

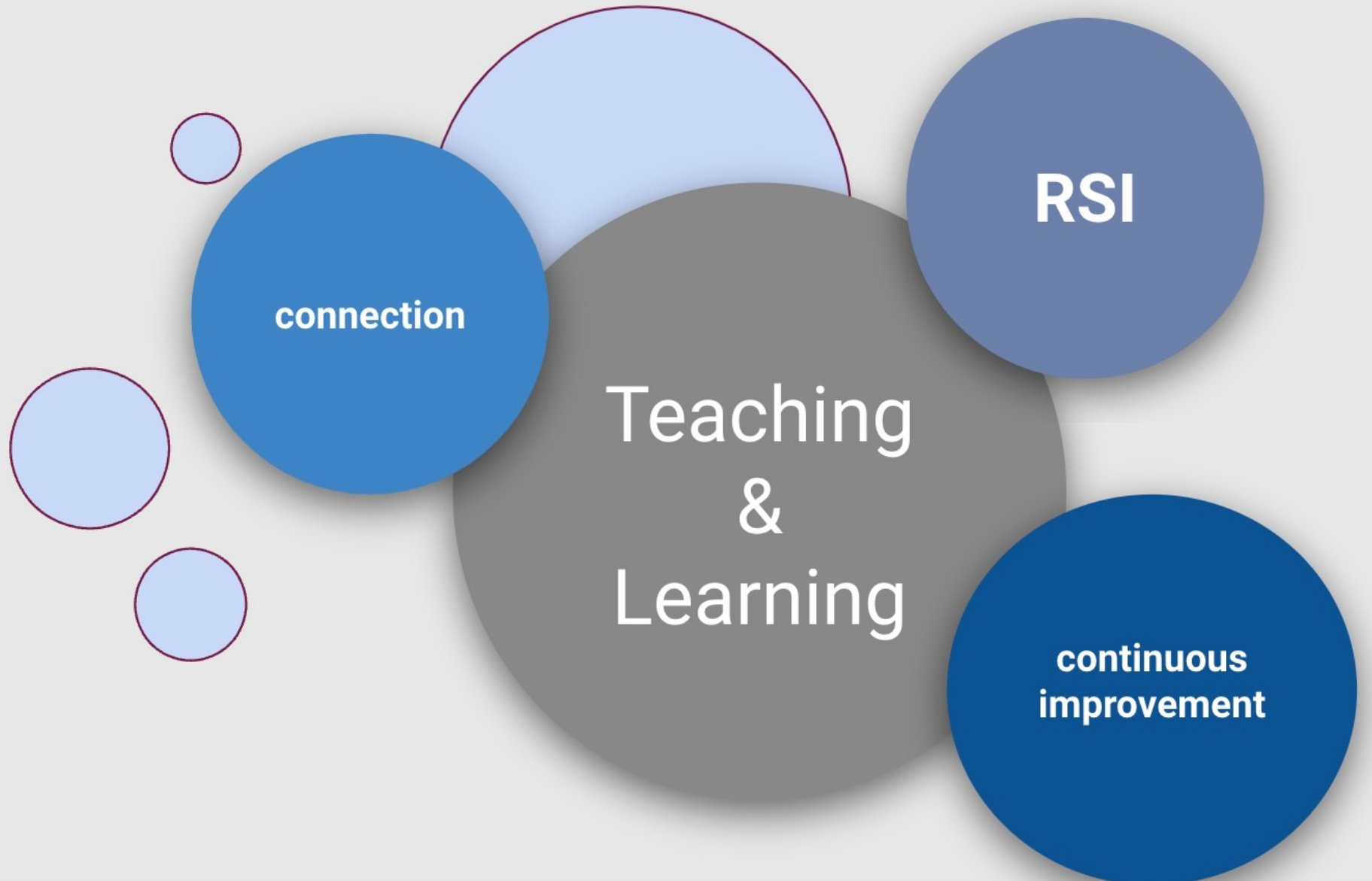


Feedback-focused Design & Teaching Strategies *for you and your learners*

Bethany Simunich, PhD
VP, Innovation & Research, QM



THE FUNCTION OF FEEDBACK



A Quality Matters Event

HE
HIGHER
EDUCATION

Quality
in
Action

FEEDBACK AS A CONTINUUM



A Quality Matters Event

HE
HIGHER
EDUCATION

Quality in Action

“THE PROCESS ITSELF TAKES ON THE FORMS OF NEW INSTRUCTION, RATHER THAN INFORMING THE STUDENT SOLELY ABOUT CORRECTNESS”

(KULHAVY, 1977, P. 212).

