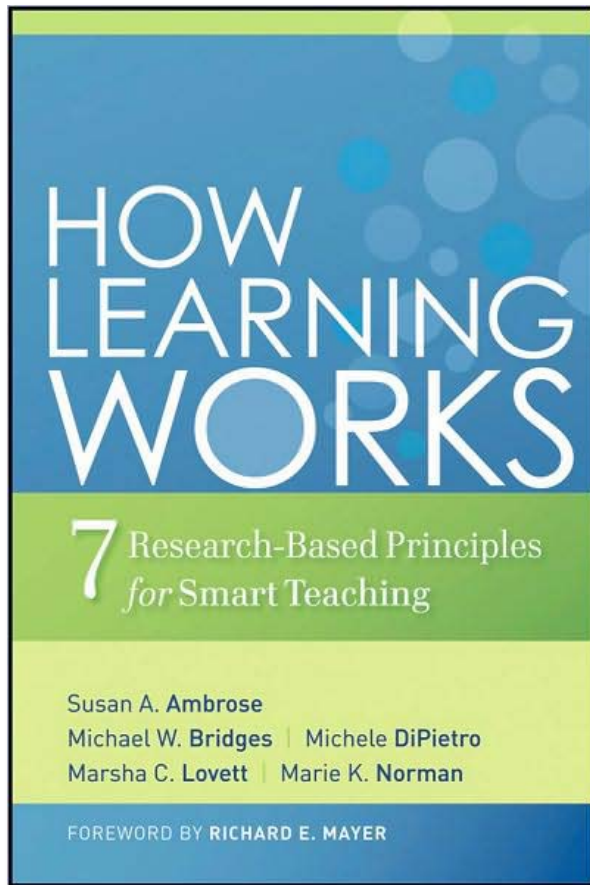


Using Macros to Accelerate Feedback

Tools for Teaching

Bryan Kopp
Writing Programs Coordinator
Center for Advancing Teaching and Learning

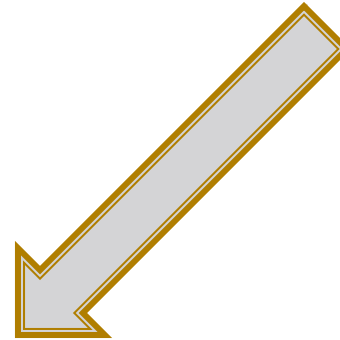
What is feedback?



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

Practice &
Performance

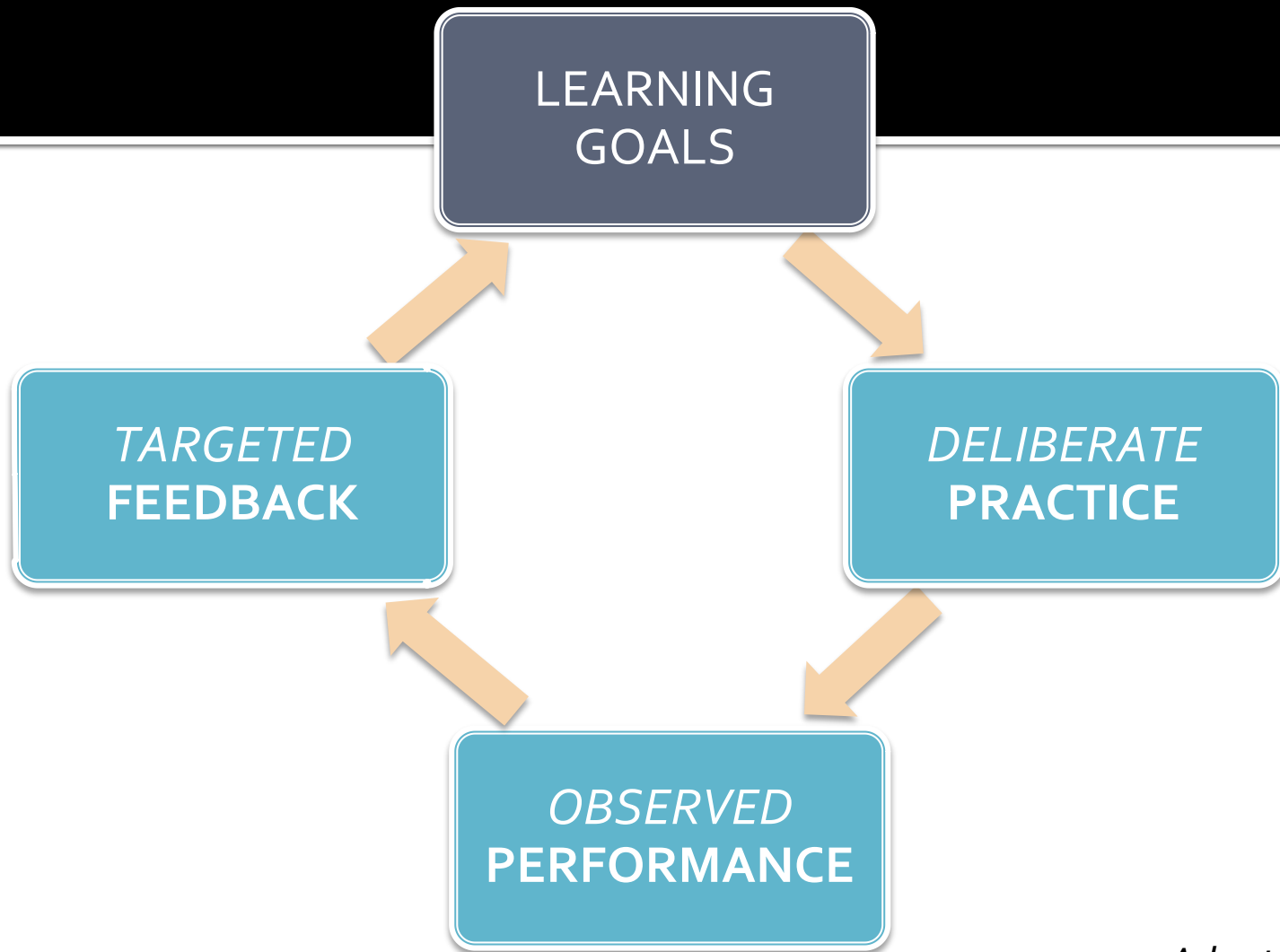
Feedback
(Summative)



