



**SUPPORTING FLEXIBLE
INSTRUCTIONAL SKILLS
DEVELOPMENT:**
A Collaborative Teaching
and Learning Series

 COLLEGE of SOCIAL AND
APPLIED HUMAN SCIENCES 

Tools for Providing Meaningful (and quick!) Feedback to
Students

Housekeeping



Please post any questions to the facilitators using the Q and A feature.



This session will be recorded and the recording will be made available to those unable to attend synchronously.



Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

Your Facilitators

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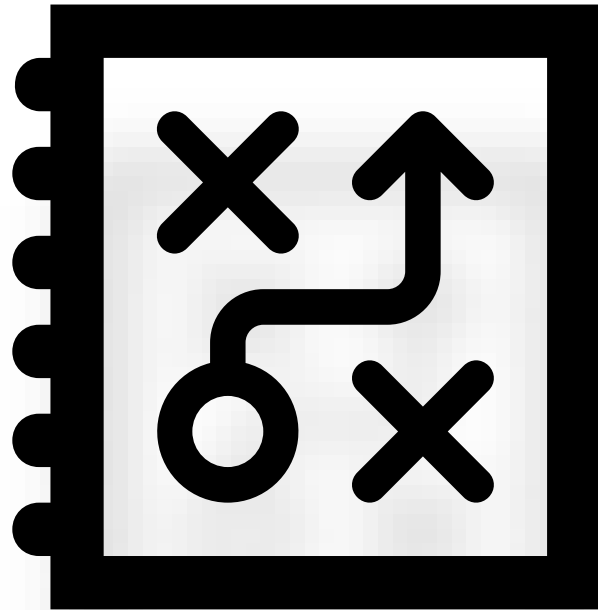
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Supporting Flexible Instructional Skills Development: Webinar Overview

- *Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection*
- *Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom*
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Let's get started

By the end of today's session, we will

- Explore best practices for providing effective feedback to students/learners, and
- Identify and summarize tangible strategies and design criteria that you could use for your own courses/context.

What is Effective Feedback?



Timely

Being prompt is key to maximize impact



Specific

What can the student do? What can they not do?

Focus on the skill and/or behaviour, not the person



Realistic

Should align with what someone could reasonably learn to change

Avoid words like 'never' and 'always'



Continuous

Feedback is not a 'one time thing'; offer continuous ways for students to utilize feedback



Why Bother?

- Feedback can have a significant impact on learning, but this impact can be positive or negative depending on the type, delivery, and timing of the feedback (Hattie & Timperley, 2007).
 - Feedback affects students' motivation to learn and their perceptions about their intelligence and their ability to learn (Black & Wiliam 1998, Butler, 1988).
-

Key Considerations for Feedback

- Feedback that focuses on what needs to be done can encourage all to believe that they can improve (Black et al., 2003)
- Provide descriptive rather than evaluative feedback (Black, Harrison, Lee & William 2003)
- The most powerful single modification that enhances achievement is feedback (Hattie, 1992)
- It's the quality of the feedback rather than its existence or absence that determines its power (Stiggins et al., 2004)
- Feedback needs to come while the students still think of the learning goal as a learning goal – that is, something they are still striving for, not something they already did (Brookhart 2008)
- Limit to 2 - 3 specific recommendations linked to the learning goal(s)

Levels of Feedback

Hattie & Timperley (2007) identify four levels of feedback focus, and state that “the level at which feedback is directed influences its effectiveness.”

Level of Focus	Clarification	Examples
1. Feedback about the task/product	<ul style="list-style-type: none">• How well is the task accomplished?• Surface-level knowledge?• Correct information?	<ul style="list-style-type: none">• Suggestions how to improve level of detail• Identify correct/incorrect information
2. Feedback about the process	<ul style="list-style-type: none">• How was the task performed?• How was the task developed?	<ul style="list-style-type: none">• Comment on the choice of strategies• Comment on the application of strategies
3. Feedback about self-regulation	<ul style="list-style-type: none">• How did they self-monitor?• How did they direct their learning?	<ul style="list-style-type: none">• Feedback on decision to seek help• Comment on quality of self-assessment and choice of goals• Identify next steps
4. Feedback about the self as a person	<ul style="list-style-type: none">• What information is positive or negative about the student as a person?	<ul style="list-style-type: none">• Praise about the self (e.g., "You're great!")

