Efficient and Effective Feedback

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Center for Advancing Teaching and Learning
What is feedback?

Feedback is information given to students about their performance that guides future behavior.

(Ambrose et al., 2010)
Guiding Future Behavior

Practice & Performance → Summative Feedback

Practice & Performance → Formative Feedback → Practice & Performance
Incorporating Feedback Loops

- Deliberate Practice
- Observed Performance
- Targeted Feedback

Learning Goals
Two Models

The Tutorial

The Assembly Line
Every year on one Sunday in the middle of January, tens of millions of people cancel all events, plans or work to watch the Super Bowl. This audience includes little boys and girls, old people, and housewives and men. Many reasons have been given to explain why the Super Bowl has become so popular that commercial spots cost up to $100,000.00. One explanation is that people like to take sides and root for a team. Another is that some people like the pageantry and excitement of the event. These reasons alone, however, do not explain a happening as big as the Super Bowl.
Effective feedback?

- wordy - be precise
- which Sunday?
- comma needed
- word choice
- wordy
- be specific - what reasons?
- and why
- what sports?
- awkward
- another what?
- spelling
- too colloquial
- you need to do more research
- This passage needs to be expanded in order to be more interesting to a reader.
Prioritizing Feedback

[Student’s Name]
[Instructor’s Name]
[Course Title]
2 November 2007

[Research Paper Title]

The Modern Language Association (MLA) provides guidelines for documentation style. This template is based on commonly used guidelines from the MLA Handbook for Writers of Research Papers (6th edition) and the MLA Style Manual and Guide to Scholarly Publishing (2nd edition). For more information about MLA style and publications, go to the MLA website at www.mla.org.

For example, quotations with fewer than four lines of prose or three lines of verse are quoted directly in the sentence. Enclose them in quotation marks, followed by the author’s last name and the page or pages of the source from which you are quoting in parenthesis, for example: “inline quotation here” (AuthorSurname 31).

Quotations that are longer than four lines of prose or three lines of verse follow different guidelines. Introduce these quotations with a colon:

Start long quotations on a new line. Indent the quote one inch from the left margin. Double-space the lines and omit quotation marks. Reference the source as you would for a shorter quotation. To quickly format a quotation of over four lines or three lines of verse, use the Long quotation style provided in this Microsoft Word template.

Per MLA guidelines, all sources must be listed on a Works Cited page at the end of the paper. Center the title, Works Cited, and then list sources in alphabetical order by author last name. Some examples are provided on the next page. To format sources, start with the Works Cited style provided in this template but refer to the MLA publications listed above for complete formatting guidelines.
Eliminating Repetition

Nearly Identical Comments
The Challenge

1. Students generally do not *comprehend* written teacher responses.
2. When students do comprehend the comments, they generally do not know how to *use* them.
3. When students do use comments, the do not necessarily *produce* more effective writing.

(Burnham, 1986)
Clarify student learning goals.
Prioritize feedback (don’t mark everything).
Be as timely as possible:
1. Minimal Marking
2. Coding
3. Rubrics
4. Macros
5. Self Assessment
Provide opportunities for improvement.
“[T]he least capable students are able to find sixty percent of their errors.”

Haswell (1983)
1. Inform students in advance.
2. Place a checkmark next to (or highlight) relevant sections or passages.
3. Give students an chance to identify and fix marked problems.
4. Evaluate final work.

• Very efficient
• Works best with style, format and correctness issues
• Encourages student responsibility
• Provides opportunities for improvement
[Student's Name]

[Instructor's Name]

[Course Title]

