



The 12 Days of Assessment

Session 10: Feedback

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Land Acknowledgement

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

http://yfile.news.yorku.ca/2019/01/14/new-video-explores-the-importance-of-understanding-the-land-acknowledgement/?utm_source=YFile_Email&utm_medium=Email&utm_content=Top-Stories&utm_campaign=yfile

https://www.youtube.com/watch?time_continue=135&v=qNZi301-p8k

Drop in Support

Teaching Commons

Monday – Friday 10am-12pm

<https://yorku.zoom.us/j/7467955013>

Definition

- Information from an agent, such as a teacher, peer, or other about one's performance (Hattie & Timperley, 2007).
- Learners may also trade feedback with each other about coursework.

Meaningful feedback can help:

- Develop the instructor-learner relationship
- Improve academic performance
- Enhance learning.

Characteristics of effective feedback

- Constructive: improve performance by correcting errors (Cole, 2006; Zsohar & Smith, 2009)
- using a positive, future-focused, helpful manner
- informational
- instructional (Hattie & Timperley, 2007): takes on a corrective function
- stimulates and motivates learners

Formats of Online Feedback

- Written word
- Audio file
- Video
- Pre-programmed automatic reply
- Live web-based conferencing.

Types of feedback

Informal feedback	Formal Feedback	Formative Feedback	Summative feedback
<ul style="list-style-type: none">• emerges spontaneously in the moment.• requires the building of rapport with students	<ul style="list-style-type: none">• planned• systematically scheduled into the process.	<ul style="list-style-type: none">• ongoing feedback• used by instructors to improve their teaching• used by students to improve their learning	<ul style="list-style-type: none">• <i>evaluate student learning</i> at the end of an instructional unit

Types of feedback

- Peer feedback
- Self feedback

Negative feedback	Positive feedback	Negative feed-forward	Positive feed-forward
<ul style="list-style-type: none"> • corrective comments • about past behaviour. • focuses on behaviour that was unsuccessful and shouldn't be repeated. 	<ul style="list-style-type: none"> • affirming comments about past behaviour. • focuses on behaviour that was successful and should be continued 	<ul style="list-style-type: none"> • corrective comments about future performance. • Focuses on behaviour that should be avoided in the future. 	<ul style="list-style-type: none"> affirming comments about future behaviour. Focused on behaviour that will improve performance in the future.

- Your grammar needs improvement
- When submitting your next assignment, avoid sentences that have no

Language of feedback

Facilitative/suggestive	Directive/epistemic	Corrective
<ul style="list-style-type: none">• Raising questions to prompt student action or encourage independent revision strategies.• help students become more responsible for identifying their own errors.• Examples include: “<i>Where is your thesis statement?</i>”, “<i>What is the purpose of this argument?</i>”• ! Students sometimes need explicit information about where they have not met criteria.	<ul style="list-style-type: none">• Offering instructive remarks telling students how they can improve.• responses are mostly phrased as directions on what needs to change• Examples: “<i>Remove this section as it does not make sense in the context of your argument.</i>”	<ul style="list-style-type: none">• Include copy-edit remarks that usually highlight errors in syntax and grammar.• Examples : Labelling or circling errors, correcting or re-writing a phrase, or referring students to academic support

Purpose of feedback

- Point out strengths.
- Provide comments on areas for improvement and development.
- Foster learning.
- Allow students to reflect on their knowledge base after receiving feedback.

What is different about feedback in an online environment

- Feedback plays an additional role of creating and supporting a connection between the educator and learner (Bonnel, Ludwig, & Smith, 2007).

Best Practices for giving online feedback

Make it actionable

- *Watch this short video tutorial for information on citing sources [add your link]*
- *Review this list of tips for evaluating a website [add your link]*

Best Practices for giving online feedback

- **Have a list of resources to share with students**

Best Practices for giving online feedback

Personalize your feedback

- Hosting Real-time Feedback Sessions Using Video Conferencing Software (zoom)
- give feedback on their students' work *as* they work.
- schedule 5-minute feedback sessions with individual students

TIP: You can use scheduling software, like [Calendly](#), to streamline the sign-up process for real-time feedback sessions.

Best Practices for giving online feedback

Video comments with zoom

- Pull up the students' work on their computer screens
- As you provide feedback, highlight specific elements of the student's work, so the feedback is easier to follow.

Best Practices for giving online feedback

- comments about how to improve
- addresses items done correctly, as opposed to pointing out incorrect performance
- Use feedback that builds upon previous knowledge

Address the learner by name

- For example, “Sue, the font selected for the PowerPoint presentation is easy to read. Good choice!”
- Provide frequent feedback Set a pattern for providing feedback to learners. For example, every week by Wednesday for the previous week and within 72 hours after an assignment deadline.
- Provide immediate feedback Within 72 hours of courseroom discussions and less than one week for paper/project assignments.

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Create a feedback-rich environment

- promote learner self-reflection
- use peer review
- vary feedback so it fits the assignment
- use group feedback
- teacher feedback
- automated feedback.

Prompt and immediate feedback

- Online learners define immediate feedback as ranging from 24 to 48 hours and up to one to two weeks (Getzlaf et al., 2009).
- Online discussion feedback is best returned to learners within 72 hours of the due date and time.
- Assignment feedback is best when returned to learners in less than one week from the due date

Communicate the feedback Frequently

- Communicate the frequency in the course syllabus

For example: “Feedback for weekly discussions is available to learners each week by Wednesday at 11:59 pm. Feedback for assignments is available to learners within 7 days of the due date.”

Tone of the feedback

DO

Excellent job with writing in the active tense throughout your paper! One area to make your writing even stronger is to add examples of the concepts throughout the paper. For example, when describing the concept of caring, give a few examples of when caring was present. This will clarify your meaning of caring to the reader. See sample paper AB in the resources area to see an example. You did a good job with proofreading in your paper (no spelling, grammar, or punctuation errors present)!

DON'T

The implications for practice section needs work. Blah, blah, blah. Not enough detail.”

Specific feedback

Dos	Don'ts
<p>“what could you add to this section to provide more detail for the reader?”</p> <p>“Say more about this idea by explaining it more for the reader. Add three or four more sentences describing this in more detail.”</p>	<p>this is vague</p> <p>“there are grammar errors”</p> <p>“good paper”</p>
<p>Good job with using proper citations for resources!”</p>	<p>Good job</p>
<p>“There are some split infinitives in the paper. Check out more information about split infinitives in the Writing Resources.”</p>	<p>There are some grammar errors</p>

The sandwich method of feedback

(positive, negative, and positive feedback)

- **Top Bun:** A positive comment that focuses on an item done correctly.
- **Middle:** Focuses on a comment about something that needs improvement. Include corrective feedback, such as a resource with information or ask a probing question to facilitate learner thinking on the area.
- **Foundation Bun:** Includes a positive comment about something done correctly.

Feedback Timesaving Tips for Educators

- Audio feedback.
- Saved feedback structures
- small assignments that build to a larger, final assignment
- Generic feedback to the whole class

Accessibility of feedback

- Give the students the option of how they would like to receive feedback?
- Add a list of positive feedback example

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Thank you!