

Feedforward

How Feedforward Enhances Course Design, Boosts Student Growth, and Streamlines Instructor Workloads

▼ What Am I Doing with My Life?

▼ Paradox of Feedback



By design, feedback is meant to help students improve their work after they submit it.



▼  Context



▼  Make a Decision

**I can continue giving the same feedback to 100 students.
Or I can set students up for success 1 time.**

▼ 🤔 **Share Your Goals for Attending This Session**

? What motivated you to attend today's session?

? What are you hoping to get out of our time together?

▼ **Where Am I Spending My Feedback Time?**

▼ 🤔 **Share Your Feedback Experiences**

? What **percent/amount** of your total teaching time is spent giving feedback?

? What challenges do **you** experience with feedback?

? What challenges do **students** experience with feedback?

▼ 🖋️ **Try Some Things**

▼ 💬 **Differentiate Types of Feedback**

Feedback generally ranges from "You're wrong; fix it" to "You're amazing; what's next"

▼ 🦾 **Hard Disciplines**

	Description	Example
Corrective	Primarily indicates whether answers are right or wrong.	"Your answer to question 3 is incorrect."
Directive	Identifies mistakes with specifics and provides direction on how to correct them.	"In question 3, you applied the formula for acceleration instead of velocity. Review the definitions of each as discussed in chapter 5."
Developmental	Corrects errors and guides students on different approaches to problems, including strategies for problem-solving and critical thinking about the concepts.	"You've used the correct method in question 3, but consider why this method is appropriate here. What assumptions are involved, and how do these impact your results?"
Personalized Insights	Tailored to each student's specific needs and learning style, incorporating past performance, current understanding, and potential future applications.	"Considering your interest in aerospace applications, how could you apply kinetic theories to solve real-world problems in that field? Let's discuss this in our next meeting."

▼ 🍏 **Soft Disciplines**

	Description	Example
Compliance	Focuses on compliance with basic administrative requirements such as	"This assignment was due on Sunday and needed to be 3 pages long. Please ensure

	Description	Example
	deadlines, formatting, and submission guidelines.	you adhere to these requirements to avoid losing marks for non-compliance."
Expectations	Provides clarity on the scope and depth of content expected in submissions, outlining key areas to address.	"Your synthesis should include multiple perspectives—ideally at least two competing ones—to fully meet the assignment criteria."
Conceptual Relevance	Offers general insights on the relevance and integration of content with broader topics, aiming to guide deeper understanding.	"Try to link the concept of feedback directly to educational theories we've covered. This connection will strengthen your argument and provide a solid foundation for analysis."
Personalized Insight	Tailored to each student's specific needs and learning style, incorporating past performance, current understanding, and potential future applications.	"Your exploration of complexity theory is compelling. Building on your last discussion about emergent properties, consider how this could apply to analyzing market dynamics in economics."

▼  **Analyze The Feedback You Give**

▼  **Hard Disciplines**

▼  **People**

	Corrective	Directive	Developmental	Personalized Insights
Student Name	Time/Percent	Time/Percent	Time/Percent	Time/Percent
—	Total/Average	Total/Average	Time/Percent	Time/Percent

▼  **Robots**

Here is some feedback I gave on this assignment about **[Description]: [Insert feedback]**

Complete this table by indicating what percent of this feedback relates to each of these categories (from 0-100%) and explain each percentage allotment.

	Corrective	Directive	Developmental	Personalized Insights
	Primarily indicates whether answers are right or wrong.	Identifies mistakes with specifics and provides direction on how to correct them.	Corrects errors and guides students on different approaches to problems, including strategies for problem-solving and critical thinking about the concepts.	Tailored to each student's specific needs and learning style, incorporating past performance, current understanding, and potential future applications.
Percent				

	Corrective	Directive	Developmental	Personalized Insights
Explanation				

▼ 🍏 **Soft Disciplines**

▼ 🧑 **People**

	Compliance	Expectations	Conceptual Relevance	Personalized Insight
Student Name	Time/Percent	Time/Percent	Time/Percent	Time/Percent
—	Total/Average	Total/Average	Time/Percent	Time/Percent

▼ 🤖 **Robots**

Here is some feedback I gave on this assignment about [Description]: [Insert feedback]

Complete this table by indicating what percent of this feedback relates to each of these categories (from 0-100%) and explain each percentage allotment.