Practice &
Performance

Feedback
(Formative)

Practice &
Performance



*Adapted from
Ambrose et al.
2010, p. 126*

Two Models



The Tutorial

The Assembly Line



you need to do more research

Every year ^{wordy - be precise} ^{which Sunday?} ^{comma needed} [on one Sunday in the middle of January] tens of millions of people ^{word choice} cancel all events, plans or work to watch the Super Bowl. This audience includes ^{wordy} [little boys and girls, old people, and housewives and men.] ^{Be specific - what reasons?} Many reasons have been given to explain why the Super Bowl has become so popular ^{and why?} ^{what spots?!} ~~the~~ commercial (spots cost up to \$100,000.00. ^{awkward} One explanation is that people like to take sides and root for a team. ^{another - what?} ^{↓ spelling} Another is that some people like the pageantry and excitement of the event. These reasons alone, however, do not explain ^{too colloquial} a happening as big as the Super Bowl.

This paragraph needs to be expanded in order to be more interesting to a reader.

Good feedback?

- wordy - be precise
- which Sunday?
- comma needed
- word choice
- wordy
- be specific - what reasons?
- and why
- what sports?
- 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.

Less is more?

“[T]he least capable students are able to find sixty percent of their errors.”

Haswell (1983)

[Student's Last Name]1

[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.

Prioritizing Feedback

[Student's Name] [Student's Last Name] 1

[Instructor's Name]

[Course Title]

2 November 2007

[Research Paper Title]

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[Student's Name] [Student's Last Name] 1

[Instructor's Name]

[Course Title]

2 November 2007

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1.X

2.X

3.X

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.

Example

- Type the letters “rwc” and the following string of words appears:

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.

Macro Demonstration

- Gmail
- D2L
- Word
- Anywhere!

Building a Comment Database

- Recommended Software Purchases
 - Breevy (PC)
 - TextExpander (MAC)
- Approaches
 - Capture actual comments for an assignment
 - Make predictions based on past experience
 - Use evaluation criteria, scoring guides and rubrics

My Top 10 List of Writing Issues

C	Clarify. 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.
Cas	Casual Writing Style. Your writing style here is too casual; this does not read like professional writing.
K	Awkward. Read this sentence out loud and think of a better way to say this that is less awkward.
N	Unnecessary. Think about the organizational structure of your paper and whether this material is necessary for the specific point you are making here.
Red	Redundant. You have already made this point. Check the organizational structure of your paper and decide where the best place is to make this point.
Ref	Referent. It is not clear what the referent for this word is.
S	Structure. 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.
T	Transition. 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.
U	Unpack. 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.
W	Wordy. Think of a more succinct way to say this.