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T = Transition Needed

W = Wordy

C = Clarify
# My Top 10 List of Writing Issues

<table>
<thead>
<tr>
<th>Code</th>
<th>Issue Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td><strong>Clarify.</strong> The point that you are trying to make here needs to be developed and clarified better. I do not know what you are saying here.</td>
</tr>
<tr>
<td>Cas</td>
<td><strong>Casual Writing Style.</strong> Your writing style here is too casual; this does not read like professional writing.</td>
</tr>
<tr>
<td>K</td>
<td><strong>Awkward.</strong> Read this sentence out loud and think of a better way to say this that is less awkward.</td>
</tr>
<tr>
<td>N</td>
<td><strong>Unnecessary.</strong> Think about the organizational structure of your paper and whether this material is necessary for the specific point you are making here.</td>
</tr>
<tr>
<td>Red</td>
<td><strong>Redundant.</strong> You have already made this point. Check the organizational structure of your paper and decide where the best place is to make this point.</td>
</tr>
<tr>
<td>Ref</td>
<td><strong>Referent.</strong> It is not clear what the referent for this word is.</td>
</tr>
<tr>
<td>S</td>
<td><strong>Structure.</strong> The structure of your paper is not clear at this point. I cannot tell where you are going. Develop a clear structure to your paper and make it explicit in the paper as you move through this structure.</td>
</tr>
<tr>
<td>T</td>
<td><strong>Transition.</strong> The transition here is not clear. Think about what you just said, the point you want to make next, and then use clear language to articulate the transition between these ideas.</td>
</tr>
<tr>
<td>U</td>
<td><strong>Unpack.</strong> Unpack the relevant references more systematically. For each major point, decide what the most relevant reference is and focus on presenting this work. Then present related but secondary references more succinctly.</td>
</tr>
<tr>
<td>W</td>
<td><strong>Wordy.</strong> Think of a more succinct way to say this.</td>
</tr>
</tbody>
</table>
2. Coding

1. Create a list of your top writing issues.
2. Assign an abbreviation to each issue.
3. Distribute a reference sheet to students in advance.
4. Mark student work.

- Efficient for teachers
- Students must use reference sheet to understand comments
- More versatile than checkmarks
- Can be used on drafts or final work
## Using Rubrics

<table>
<thead>
<tr>
<th>Scoring Traits</th>
<th>Does Not Meet Expectations 1</th>
<th>Meets Expectations 2</th>
<th>Exceeds Expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of ideas and Content (OIC)</strong></td>
<td>Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization interfere with communication and understanding. <strong>If appropriate:</strong> Lacks a clear introduction and conclusion. Needs work to be acceptable. Student should be referred to writing center.</td>
<td>Writing could be more concise. Focus and direction of writing is acceptable, but could use a little improvement. Organization doesn’t interfere with communication and understanding, but could use a bit more attention. <strong>If appropriate:</strong> Introduction and conclusion are acceptable, but could use improvement.</td>
<td>Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand the points being made. Ideas are clearly stated. Focus and direction of the writing are extremely clear. <strong>If appropriate:</strong> Compelling introduction, informative body with details, and effective conclusion.</td>
</tr>
<tr>
<td><strong>Sentence Structure (SS)</strong></td>
<td>Poorly developed sentences. Sentences don’t express ideas well. Sentence structure is sometimes so poor that it makes reading and understanding difficult. Sentences are awkward, rambling and would sound strange if read out loud. Needs work to be acceptable. Student should be referred to writing center.</td>
<td>Sentences usually flow well while at other times are awkward due to lack of conciseness, wordiness, or lack of appropriate structure. Overall, most sentences clearly express ideas.</td>
<td>Extremely well developed sentences. Sentences flow well. Sentences clearly express ideas. Sentences are concise.</td>
</tr>
<tr>
<td><strong>Paragraph Structure (PS)</strong></td>
<td>Sentences within a paragraph are unrelated. No clear direction within the paragraph. Connections between paragraphs are confusing. Needs work to be acceptable.</td>
<td>Similar to Superior, but a few paragraphs need improvements. Most sentences within a paragraph build upon or relate to a single issue. A few paragraphs lack good Organization of paragraphs enhances readability. Sentences within paragraph all build upon or relate to a single issue. Logical flow. Good lead-in sentence for each paragraph. Good</td>
<td></td>
</tr>
</tbody>
</table>
# Guiding Future Behavior?

<table>
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<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceed Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of Ideas and Content (OIC)</strong></td>
<td>Writing is not concise and has a tendency to ramble. Focus and direction in the writer's thoughts and organization is unclear.</td>
<td>Writing could be more concise.</td>
<td>Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand the points being made. Focus and direction of the writing are clearly stated. Focus and direction of the writing are extremely well developed.</td>
</tr>
<tr>
<td><strong>Sentence Structure (SS)</strong></td>
<td>Poorly developed. Sentences don't flow well. If appropriate: Introduction and conclusion are unacceptable; introduction and conclusion are unacceptable.</td>
<td>Introduction and conclusion are acceptable, but could use more attention. If appropriate: Introduction and conclusion are acceptable, but could use more attention.</td>
<td>Introduction and conclusion are acceptable, but could use more attention. If appropriate: Introduction and conclusion are acceptable, but could use more attention.</td>
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*University of Rhode Island College of Business Administration Writing Rubric*
## D2L’s Rubric Tool

### 2. Organization:
- **c) Progression**
  - **1 point**
  - Transitions between ideas are missing, resulting in unexpected jumps or shifts.
  - Transitions are included between most ideas but an overall progression may not be discernable.
  - Transitions between ideas establish an overall progression and give the piece coherence.