Feedback Example

“It is important for your argument to have substance and to focus on analysis of the case. The analysis should involve significant research.”

Ways learners may be confused:

- What does ‘substance’ look like in this discipline?
- How do you balance research and analysis?
- How do you start incorporating this feedback?
- Do I even need to do this again in a future assignment?

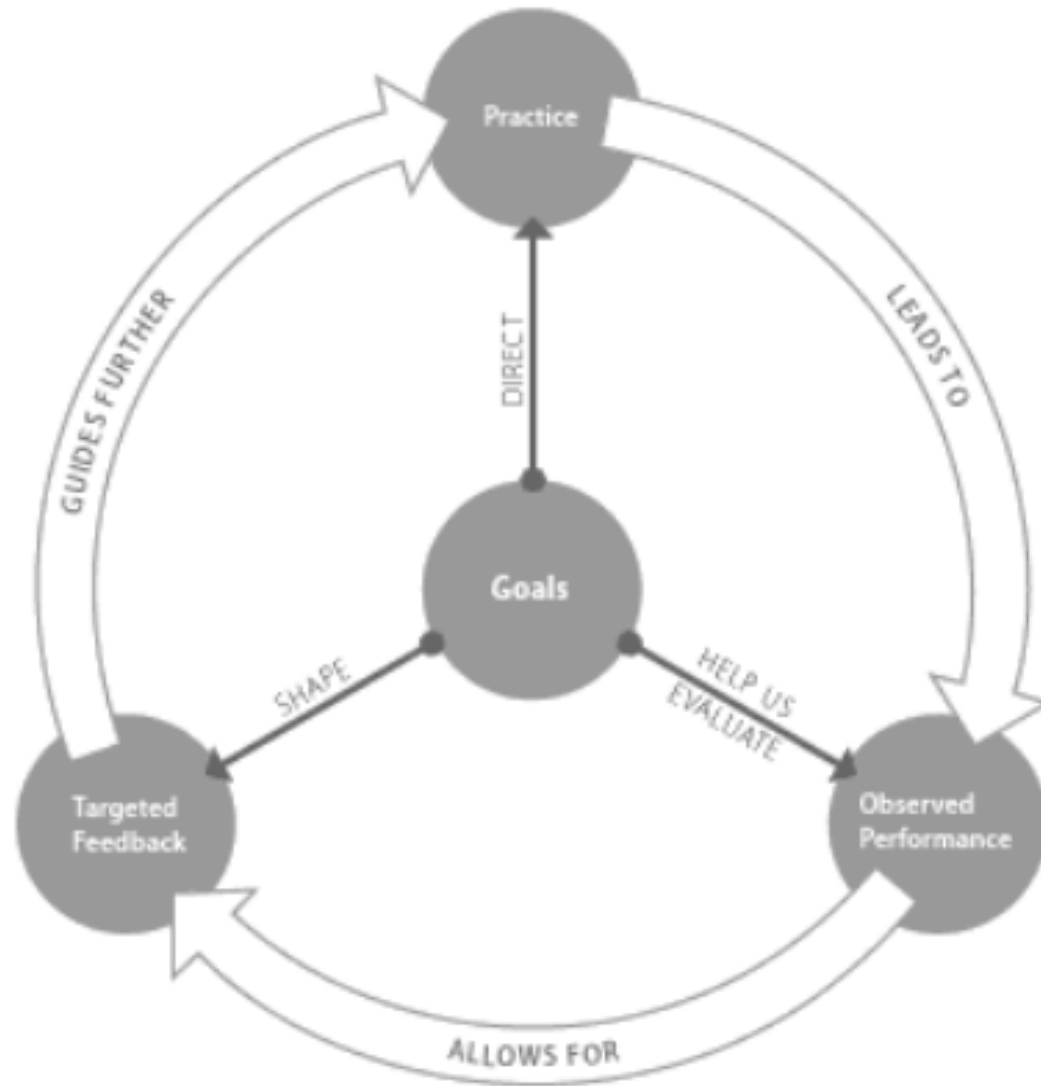


Figure 5.1. Cycle of Practice and Feedback

Providing Feedback: Instructor Perspective

- I put in the time and effort when it comes to feedback, but:
 - Students don't take advantage of/use the feedback
 - I don't see an improvement in the quality of work
 - It feels like a waste of my time