Writer: _____

Evaluation Rubric

Primary Reviewer: _____

Beck, English

Trait/Criterion	Level 1	Level 3	Level 5
Focus (Fc) Rating ____	<ul style="list-style-type: none"> Primary focus &/or purpose are weak. No lower levels of focus or not linked to purpose Key ideas not clearly focused The focus does not move beyond generalizations. Excessive or inappropriate focus on persona. 	<ul style="list-style-type: none"> Primary focus & purpose adequate but not strong Weak or unlinked (to purpose) lower focus levels. Broad to specific focusing not followed. In places, the focus is inadequately sustained. Persona focus awkward in places. 	<ul style="list-style-type: none"> Focus & purpose are engaging The focus expansions /narrowing are engaging, developing rich detail & imagery. Engaging & appropriate persona.
Content/Development (Dx) Rating ____	<ul style="list-style-type: none"> Content is inadequate to purpose&/or audience. Contexts for purpose/subject aren't established. Stories are sketchy or not used. Descriptive texture is very thin No analysis is evident. Reasoning/logic is insufficient <ul style="list-style-type: none"> → Claims are not clear &/or inappropriate → Support/examples are ineffective or missing → Alternate perspectives not examined. Other audience appeals (e.g., to audience needs &/or values) are ineffective or not used. 	<ul style="list-style-type: none"> Content is barely adequate to purpose and audience. Few contexts are introduced. Stories told without detail & depth or w/o purpose. Descriptive texture is thin, lacks variety Analysis lacks depth &/or completeness. Reasoning/logic is not always sufficient <ul style="list-style-type: none"> → Claims are sometimes inappropriate → Support/examples are insufficient or weak → Alternate perspectives only weakly examined. Other audience appeals (e.g., to audience needs &/or values) are weak. 	<ul style="list-style-type: none"> Content is effective for the purpose & the audience. The writer establishes a rich set of contexts. Stories are well chosen. Descriptive texture is rich & varied The analysis is complex & integrated. Reasoning/logic is compelling <ul style="list-style-type: none"> → Claims are clear & appropriate → Support/examples are strong → Alternate perspectives well incorporated. Other audience appeals (e.g., to audience needs &/or values) are effective & appropriate.
Structure (St) Rating ____	<ul style="list-style-type: none"> Inadequate for the audience or unrelated to purpose. The thesis/primary focus is difficult to find. The structure is difficult to follow. The focus shifts abruptly, without clarity. Genre conventions are ignored. Introduction &/or ending are missing or weak 	<ul style="list-style-type: none"> Unoriginal but adequate to purpose and audience. The thesis/primary focus is weak &/or weak thesis. The structure is mechanical. Some focus shifts are smooth, others mechanical. A few genre conventions are not followed. Introduction & ending are adequate but dull. 	<ul style="list-style-type: none"> Enhances purpose and audience strategies. The thesis/primary focus is commanding. The structure is intriguing Focus shifts add meaning. Genre is used creatively. The introduction is inviting & the ending satisfying
Prose Style (Pr) Rating ____ <i>CEP=Conventionally Emphatic Positions: beginnings & endings, clauses.</i>	<ul style="list-style-type: none"> Style is inappropriate to genre, purpose, &/or audience. Diction is poorly chosen. The syntax is often awkward &/or rambling Uses the "Official Voice," very wordy. Subordination &/or coordination are weak. Figurative language is not used or poorly used. Coherence gaps are frequent, rhythms awkward Very weak uses of emphasis, especially CEPs The subject &/or audience tones are inappropriate. 	<ul style="list-style-type: none"> Style is bland, unsophisticated Diction is sometimes imprecise Some syntax is awkward, clichés. Wordy in places. Subordination &/or coordination are unsophisticated Figurative language is rarely used. Coherence is weak or mechanical, lacks rhythm. Emphasis is applied inconsistently. The subject &/or audience tones are inconsistent. 	<ul style="list-style-type: none"> Crafted style enhances purpose, engages audience. Diction is sophisticated, The syntax is lively and interesting Every word counts. Subordination &/or coordination are sophisticated Figuratively language is used effectively. The writing flows well; rhythms are effective Important material is effectively emphasized. The subject & audience tones are effective.
Conventions (Cx) & Presentation Rating ____	<ul style="list-style-type: none"> Grammar is often awkward or incorrect Punctuation is often missing or incorrect Spelling & typographical errors are frequent. Paragraphing doesn't guide focus shifts. Citations &/or documentation are incorrect, incomplete, or missing. Format (margins, font, spacing, layout, quality of print, line spacing) is inadequate. 	<ul style="list-style-type: none"> Grammar is sometimes conventional or incorrect Punctuation is sometimes unconventional/unclear. Spelling & typographical errors not corrected. Paragraphing sometimes inappropriate to the focus. Citations & documentation are somewhat flawed. Format (margins, font, spacing, layout, quality of print, line spacing) is problematic in places. 	<ul style="list-style-type: none"> Grammar is conventional and correct throughout. Punctuation is clear & effective. All spelling and typing is correct, Paragraphing sharply defines focus. Citations & documentation are conventional & complete. Format (margins, font, spacing, layout, quality of print, line spacing) is professional.

Mindful/Rhetorical Qualities _____ Overall Grade _____ (This a holistic score—not an averaging of individual trait ratings) Revision Grade _____

Comments: _____

Quick Comparison

	+	-
Minimal Marking	Encourages student responsibility	Works best for surface errors
Coding Scheme	Can address a broader range of issues	Students have to use a reference sheet
Rubrics	Aligns with evaluation criteria	Can be confusing or overwhelming for students
Macros	<i>All of the above</i> ; can be customized and delivered quickly	Takes time to develop a comment database

Tips for Using Macros

- Distribute criteria/rubrics in advance
- Identify 2-5 priorities related to goals
- Encourage student responsibility
- Offer guidance and resources
- Identify action steps
- **Improve comments over time**

Are students using feedback?

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