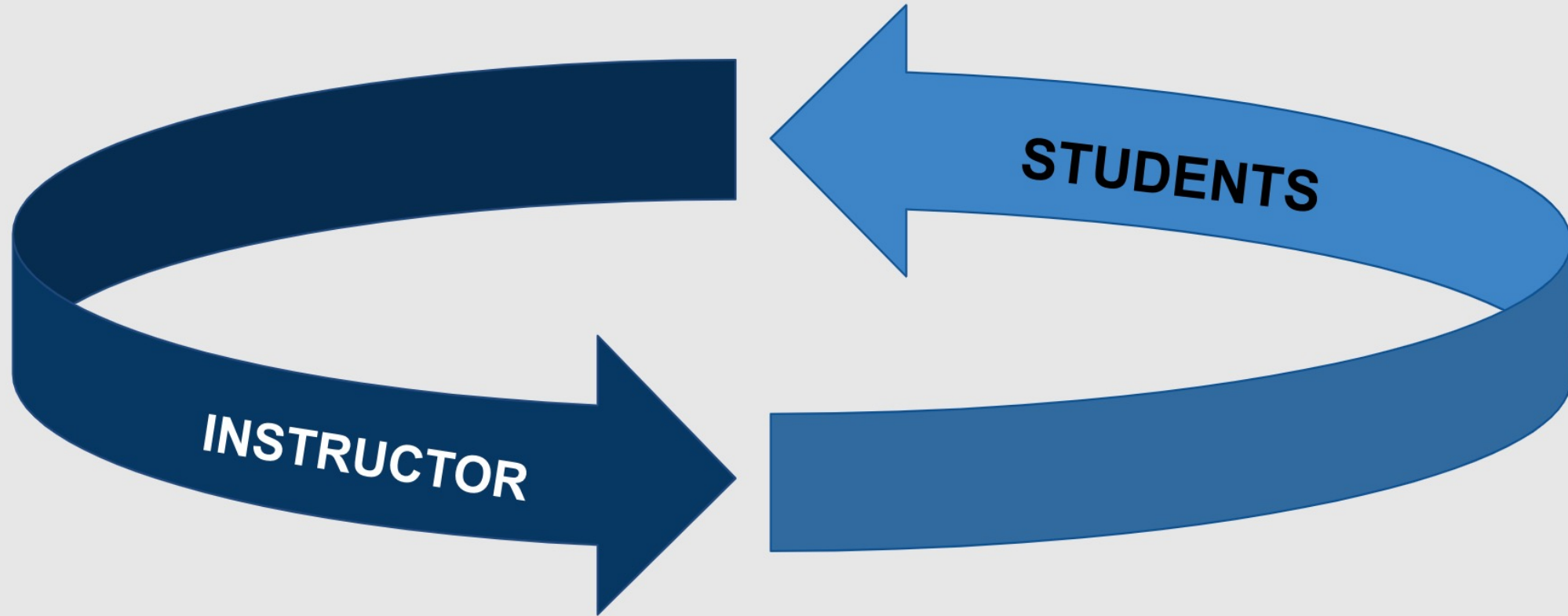


A Quality Matters Event

HE
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THE FLOW OF FEEDBACK

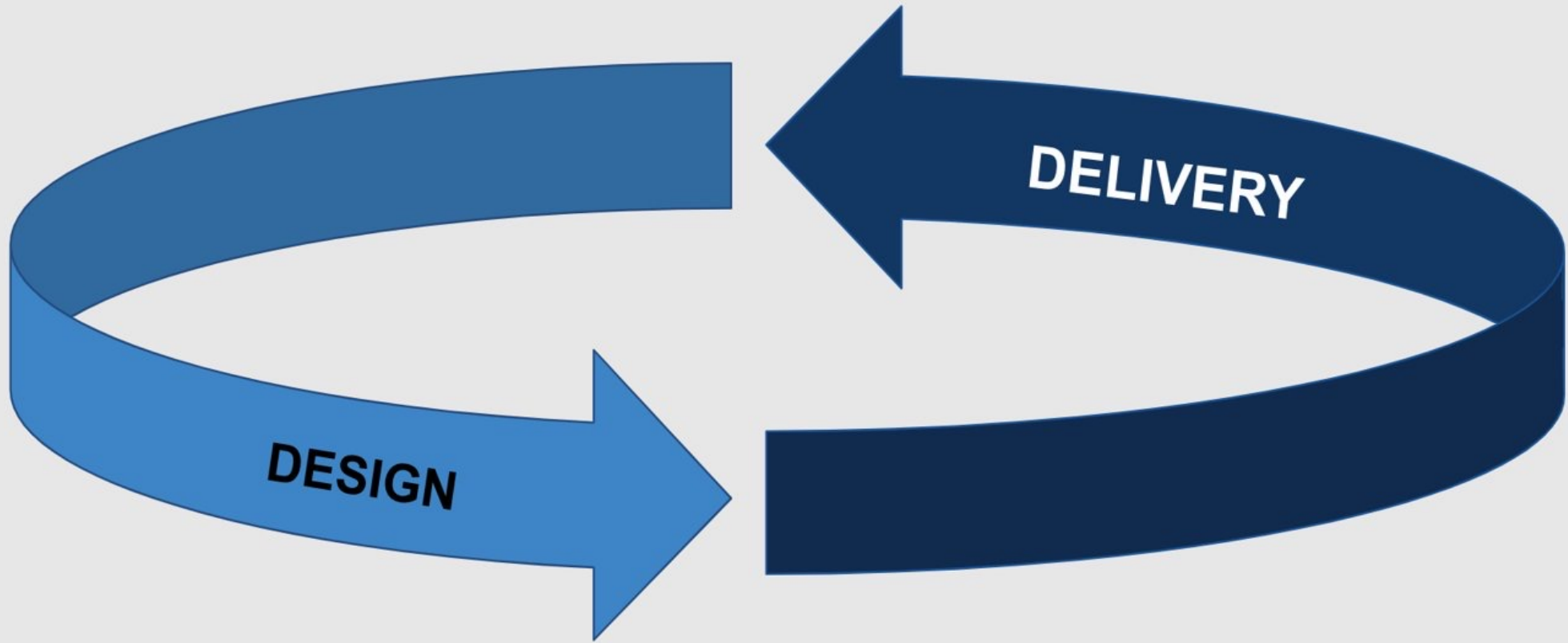


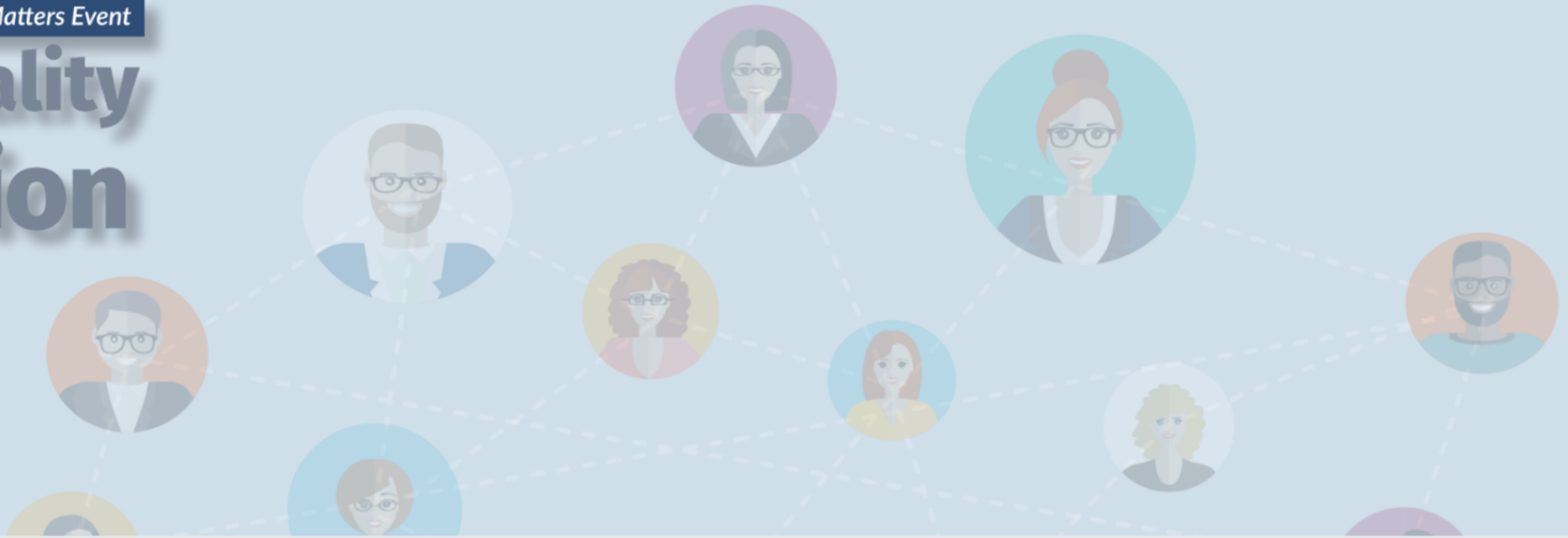
A Quality Matters Event

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THE FLOW OF FEEDBACK





Giving Feedback Opportunities via Design

FAST FEEDBACK THROUGHOUT

Quick Polls: good for knowledge checks, mental wellbeing check-in, testing misconceptions

Reading or lecture follow-up: SA essay, M/C, drag & drop, fill-in-the blank can all provide information on how learners are making sense of new information

END-OF-MODULE FEEDBACK

1

Include end-of-module surveys with questions to help active teaching and design revision

2

Consider making it anonymous and awarding participation points, extra credit, etc.

3

If it's a new course, consider questions on rigor/workload as well

4

Keep it short, employ multiple-choice options, consider at least one open-ended question

END-OF-COURSE FEEDBACK

What worked well?
What could be improved? What did you experience as barriers to your success?

Questions can be focused on design, teaching, or both. Consider goals and stakeholders.