Receiving Feedback: Learner Perspective

When students receive feedback, some things to consider include:

- Providing marks alongside the comments completely washed out the beneficial effects of the comments (Wiliam, 2005).
- Evaluative feedback, (e.g., percentage marks, letter grades) and frequent evaluation can have a negative impact on learning and motivation. (Tunstall & Gipps, 1996, Black & Wiliam, 1998).
 - Tip: You can find other, evaluative ways for learners to get feedback without it being graded by incorporating feedback into teaching and learning activities.
- Even praise, when focused on characteristics of the learner rather than on the characteristics of the work, can have the opposite of the intended effect. (Dweck, 2007).

Instructor Checklist: Effective Feedback

- ✓ Is feedback clear, specific, and concise?
- ✓ Is feedback related to the learning goals of the course and assignment?
- ✓ Has what has been done well and what needs improvement been identified?
- ✓ Does the feedback identify *how* the learner can improve?
- ✓ Do learners have a chance to act on the feedback?
- ✓ Is there a process for following up on feedback in place?



Considerations in a Remote Environment



THERE ARE ACTUALLY
BENEFITS TO PROVIDING
FEEDBACK IN A REMOTE
ENVIRONMENT



ENSURE THE TOOLS ALIGN
WITH THE COURSE
OUTCOMES, ASSESSMENTS,
ETC.



ALIGNMENT WITH BEST
PRACTICES FOR EFFECTIVE
FEEDBACK

Feedback Techniques: Example #1: Rubrics (Brightspace)

- Provides clear and concise expectations and feedback
- Simplified feedback mechanism for evaluating student contributions in discussions