### 3. Development:
- **a) Background**
  - **3 points**
  - Too much or too little background information is presented overall.
  - Some sections include too much or too little background information.
  - A suitable amount of background information is provided.
3. Rubrics

1. Identify qualities or dimensions of effective writing.
2. Describe performance at varying levels.
3. Distribute the rubric to students in advance.
4. Use the rubric to respond to student writing.

- Provides information about performance in relation to criteria and standards
- Excellent for evaluation
- Can be time-consuming to create
- Students may be overwhelmed or confused about what to do next
Using Macros

- A macro is a pre-assigned keyboard shortcut that, when typed, inserts a string of text or runs commands.
- Macros can insert text into Word documents, comment boxes, D2L feedback forms, email messages, etc.

Recommended Software Purchases

- Breevy (PC)
- TextExpander (MAC)
If you have not done so already, you might stop by the Writing Center for additional assistance with proofreading issues. Visit http://www.uwlax.edu/writingcenter/ for more information.
1. Capture actual comments for an assignment or make predictions based on past experience.
2. Align with evaluation criteria and rubrics.
3. Comment on 2-5 priorities related to goals
4. Improve comments over time

• Extremely efficient
• Customizable
• Useful “on the fly” in any digital environment
• Requires initial time investment
• Can be refined
Self-Feedback?

- Normal welding
- Speed too slow
- Welding current too high
- Too fast
- Too low
5. Self Assessment

1. Require students to critique their own work, justify their decisions, or explain revisions.
2. Review self assessments before giving feedback or evaluating student work.
3. Look to see whether feedback is being used.

- Eliminates the need to tell students what they already know
- Promotes student mindfulness and responsibility
- Students may not be honest about what they know
Self-Critique Checklists

Materials and Methods
Include:

___ Enough information so your study can be repeated
___ Any special materials needed to complete osmosis experiment (i.e. solutions, specific cells used, etc.)
___ Specific procedures or equipment needed to carry out tasks

Results
Include:

___ Summary of CLASS data (not individual group data)
___ Explanation of unique data and/or important trends in the data
___ Figure(s) and/or table(s) to support your writing
   • Table that contains class data collected in lab
   • Figure containing image/images of open and closed stomata
Revision Memos

Revision Memo Assignment

Attach a revision memo to your second draft. (Note: I won't read the drafts until I get one.)

Include:

a. A summary of the comments and suggestions your peers made about your first draft

b. A description of what you changed in moving from the first draft to the second draft

c. A list of changes you know that you need to make in your final draft, but haven't made yet

d. A brief list of points you would like me to be looking at and specific questions and concerns you have regarding this draft

University of Minnesota, Teaching with Writing
As you near the end of your work on the Employment Project, in no more than 500 words, prepare an analysis and rationale of your deliverables and the process you used to complete them.

- **Writing in Context:** How did the particular job you applied for affect how you wrote your letter? Did it change or affect how you presented yourself? How did applying for this position help you understand aspects of your experience you might need to develop more?

- **Project Management:** What was the most challenging document to produce and why? Briefly describe and explain one of the significant revisions you made to this document after your initial draft. How well did you plan your work on this project? What might you have done differently?

- **Research:** Which research resource proved to be the most beneficial for you? The least? Explain. What did you learn about the particular job field before composing your application letter?

- **Teamwork:** What was one way that peer feedback helped you improve your work? How did responding to the work of others help you improve your own work?

- **Document Design:** What is the most effective aspect of your deliverables in terms of presentation or design? Have you deliberately adapted a standard form in an unusual or creative way? If so, why?
## Quick Comparison

<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minimal Marking</td>
<td>Encourages student responsibility</td>
<td>Works best for surface errors</td>
</tr>
<tr>
<td>2. Coding</td>
<td>Can address a broad range of issues</td>
<td>Students have to use a reference sheet</td>
</tr>
<tr>
<td>3. Rubrics</td>
<td>Aligns with evaluation criteria</td>
<td>Can be confusing or overwhelming for students</td>
</tr>
<tr>
<td>4. Macros</td>
<td>Can be customized and delivered quickly</td>
<td>Takes time to create a comment database</td>
</tr>
<tr>
<td>5. Self Assessment</td>
<td>Reveals what students already know and how they use feedback</td>
<td>Students may not be honest</td>
</tr>
</tbody>
</table>
Further Reading

