



**CENTER FOR TEACHING
AND LEARNING (CTL)**

AGENDA

- 1) Welcome and Introductions
- 2) Message Received: What does Your Feedback 'Say' to Your Students
- 3) Upcoming Events Sponsored by the Center for Teaching and Learning



Message Received: What does Your Feedback 'Say' to Your Students?

Center for Teaching and Learning Workshop
September 21st 2015

Anne F. Poirot, Ph.D.
Professor of Chemistry

**Has this happened to
you?**

**Have you heard this
before?**

**Feedback should
encourage students to
further “invest” in their
own work and in us!**

**Think about all the
ways you provide
feedback!**

Feedback Methods

- **INFORMAL – pre-emptive**
 - emails responding to student questions and concerns
 - one-on-one discussions – ‘pre-reads’
 - group discussions and help sessions

Feedback Methods

- **FORMAL – post-submittal**
 - Written individualized comments, corrections, and suggestions
 - Form-like evaluations and rubrics
 - Summative-style evaluation

Informal Feedback Methods

Pros and Cons

- Emphasis is more on the ‘work’ vs the grade
- Can be time-intensive
- Individual attention validates our high expectations and goals for improvement
- Group settings often enable students that are under-confident

Informal Feedback Effective Strategies

- Address specific questions via email
 - Discourage ‘generic’ questions
 - Emphasize realistic expectations regarding response times
- Set limits on one-on-one evaluations
 - Students should be writing as you read and comment
 - Avoid the tendency to over-evaluate
- Group settings and help sessions
 - Respond to specific questions
 - Be aware of group dynamics

Formal Feedback Methods

Pros and Cons

- Writing comments can be time-intensive
 - Easy to over-analyze and hyper-edit
 - However, provides highly individualized feedback
- Form-style evaluations and rubrics are easy for the students to understand
 - Emphasis on key features of the assignment
 - Easy to justify assigned grade
 - Can lack specificity
- Summative-style evaluation helpful in connecting key points

Formal Feedback Effective Strategies

- Written comments can't / shouldn't address everything! Think first → then write!
 - Electronic – faster to write, easier to read, and easier to edit!
- Supplement rubrics and evaluation 'forms' with individualized commentary
- Summative-style evaluation best with short papers and 'revise & resubmit' assignments

Message received?

Take advantage of various methods to
provide student feedback

AND

There really is no substitute for
individualized feedback

AND

Timely feedback is essential!

Individualized Written Feedback

Some Helpful Guidelines

- Level of feedback provided needs to be appropriate
- Feedback needs to be specific
- Provide a blend of positive comments along with constructive criticism
- Develop scoring rubrics

Timely Individualized Feedback

Some Helpful Strategies

- **Start with a well-constructed assignment**
- **Provide exemplars**
 - Provide student papers – meaningful examples!
 - Use student responses to generate answer keys
- **Expedite commentary by....**
 - Using acronyms and abbreviations
 - Remembering that MORE \neq BETTER
- **Selective intensive evaluation**

Participation Time!



Twinkies Article Critique

- Please read the *World Weekly News* article and the associated writing assignment
- Each group should select a student paper to evaluate – everyone should write their own commentary on the student work
- Compare and discuss the evaluations written by the members of the group
- Let's share the 'highlights' collectively

**Thank You for Your
Participation!**



UPCOMING EVENTS

SAVE THE DATE – Oct 27th

Kodiak, strategically.

Steve Narmontas, Director of Education
Technology Center and Media Services

Whether and how to use Kodiak and other instructional technologies is largely up to the individual instructor. As a result, our students' experiences with technologies like Kodiak varies widely, even between sections of the same course. This session starts with an overview of how Kodiak was recently used in 160 100-level course sections. Then two faculty members will describe strategic uses of Kodiak across all sections of a course, and across all courses in a program. Does some degree of consistency matter when it comes to educational technologies like Kodiak?

Thank You

Have a Sparkling Evening