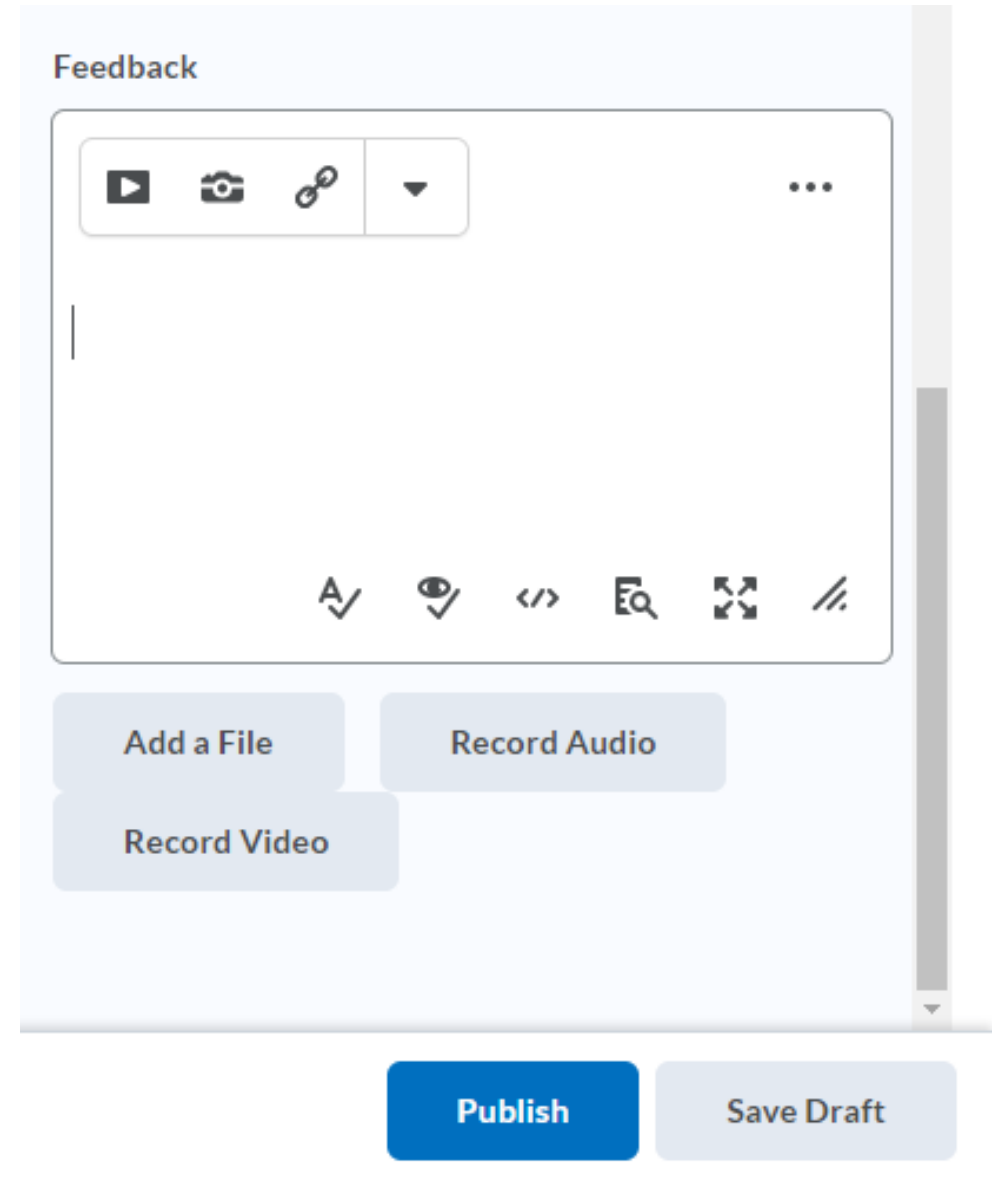
0 threads, 3 replies

CRITERIA	Excellent	Average	Needs Improvement	Ir
Content & Critical Thinking Add Feedback	7 points Clear evidence of <u>critical thinking</u> (application, analysis, synthesis, evaluation) and able to move the conversation forward with new ideas.	5 points Readings were understood and incorporated into the overall discussion but ideas did not incite further discussion. ✓	3 points Contributions were loosely based on reading materials and provided little input to the overall discussion.	0
Participation & Number of Posts Add Feedback	5 points Students were actively engaged in the discussion and posted at least three times. ✓	3 points Students were engaged in the discussion and posted two times.	1 point Students only participated once in the discussion.	0
Timing of Discussion Posts Add Feedback	3 points Contributed <u>three</u> times to the discussion on <u>three separate occasions</u> by either composing a new message or replying to a fellow student's comments. ✓	2 points Only contributed <u>twice</u> to the overall discussion or participated twice in the same day (i.e., timing = not satisfactory)	1 point Only contributed <u>once</u> near the end (i.e., deadline) of the discussion.	0

Total

Feedback Techniques: Example #2: Audio & Video Feedback

- Recording oral feedback provides tone and clarity in feedback
- Improves student satisfaction and increases motivation (Voelkel & Mello, 2014)
- Useful for evaluating student presentations, portfolios, and other assignment submissions
- Examples include: Brightspace integration, annotated PowerPoints, virtual feedback sessions (e.g., Zoom)



Feedback Techniques: Example #3: Incorporate Reflection

- Reflection helps us process information (including feedback!)
- Focused time to reflect on feedback provides dedicated time for learners to review the feedback
- Can be done in a variety of ways that suit the instructor's preferred pedagogy and activities
 - Incorporate into teaching and learning activities
 - Develop a reflective feedback process





Soliciting Feedback from Learners

- Having two-way communication (especially in remote environments!) can be a great way to build community
- Learners can often provide valuable insight into how instructions and other information are being interpreted
- If you do this, remember to be transparent and connect back with learners about how you use the feedback.

Some templates available for free online:

<https://drive.google.com/drive/folders/1exPWVvKsvJY3e6LkvYc3J09IIIRNt9TjS>

Additional Resources

- Annotations in CourseLink:
<https://www.youtube.com/watch?v=94qJh6AQ3ZI&feature=youtu.be>
- Make use of rubrics! (See Webinar #5: Designing Assessments)
- How to Give Awesome Feedback
(Library) <https://learningcommons.lib.uoguelph.ca/item/how-give-awesome-feedback>
- Peer assessment tool (PEAR) -
https://courselink.uoguelph.ca/shared/Support/PEAR/index_pear.html

Summary



Feedback is not a 'one time thing'; offering continuous ways for learners to utilize feedback, in the form of guided practice is most effective.



The use of descriptive feedback is an important, effective tool for learning and development.



Take advantage of how technology can make feedback processes more efficient and timely.



Talk to your fellow instructors! We are hearing about lots of creative ideas for the Fall. Take advantage of opportunities to share.

Questions?



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Thank you!

Please reach out with questions at any time to us directly

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