	Compliance	Expectations	Conceptual Relevance	Personalized Insight
	Focuses on compliance with basic administrative requirements such as deadlines, formatting, and submission guidelines.	Provides clarity on the scope and depth of content expected in submissions, outlining key areas to address.	Offers general insights on the relevance and integration of content with broader topics, aiming to guide deeper understanding.	Tailored to each student's specific needs and learning style, incorporating past performance, current understanding, and potential future applications.
Percent				
Explanation				

▼ 📌 **Make a Decision**

If students submit work that requires us to provide substantial feedback to support them meeting the objectives, one of two things can be true:

1. They can't do it.
2. They weren't ready (prepared?) to submit it.

▼ **How Can I Identify Opportunities for Improvement?**

▼ 🗣️ **Share Your Feedback Routines**

? How often do you find yourself giving the same feedback to multiple students on the same assignment during a semester?

? How often do you find yourself giving the same feedback to multiple students on an assignment every time a course runs?

? Have you, or how have you, thought about streamlining that repetitive feedback?

▼ Try Some Things

▼ Explore Who's Taking Your Class



User personas are hypothetical profiles that represent the key characteristics of a specific segment of your audience.

These profiles are typically based on user research and include details such as demographics, behavior patterns, motivations, goals, and challenges.

Creating user personas can help you understand your users' needs, experiences, behaviors, and goals, which can guide your decisions about course design.

▼ Example

Name and Age	Background	Goals with the Course	Challenges and Barriers	Learning Preferences	Support Needed
Alice Johnson, 30	Alice has a BA in Psychology and works as a middle school teacher. She has experience with collaborative learning and basic statistical analysis.	Alice aims to enhance her research skills to apply for a PhD program in Educational Psychology.	Alice might struggle with advanced statistical methods and finding time to study due to her job.	Prefers interactive and collaborative learning environments with visual aids.	Would benefit from workshops on advanced statistics and time management tips.
Brian Li, 45	Brian holds a Master's in Engineering and has over 20 years of experience in project management. He's skilled in problem-solving and has a basic	Brian is seeking to transition into the educational sector and wants to understand foundational research principles to become an	Brian may face challenges adapting to the educational vocabulary and perspectives distinct from his engineering background.	Enjoys structured, logical learning materials and values clear, concise explanations.	Needs a glossary of educational terms and concepts, alongside mentorship from someone in the educational field.

Name and Age	Background	Goals with the Course	Challenges and Barriers	Learning Preferences	Support Needed
	understanding of educational theories.	educational consultant.			
Carla Gomez, 25	Carla recently graduated with a BA in English Literature and works part-time as a tutor. She's passionate about learning and has strong communication skills.	Carla wishes to gain research skills for her role as a tutor and to potentially contribute to educational research projects.	Carla could find it difficult to understand complex research methodologies and juggle her studies with part-time work.	Favors engaging and narrative-driven content with practical examples.	Could use additional resources on research methodologies and flexible learning schedules.

▼ 🧑 **People**

Name and Age	Background	Goals with the Course	Challenges and Barriers	Learning Preferences	Support Needed

▼ 🤖 **Robots**

Generate a table with three hypothetical user personas for **[Course, audience, format, other info]**.