Make it part of the coursework: “Dear Student” letter or other reflective activity

ASSIGNMENT PROMPTS & RUBRICS

- Ensure students know how they will be evaluated
- Create a FULL assignment prompt:
 - **Instructions/Background:** Why are we doing this and what are we doing
 - **Evaluation:** How students will be evaluated
 - **Submission information:** File name and type? When to submit?
- For larger assignments with multiple components, consider a rubric



YOUR FEEDBACK PLAN

SRS 5.3: The instructor's plan for interacting with learners during the course is clearly stated.

1

Part of your plan to meet RSI (Regular & Substantive Interaction) requirements

2

Look at your feedback plan in conjunction with assignment timing

3

Examine your feedback plan across courses as well.

4

Note where you will be providing in-depth feedback (e.g., formative assessments)

BUILDING IN AUTO-FEEDBACK



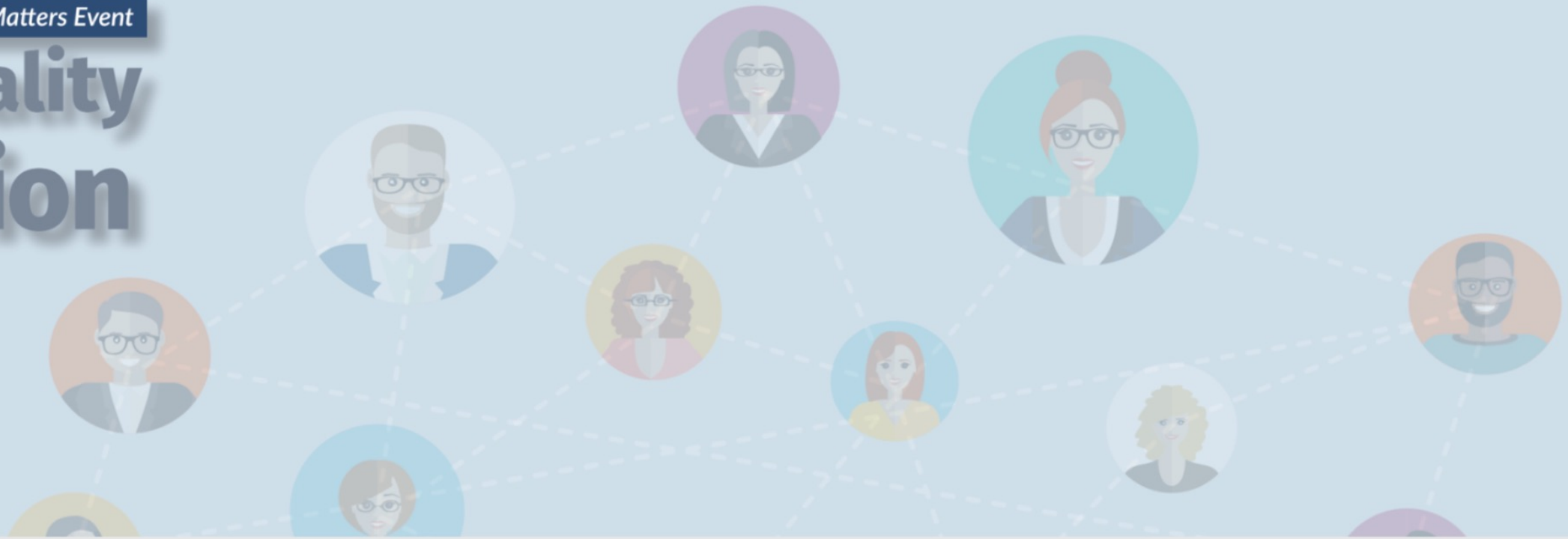
Auto-feedback can be a huge benefit to you and your students



Use liberally in low-stakes activities to direct students to re-engage with critical material



Provide feedback for incorrect *and* correct responses on quizzes and exams



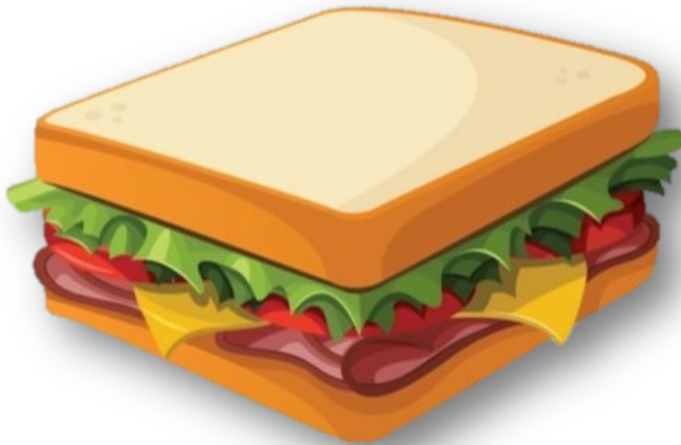
Giving Feedback During Delivery

FEEDBACK:

