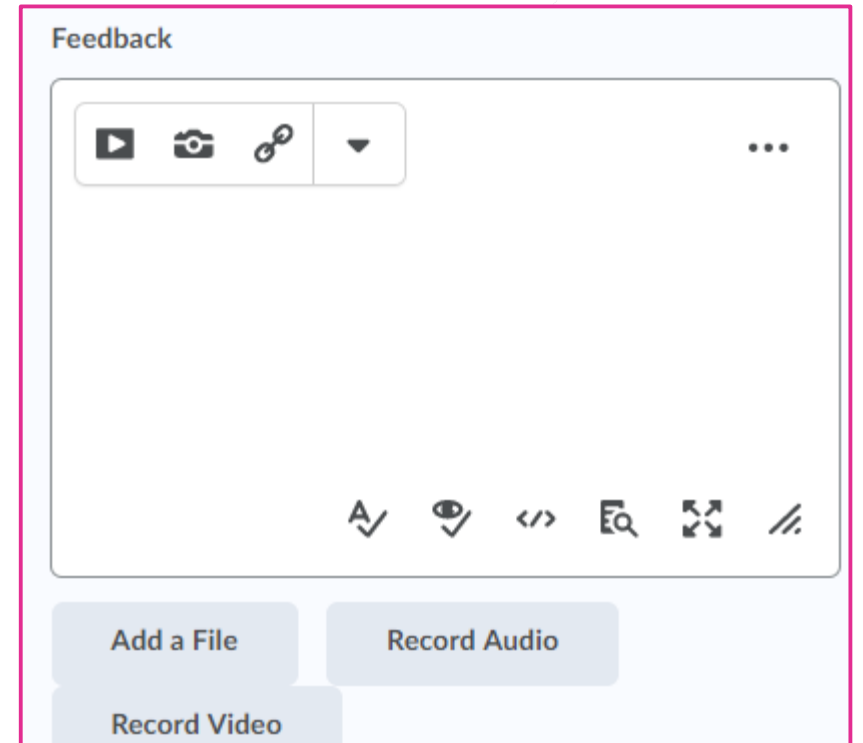
Peer Feedback

- Helps students think critically and communicate with others

- Provides instructors with opportunities to help students learn effectively from the feedback process

- 3 Process: create, assess (provide feedback), reflect (and revise)

- Integrated in Brightspace

Peer Scholar Phases

Create (submit work)

Assess (provide feedback)

Reflect (review feedback)

Peer Feedback: Transferrable Skills
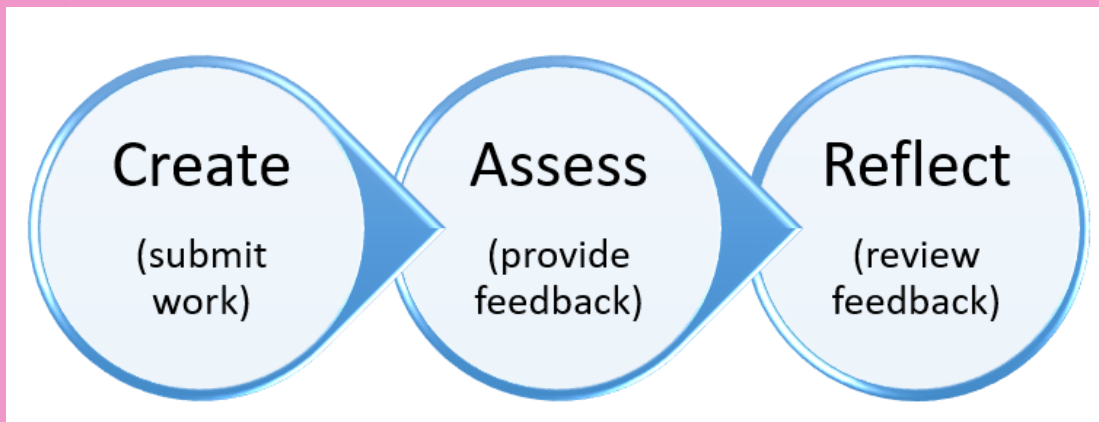
Students develop transferrable core skills, helping them work effectively with knowledge they gain:

- **Critical thinking** - analyze compare, evaluate, differentiate etc.

- **Creative thinking** - build, modify, solve, improve

- **Communication (expressive and receptive)** - structure, clarity, efficiency, impact

- **Collaboration** - social interaction, teamwork, cooperation, respect

- **Metagognition** - self-analysis, identification of strengths and weaknesses, strategies for change

PROVIDING FEEDBACK

Summary

Brightspace Tools Feedback Options

PROVIDING FEEDBACK

Tool	Text	Audio		Video		In Person
		Record	Upload	Record	Upload	
Assignments	X	X	X	X	X	X
Online Rooms	X	X	X	X	X	X
Discussion Forum	X	X	X	X	X	X
Video Assignment		X	X	X	X	X
Quizzes	X					X
Rubrics	X					X

PROVIDING FEEDBACK

20 WAYS | TO PROVIDE EFFECTIVE FEEDBACK FOR LEARNING

teachthought
WE GROW TEACHERS

FEEDBACK SHOULD BE EDUCATIVE IN NATURE.

FEEDBACK SHOULD BE GIVEN IN A TIMELY MANNER.

BE SENSITIVE TO THE INDIVIDUAL NEEDS OF THE STUDENT.

FEEDBACK SHOULD REFERENCE A SKILL OR SPECIFIC KNOWLEDGE.

GIVE FEEDBACK TO KEEP STUDENTS "ON TARGET" FOR ACHIEVEMENT.

FEEDBACK CAN BE GIVEN VERBALLY, NON-VERBALLY OR IN WRITTEN FORM.

EDUCATE STUDENTS ON HOW TO GIVE FEEDBACK TO EACH OTHER.

ALTERNATE DUE DATES FOR YOUR STUDENTS/CLASSES.

USE A NOTEBOOK TO KEEP TRACK OF STUDENT PROGRESS.

RETURN TESTS, PAPERS OR COMMENT CARDS AT THE BEGINNING OF CLASS.

ASK THE 4 QUESTIONS.

HOST A ONE-ON-ONE CONFERENCE.

CONCENTRATE ON ONE ABILITY.

ASK ANOTHER ADULT TO GIVE FEEDBACK.

HAVE THE STUDENT TAKE NOTES.

USE POST-IT NOTES.

GIVE GENUINE PRAISE.

"I NOTICED...."

PROVIDE A MODEL OR EXAMPLE.

INVITE STUDENTS TO GIVE YOU FEEDBACK.

©2019
Teachthought

PROVIDING FEEDBACK

THANK YOU

- www.CITL.MUN.ca

Daph Crane

+1 (709) 864-4080

daphne@mun.ca

Jane Costello

+1 (709) 864-3246

jcostello@mun.ca

References

PROVIDING FEEDBACK

- Costello, J. & Crane, D. (2013). Technologies for Learner-Centered Feedback. *Open Praxis, 5* (3), 217-225. 10.5944/openpraxis.5.3.63

- Costello, J. & Crane, D. (2016). Effective Feedback in Online Learning. In J. Handbook of Research on Active Learning and the Flipped Classroom Model in the Digital Age. Hersey, PA: Information Science Reference.

- Ice, P., Swan, K., Kupczynski, L., & Richardson, J. (2008). The impact of asynchronous audio feedback on teaching and social presence: A survey of current research. In Proceedings of world conference on educational multimedia, hypermedia and telecommunications 2008 (pp. 5646-5649). Chesapeake, VA: AACE. Retrieved from www.learntechlib.org/d/29162

-