For each persona, include the following details to ensure a rich and nuanced understanding of potential students:

1. **Name and Age:** Create a unique name and age for each persona, reflecting a diverse age range.
2. **Background:** Describe each persona's educational and professional background, including any relevant skills and experiences that might influence their learning process.
3. **Goals with the Course:** Identify the primary reason each persona is taking the course, whether it be for career advancement, personal development, or another reason.
4. **Challenges and Barriers:** List potential challenges or barriers each persona might face in completing the course, such as time constraints, technological limitations, or specific learning difficulties.
5. **Learning Preferences:** Describe how each persona prefers to learn (e.g., visual, auditory, hands-on) and any tools or resources they are likely to favor.
6. **Support Needed:** Suggest types of support and resources that could help each persona succeed, including study aids, mentorship opportunities, or specific accommodations.

Format the information as a table for clarity, with each persona represented in a separate row and the categories listed above as column headers. This table will help conceptualize how different students might interact with the course materials and identify strategies to support their success.

The output should be formatted like this:

Name and Age	Background	Goals with the Course	Challenges and Barriers	Learning Preferences	Support Needed
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Then list five nonobvious, actionable, and specific things I should consider/apply to my course to meet these diverse learner needs.

▼ 🤖 Empathize with Your Students



User journey mapping is a method used to visualize and understand user experiences.

In instructional design, it involves mapping the learner's journey from start to finish in a learning activity or course. This helps identify learner goals, emotions, and areas for improvement, ultimately leading to more effective and engaging learning experiences.

▼ 📄 Example

Task	User Goals and Expectations	User Feelings and Experiences	Opportunities for Improvement
Complete Quiz #3 by 2/12	Demonstrate understanding of course material	Anxiety about assessment, Pressure to perform, Desire for Competence	Provide a clear breakdown of topics covered in the quiz. Offer practice quizzes or review sessions to help students prepare.
Submit Health Track Entry #1 by 2/7	Meet assignment requirements, Understand grading criteria	Anxiety about assignment, Confusion about requirements, Curiosity about grading criteria	Offer a detailed rubric outlining expectations for the entry. Provide examples of previous entries for reference. Offer office hours or online support sessions to address any confusion.
Read pp. 101-132 of the textbook	Gain knowledge and understanding of course content	Boredom with content, Overwhelm with volume, Engagement with concepts	Incorporate interactive elements into the reading material such as quizzes, discussion questions, or multimedia content. Provide guiding questions to help students focus on key concepts while reading. Offer supplementary materials or alternative resources for students who struggle with the textbook content.

▼ 🧑 People

Task	User Goals and Expectations	User Feelings and Experiences	Opportunities for Improvement

▼ 🤖 Robots

This is an outline of all the information and tasks from this [Unit/module/section] of a course on [Topic] for [Audience].

Create a table with each task, the goals and expectations students have as they approach the task, feelings a student might have as they experience each element within the task, and opportunities to improve each task and element.

Format the table in this way:

Task	User Goals and Expectations	User Feelings and Experiences	Opportunities for Improvement

▼ 📖 Evaluate the Effectiveness of Instructions

▼ 🤖 Robots

I have a completed student assignment here, and I'm looking to understand how the instructions might have been interpreted by the student. Based on the content and structure of this submission, generate a set of instructions that you believe the student followed to complete this assignment. This will help me assess the clarity of my original instructions and make necessary adjustments.

Here is the text of the student's assignment: **[Insert student submission text here]**

▼ 👤 People

Element	Original Instructions	Deduced Instructions from Submissions	Notes/Observations
Purpose	[Original purpose]	[Deduced purpose]	[Any differences or key insights]
Content	[Original content guidelines]	[Deduced content elements]	[Differences in content expectations]
Structure	[Original structure requirements]	[Deduced structure from submissions]	[Variations in structure, common misunderstandings]
Format	[Original formatting rules]	[Deduced formatting observed]	[Formatting discrepancies and student interpretations]
Deadline	[Original deadline]	[Commonly assumed deadline if different]	[Any misalignment in timing]
Resources	[Original specified resources]	[Resources used by students]	[Misunderstandings or omissions in resource use]
Evaluation	[Original evaluation criteria]	[Inferred criteria from quality of work]	[Insights into student perceptions of grading criteria]

▼ 🧠 Analyze Where Students are Struggling

▼ 🤖 Robots

Given this student's response **[Insert student responses]** to **[Insert task/problem]**, identify potential areas of difficulty for the student and suggest improvements that could be made to the instructions or teaching approach to enhance student understanding and performance.