- Fills the “gap” between what is understood and what is aimed to be understood (Sadler, 1989)
- Is aided by affective processes (motivate, engage)
- Is aided by cognitive processes (restructuring information, providing add'l info or alternate strategies)
- Is part of the learning process



BASIC TYPES & APPROACHES



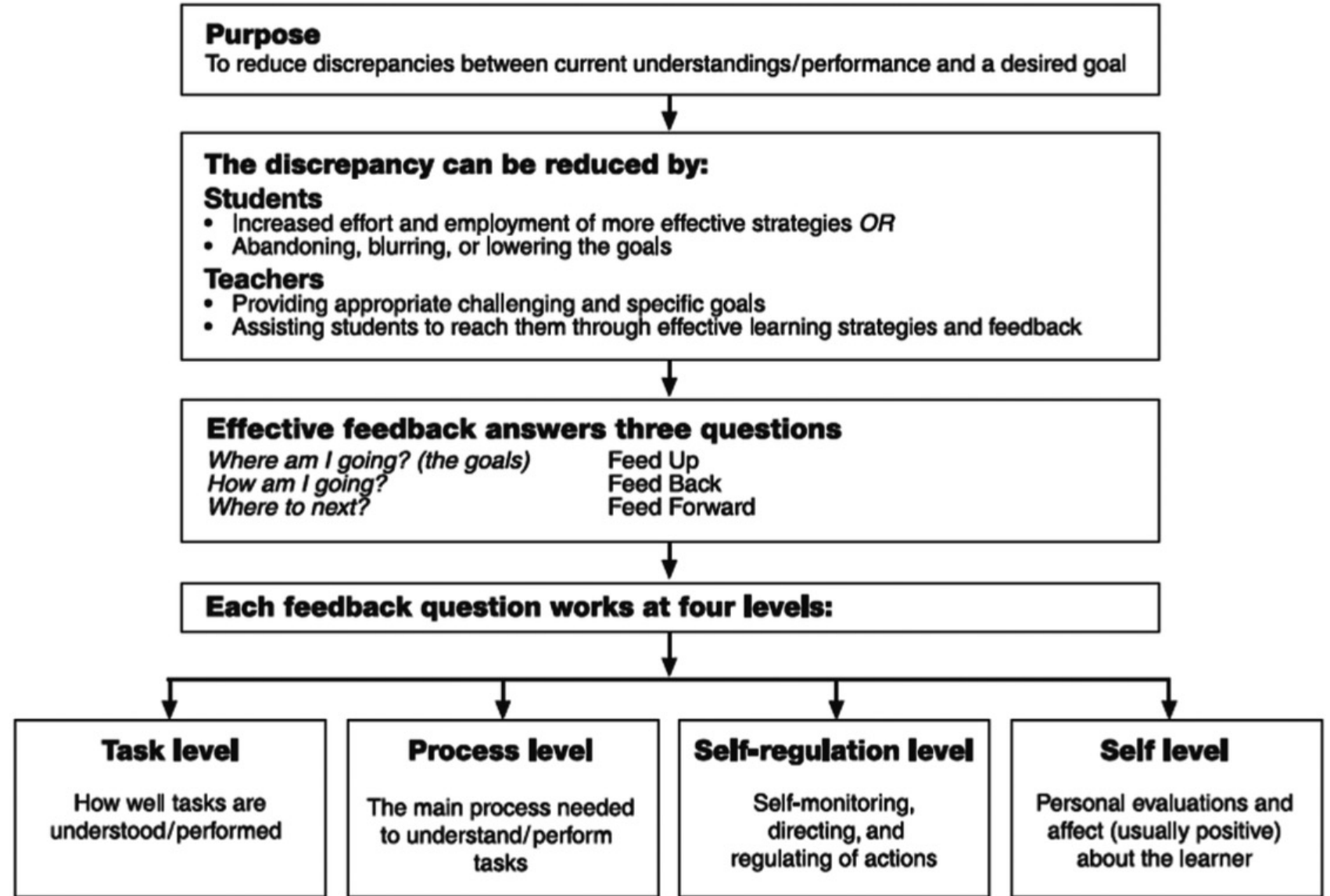
Acknowledgement Feedback

Informative/Formative Feedback

The Sandwich/Oreo Cookie method:
Filling without a nice container is
unappetizing

A MODEL OF FEEDBACK

Hattie & Timperley (2007)
The Power of Feedback



THREE QUESTIONS

Where am I going?

Connect to Learning Objectives.
Reduce discrepancy between
understanding and goals.

Create shared commitment.

How am I going?

How do I proceed,
what do I do

Where to next?

Learning as sequential
and recursive/flexible

FOUR LEVELS

TASK LEVEL

Corrective Feedback.
Encourage self-eval
and confidence

PROCESS LEVEL

Deep understanding of
relationships. Enhance
deep learning, build
confidence with task.

SELF-REGULATION LEVEL

Metacognitive skills for
self-reflection and
direction. Encourage effort
and ability & help-seeking

SELF LEVEL

Feedback about the
person. Link corrective
feedback to task and
kudos to actual
accomplishments

HELPFUL RECOMMENDATION MODEL CAN HELP

Constructive

Based on assignment goals and instructions, what meets the criteria?
Supported with examples and evidence, how might the work be improved?

Specific

What, specifically, could be improved?
Where?

Measurable

How will they know their revision has met the mark?

Sensitive

Is it written in a respectful, motivating manner that will encourage students to make improvements?

Balanced

Have you noted strengths as well as areas for improvement?

FEEDBACK METHODS



- Written feedback
- Audio feedback
- Screencasted or video feedback
- All should be timely

INDIVIDUAL FEEDBACK FOR LEARNING



Feedback on assignments that can be used to improve performance and achievement



Timing (of feedback and assignments) is crucial



Depending on student cohort, guide students for how to use feedback

INDIVIDUAL FEEDBACK FOR CONNECTION



Reach out to struggling students... especially in the first few weeks.



Respond to “how’s it going” type questions from reflective activities



Remember to give “kudos” in feedback

GROUP FEEDBACK FOR LEARNING

Office Hours

Group summary
feedback on discussions

Class
announcements/emails
with group feedback for
assignments. Make
connections between
course topics.

“Clarification Point”
videos

GROUP FEEDBACK FOR CONNECTION

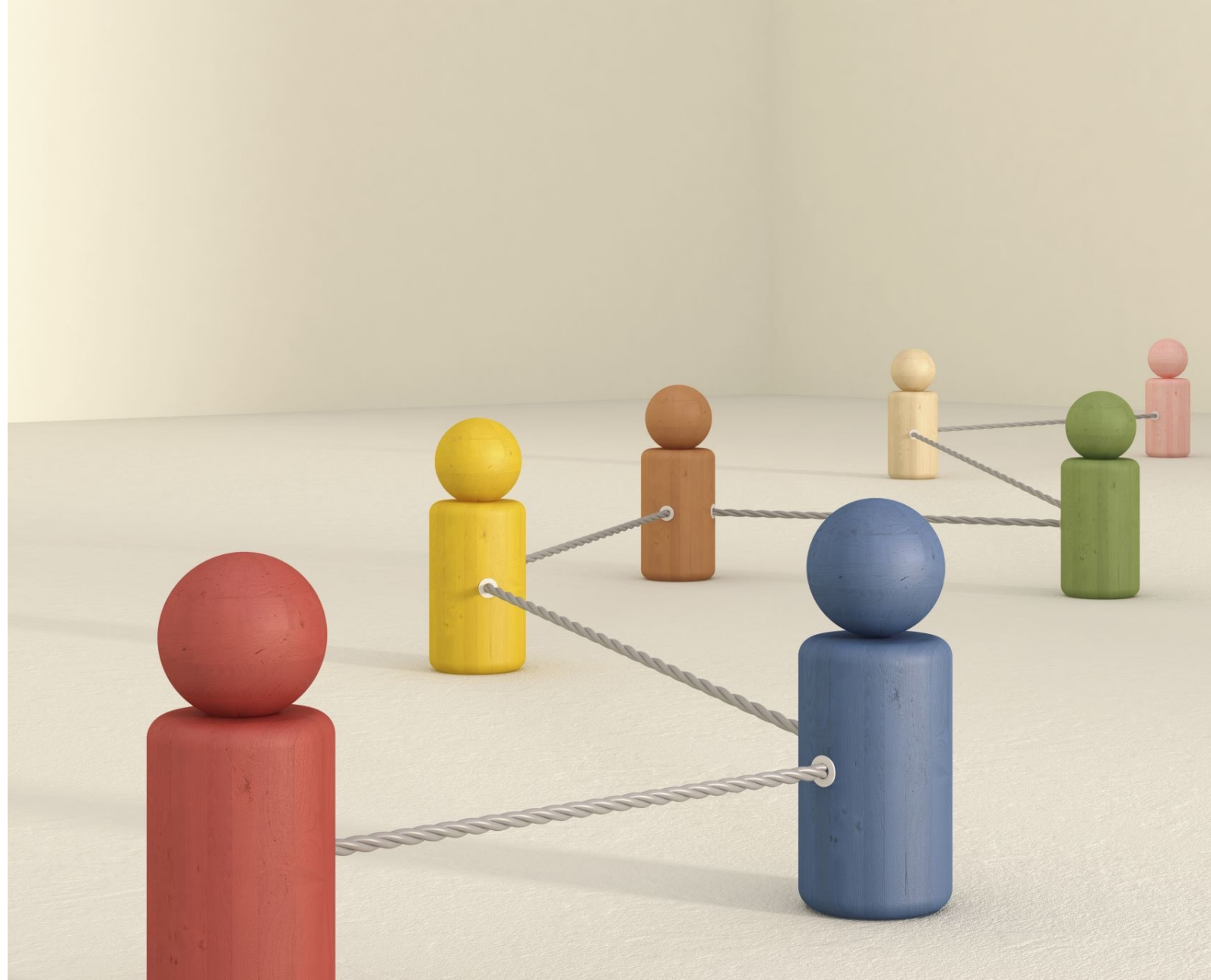
“Motivational Mondays” and “Mid-term Check-Ups”