▼ 👤 People

Instruction	Expected Output	Actual Student Output	Identified Struggles
Step/Problem	[Expected approach and answer]	[Students' methodologies and solutions]	[Misunderstandings, incorrect formulas, calculation errors]

▼ **Make a Decision**

Keep the course the same and keep giving the same feedback.
Make changes to reduce the repetitiveness of feedback.

▼ **How Do I Move From Feedback to Feedforward?**

▼ **Share Your Reactions**

? On average, how many days after an activity due date do you return feedback to students?

? What percent of the feedback you provide do you believe students apply?

? What effect size would you like your feedback/forward practices to have on student performance? (none, small, medium, large)

▼ **Try Some Things**

▼ **Revise Instructions**

 If you tell students what to do, they'll do it.

▼ **Prompt**

Revise the instructions to make them clearer to students. Use this format

[Create an outcomes based title]

Objectives

bullet point 3-5 specific, outcomes focused objectives

Tips

Provide a little content, helpful hints, etc to help students complete the assignment

Instructions

List step by step instructions, using bloom's verbs language to start each step (e.g., List, Define). Generally move from lower to higher order thinking throughout the instructions

Submission

Provide instructions on how to post, submit, etc the assignment to be graded.

▼ Example

▼ Before

The goal of this assignment is for you to demonstrate what you have learned in this course and how it has changed your thinking, if at all, since the beginning of the course. Consequently, it is unlikely that using Bing or [Claude.ai](#) will be helpful to you. You want your answer to be in your voice (i.e. feel free to write in the first person if you are doing a paper and if that is easier for you to express yourself.) If you opt to write a paper, it should run about 10 pages (2500 words.) You may also do a narrated Powerpoint, video or use another presentation mode (such as Spark, Canva, etc.) If you opt for alternative mode, please run that by me so I can be sure I can play it back. A more visual presentation should run around 15 minutes (7 to 10 slides with 1 to 2 minutes of narration in a PPT, example.) Visual presentations should NOT just be a paper cut up into slides.

Your paper/presentation should have the following elements.

1. A strong, overarching themes, concepts or insights
2. Direct references to the content from the class (reading/videos, discussion boards, Flip Grid comments, Annotated Booklist. Please quote your classmates directly.)
3. A reflection on how your answer to the question has changed from the beginning of the semester.

Grading Rubric:

1. Strong overarching theme and support of that theme (60 percent)
2. Specific references to class material and classmates' comments (20 percent)
3. Reflection on how your answer has changed (20 percent)

Upload the file to the appropriate Drop Box. If you create a video, you can share it with me via OneDrive.

▼ After

Outcomes-Based Title: Final Reflection on Emerging Media

Objectives

- **Demonstrate Understanding:** Articulate key themes, concepts, and insights from the course content.
 - **Engage with Peers:** Incorporate and critically engage with peers' perspectives from class discussions and assignments.
 - **Reflect on Learning:** Analyze and describe how your understanding of emerging media has evolved over the semester.
 - **Express Creatively:** Choose and justify an appropriate format for your presentation, tailored to the content and personal expression.
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★ Tips

- **Choice of Format:** Whether you choose a paper, a narrated PowerPoint, a video, or another visual medium, ensure that the format adds to the clarity and impact of your presentation. For non-text formats, consult with the instructor to confirm compatibility and appropriateness.
- **Citations:** Make liberal use of direct quotes from classmates and course materials to support your arguments. Ensure all sources are cited properly to reflect academic integrity.
- **Narration in Slides:** For PowerPoint presentations, ensure each slide is succinct and the narration provides deeper insight rather than merely reading the text on the slide.