Make learning-related feedback a video instead

Make learning-related announcements encouraging and motivating

FEEDBACK IDEA: INSTRUCTOR BLOG

- Extend learning, add optional content or commentary
- Great to keep connection while at conferences
- Can also use as a place for instructor reflection – feedback both for learning & connection



FEEDBACK IDEA: END-OF-COURSE WRAP-UP/REFLECTION

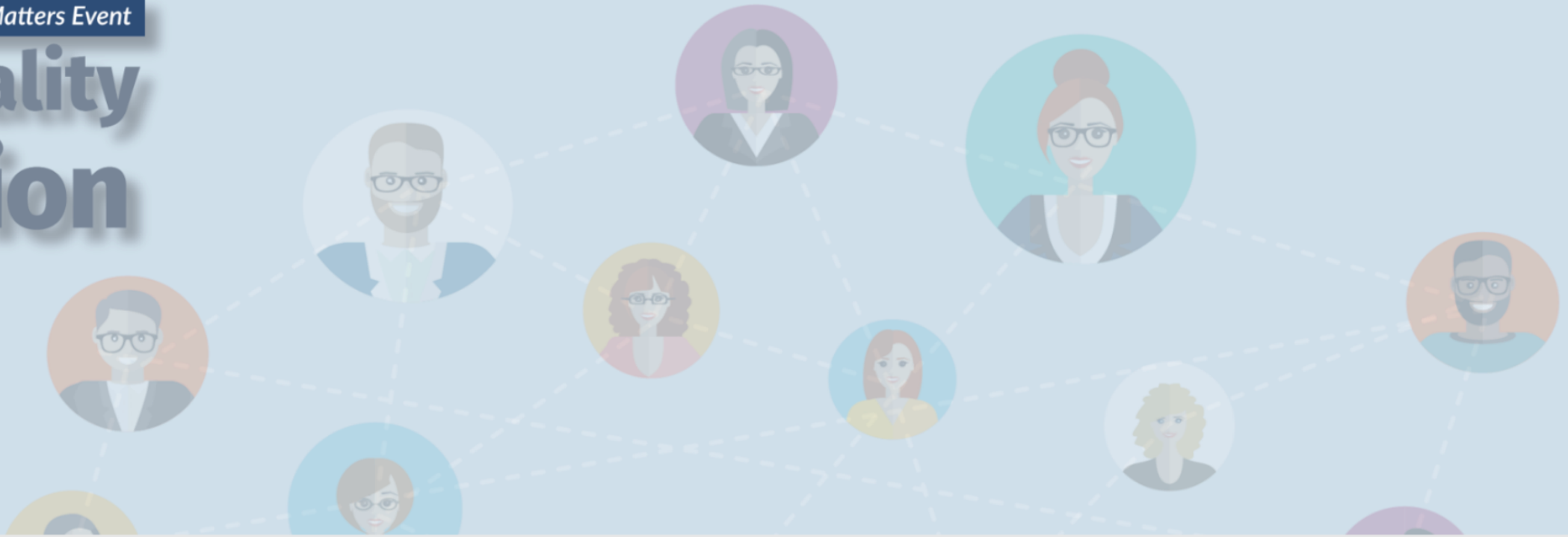
- Summarize the big, takeaway ideas
- Comment in positive ways on overall or final performance
- Consider a video, include your own reflection



INSTRUCTOR FEEDBACK FOR REVISION

- Give yourself feedback: What's working? What's not?
- Any content seem “underappreciated”?
- Any batch of assignments really miss the mark?
- Which assignments were hard to grade or took longer than anticipated, and why?
- Where did you not leave yourself enough time for feedback turnaround?
- What topics were confusing? Did you need to add extra materials? Give grace on assignment grades?