Instructions

1. Select Your Presentation Format:

- Choose a format that best suits your style and the content: a traditional paper, a narrated PowerPoint, a video, or another creative format. If selecting a non-written format, submit a brief proposal to the instructor via email for approval, describing the format and how it will effectively convey your reflections and insights.

2. Develop Your Content:

- **For a Paper:** Write approximately 2500 words (about 10 pages). Focus on a strong, central theme that ties together your learnings and observations from the course.
- **For a Narrated PowerPoint/Video:** Prepare 7-10 slides with 1-2 minutes of narration each, totaling about 15 minutes. Ensure the content goes beyond simply reciting what would be in a paper, incorporating visual and auditory elements to enhance the message.

3. Incorporate Class Material:

- Integrate direct references to course readings, videos, discussion boards, Flip Grid comments, and the Annotated Booklist. Aim to quote at least five different classmates or sources to enrich your analysis.

4. Reflect on Your Learning Journey:

- Detail how your understanding and perspectives on emerging media have shifted since the start of the course. Highlight specific moments or insights that catalyzed these changes.

5. Finalize and Submit Your Work:

- Ensure your work meets all stated requirements and is polished and professional in presentation. For written assignments, upload your document to the designated Drop Box. For videos or other formats, share via OneDrive or another agreed-upon platform.

▼ Annotate an A, B, C



Annotated examples at all levels show the path to excellence. The A model provides the target, while the B and C examples reveal the pitfalls to avoid.

▼ Prompt

Create three annotated examples of a [**Type of Assignment**] on [**Topic**] for [**Audience**]. One example should be at a C level. One example should be at a B level. One example should be at an A level. For your annotations, identify opportunities for improvement and/or what worked well, explain each and provide specific advice for improvements.

Here are the instructions for added context: [**Insert Instructions**]

▼ Example

C-Level Example

Post Title: Cognitive Load in Online Learning

Post Content:

"Hello everyone, I think cognitive load is really important in online learning. Students can get overwhelmed with too much information. This makes learning harder. Teachers should simplify things. That's my thoughts on this."

Annotations:

1. **Lack of Depth:** The post briefly mentions the impact of cognitive load on students but does not elaborate on how or why this happens. The author could enhance the post by incorporating specific theories or examples of cognitive overload.
2. **Use of Informal Language:** The language ("That's my thoughts on this") is too informal for a graduate-level discussion. Using a more academic tone would strengthen the credibility of the post.
3. **Absence of Evidence:** The post lacks references to research or theoretical frameworks that support the argument. Including citations from educational research could provide a stronger foundation for the claims.
4. **Recommendations Lacking Specificity:** The suggestion to "simplify things" is vague. The author could offer specific strategies or tools that educators could use to manage cognitive load effectively.
5. **Engagement with Peers:** This post does not invite further discussion or pose questions to peers. Adding a question or a call for opinions could enhance interaction and depth in the discussion.

B-Level Example

Post Title: Addressing Cognitive Load for Better Online Learning Outcomes

Post Content:

"Hello all, in our readings, Sweller's theory of cognitive load really stood out to me, especially regarding the challenge of managing intrinsic and extraneous load in online courses. It seems essential that instructors design their courses to minimize unnecessary content that doesn't directly contribute to learning objectives. For example, avoiding overly complex instructions or

redundant information can help. What strategies have you found effective in your teaching practices to manage these types of cognitive loads? I believe integrating multimedia elements judiciously can be part of the solution."