Using Feedback during Delivery

ADDRESSING ASSIGNMENT ISSUES

- If feedback (assignment performance, student feedback) indicates confusion, there **might** be confusion. Consider having a peer read your assignment prompts.
- What's the issue? Clear instructions? Clear connection? Unprepared? Unmotivated?
- Non-learning issues? Try announcements/reminders, and acknowledgement feedback



CONTENDING WITH CONTENT ISSUES

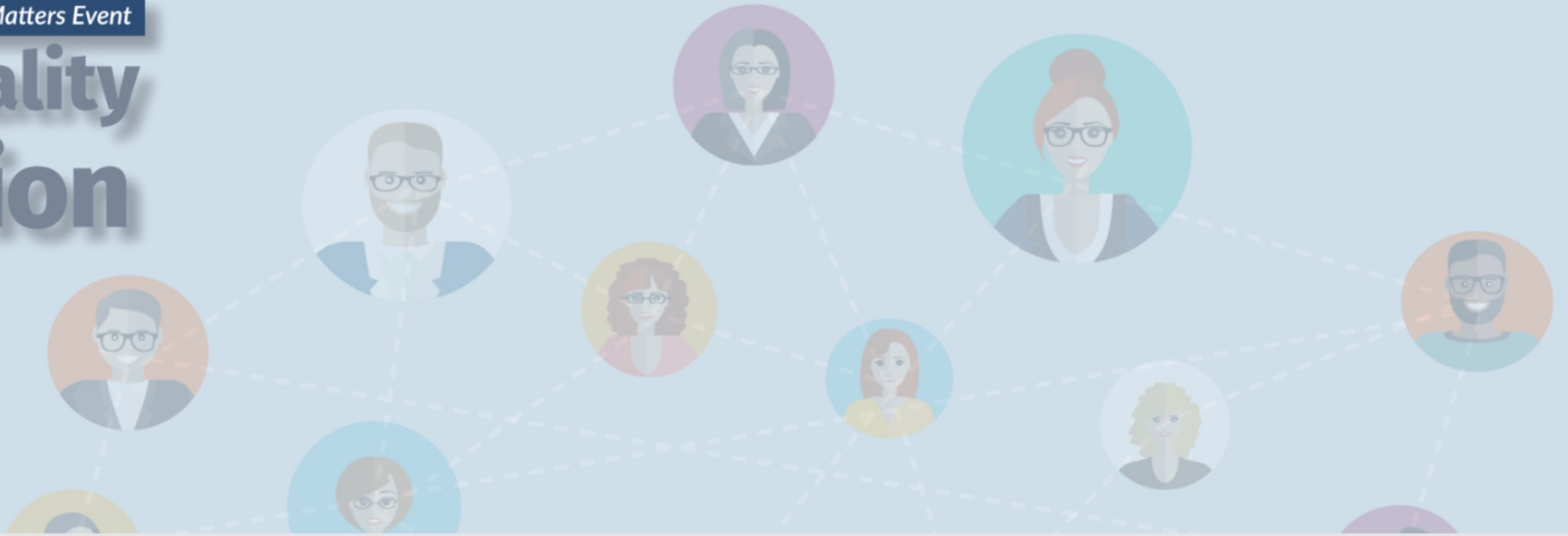
- If feedback indicates there was too much, there **might** be too much. Consider calculating workload
- What's the issue? Too much (length & amount)? Alignment? Not at the right level? What can be optional instead?
- Technical or accessibility issues? Lack of engagement or relevance?
- "Feedback is most valuable when it addresses faulty interpretation, not lack of understanding." (Hattie & Timperley, 2007)



TACKLING TEACHING ISSUES

- If feedback indicates a lack of presence... there *might* be a lack of presence. Adopt a student perspective to reflect.
- What's the issue? Students feeling disconnected? Feedback not timely? Do they feel lost or that they are “teaching themselves?”
- Connection supports learning. Consider video or screencasted feedback.
- Connect with a colleague or your CTL center to go over some examples of feedback you've provided. Key points: would a student understand the issue? know where to go for review? be clear on how to improve?





Using Feedback for Design Revision

ALIGNMENT

Anything labeled as “busy work”?
Using LMS learning analytics, anything
with low interaction?
What is extraneous?
Students report as “not so helpful”?

- Check alignment. Revise or make it optional/remove.



Submitted by James Fowlkes and Brenda Boyd

ASSIGNMENTS

What assignments did you receive the most questions about?

Which did they do poorly on/clearly did not understand or were not prepared?

- Clarify assignment prompts. Provide examples. Ensure alignment.
- Review for application, active learning, authentic assessment.



MATERIALS

Which materials did students use/refer to most heavily?

Which were largely ignored?

Any technical issues for digital content?

Any lower-cost or OER options?

- Refine alignment and consider optional materials. Calculate workload.
- Review materials for engagement: text vs simulation, variety of type, etc.



RETHINKING THE STRUCTURE AND FLOW

- In hindsight, any feedback cues that there were issues with sequencing of topics or assignments?
- Did you or your students feel that there was not enough time between feedback and a related assessment?
- Were there any portions that felt “rushed” or that “dragged”?
- What felt “too much”? Content was too long or too much overall, assignment was too deep (needed deconstructed into smaller parts or brought up a level), assignment was too difficult to grade



PERSONALLY REFLECT

- What seemed difficult *for students*?
- What seemed difficult *for you*?





COMMENTS? QUESTIONS?

WHAT ARE YOUR FEEDBACK CHALLENGES?
WHAT ARE YOUR FEEDBACK TIPS?