Annotations:

1. **Connection to Theory:** The post does a good job of connecting the discussion to Sweller's theory, providing a clear context. However, it could be improved by explaining the theory a bit more for those unfamiliar with it.
2. **Request for Peer Input:** The author effectively invites peers to share their experiences, which is excellent for fostering a collaborative learning environment.
3. **Examples and Suggestions:** The use of specific examples (complex instructions, redundant information) is good, but the author could further strengthen the post by providing more detailed examples or case studies.
4. **Introduction to Solutions:** Suggesting multimedia integration is a relevant idea. The author could enhance this by citing studies or evidence showing the effectiveness of multimedia in reducing cognitive load.
5. **Structure and Clarity:** The post is well-structured and clear, but a more formal conclusion summarizing the main point would provide a stronger finish.

A-Level Example

Post Title: Optimizing Online Learning Environments: A Cognitive Load Perspective

Post Content:

"In our exploration of educational psychology, the concept of cognitive load—particularly as articulated in Sweller's theory—provides critical insights for designing effective online learning experiences. Sweller categorizes cognitive load into three types: intrinsic, extraneous, and germane. Understanding these can significantly enhance how we structure information and design learning activities. For instance, intrinsic load necessitates clear and concise instructional design to align closely with learning objectives, thereby avoiding the pitfalls of extraneous content. I'm curious to learn about specific tools or methods others have employed to optimize germane load, which enhances learning by fostering deeper understanding and application of knowledge. Does anyone have experiences with techniques like scaffolding or the use of problem-based learning in this regard?"

Annotations:

1. **Detailed Explanation:** The post effectively explains cognitive load theory and its categories, making it accessible and informative. This approach establishes the author's understanding and sets a strong foundation for the discussion.
2. **Connection to Practical Application:** The author excellently connects theory to practical application, encouraging peers to consider how these principles can be applied in their own teaching.
3. **Engagement and Inquiry:** The post invites engagement by asking for specific examples and experiences, facilitating a deeper exchange of ideas among peers.
4. **Academic Tone:** The use of an academic tone suits the graduate-level audience and subject matter, enhancing the post's professionalism.

5. **Suggestions for Improvement:** Although already strong, this post could benefit from including citations or links to research studies that support the claims about the effectiveness of scaffolding and problem-based learning in managing cognitive load.

▼ = Worked Examples



Worked examples work wonders. Research has consistently shown that worked examples are more effective for learning than having students struggle to solve problems on their own.

▼ 🤖 Prompt

Generate a detailed step-by-step worked example for: **[Insert topic/question/problem]**

▼ 📄 Example

Solving quadratic equations is a fundamental concept in algebra. A quadratic equation is any equation of the form:

$$ax^2+bx+c=0$$

where a , b , and c are constants, and $a \neq 0$. There are various methods to solve quadratic equations, such as factoring, using the quadratic formula, or completing the square. Here, I'll demonstrate using the quadratic formula, which is often the most straightforward method.

Example: Solve the quadratic equation $2x^2-4x-6=0$

Step 1: Identify coefficients

First, identify the coefficients a , b , and c from the equation:

- $a=2$
- $b=-4$
- $c=-6$

Step 2: Use the quadratic formula

The quadratic formula is:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Plug in the values of a , b , and c :

$$x = \frac{-(-4) \pm \sqrt{(-4)^2 - 4 \times 2 \times (-6)}}{2 \times 2}$$

$$x = \frac{4 \pm \sqrt{16 + 48}}{4}$$

Step 3: Calculate under the square root (discriminant)

First, calculate the discriminant (Δ):

$$\Delta = b^2 - 4ac = (-4)^2 - 4 \times 2 \times (-6)$$

$$\Delta = 16 + 48 = 64$$

Step 4: Solve for x

Since the discriminant is positive, there are two real solutions.

$$x = 4 \pm \sqrt{64}$$

$$x = 44 \pm 8 \quad x = 4 + 8 \quad x = 44 \pm 8$$

Calculate each solution:

- $x_1 = 4 + 8 = 12$ $x_1 = 44 + 8 = 52$
- $x_2 = 4 - 8 = -4$ $x_2 = 44 - 8 = 36$

Step 5: Write the final solutions

The solutions to the equation $2x^2 - 4x - 6 = 0$ are:

$$x_1 = 3$$

$$x_2 = -1$$

These are the steps to solve a quadratic equation using the quadratic formula. This method works well especially when the equation does not easily factorize or when dealing with large or complex numbers.

Elaborated Feedback



Feedback fuels growth. Use feedback to highlight strengths and weaknesses.

Feedback Type	Effectiveness Description	Examples
Elaborated Feedback (EF)	Most effective for both lower-order and higher-order learning outcomes.	Student receives detailed comments explaining why their answer is correct or incorrect, and metacognitive hints about how to improve.
Answer-Until-Correct (AUC)	Small to large effect sizes on learning outcomes, similar to KCR.	Student must continue attempting the question until the correct answer is achieved.
Knowledge of Correct Response (KCR)	Small to large effect sizes on learning outcomes, effectiveness varies.	Student is told the correct answer after making a mistake.
Knowledge of Results (KR)	Less effective across both lower-order and higher-order learning outcomes.	Student is only told whether their answers are correct or incorrect.

Mad Libs



Fill-in-the-blank brilliance. Mad Lib-style templates provide a structured scaffold to master new concepts.

Prompt

Create a mad-libs style template for **[Assignment]** for **[Audience]**. Provide the general structure of the **[Section]** that all students would need to fill out and leave [blanks in this format] for students to customize based on their work.

Example

[Introduce the topic broadly]. Prior research has demonstrated [briefly discuss what is known about the relationship between the variables or experiences of the target group]. However, more research is needed to understand [briefly describe the gap in knowledge that this research intends to fill]. Therefore, using [insert methodology], this study explored [phrase the research question as a statement]. This study found: [(a) summarize findings, (b) summarize findings, and (c) summarize findings]. Ultimately, the findings from this study will [describe the difference you expect these findings to make, with specific reference to field of interest].

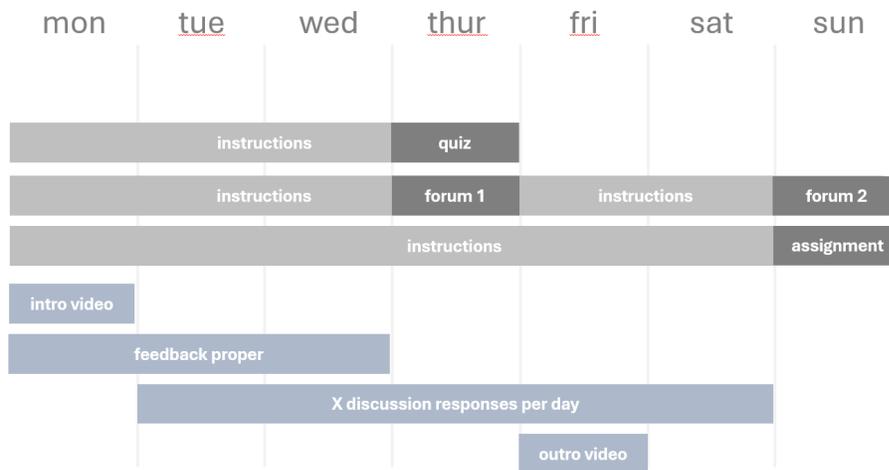
Keywords: [keyword 1], [keyword 2], [keyword 3], [keyword 5], [keyword 5]

▼ 🎵 **Help! Playlist**

Create an artifact (e.g., text, video, slide) highlighting the [#] of [mistakes students make/things students do well] when [completing activity].

▼ 📊 **Feedback Workflow**

🙋 Create a rhythm. Project your presence into the course throughout the week.



▼ 📌 **Make a Decision**

What ideas from today's session do you intend to share, explore, and/or apply?