

Time-Saving Strategies for Improving Instructor Feedback on Writing

Strategy	Steps	Notes
Focused Feedback	<ol style="list-style-type: none"> 1. Decide what aspects of writing are most important and give feedback on those areas. 2. Let students know students you are giving these issues special attention. 3. Refer students to full evaluation criteria or rubrics and remind them they are responsible getting additional feedback as necessary. 	<ul style="list-style-type: none"> • Takes the pressure off identifying everything that is wrong • Decreases chances students will be confused or overwhelmed by comments • Underscores difference between feedback and grade justification
Work in Progress	<ol style="list-style-type: none"> 1. Collect and comment on work in progress (outlines, proposals, section drafts, etc.) rather than final products. 2. Allow (or require) students to make improvements based on your suggestions. 	<ul style="list-style-type: none"> • Avoids the problem of “too little, too late” • Guides student improvement and future performance
Minimal Marking	<ol style="list-style-type: none"> 1. Inform students in advance about how you will be using minimal marking. 2. Place a checkmark next to (or highlight) relevant sections or passages. 3. Give students a chance to identify and address problem areas. 4. Evaluate final work. 	<ul style="list-style-type: none"> • Very efficient • Encourages student responsibility • Works best with lower-order concerns such as style and correctness but can be adapted • Helps students develop good writing habits
Coding	<ol style="list-style-type: none"> 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 accordingly. 	<ul style="list-style-type: none"> • Efficient for teachers • Students must use reference sheet to understand comments • More versatile than checkmarks • Can be used on drafts or final work
Rubrics	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Provides information about performance in relation to criteria and standards • Excellent for evaluation • May improve peer feedback and self-assessment • Can be time-consuming to create • Students may be overwhelmed or confused about what to do next
Prewritten Comments	<ol style="list-style-type: none"> 1. Capture actual comments for an assignment or make predictions based on past experience. 2. Align with evaluation criteria and rubrics. 3. Take advantage of appropriate software. 4. Comment on 2-5 priorities related to goals 5. Improve comments over time. 	<ul style="list-style-type: none"> • Extremely efficient • Customizable • Useful “on the fly” in a digital environment • May require an initial time investment • Can be personalized and refined

Annotated Examples	<ol style="list-style-type: none"> 1. Save examples of student assignments to use as models in subsequent semesters. 2. Annotate examples with feedback indicating both strengths and shortcomings. 3. Review models in class to clarify written comments and answer questions. 4. Refer to examples in your comments. 	<ul style="list-style-type: none"> • Helps students visualize what successful achievement of goals looks like • Can improve peer feedback and self-assessment • May use excerpts of current student work as models, ask students to annotate examples, and/or record feedback on samples for use in future class sessions.
Group Feedback	<ol style="list-style-type: none"> 1. Select representative examples of student work (or above-average work that needs improvement). 2. Remove student names and/or ask for permission to use or for volunteers. 3. Discuss strengths and areas for improvement with the whole class. 4. Require other students to take notes and address issues in their own writing. 	<ul style="list-style-type: none"> • Models how to give feedback • Eliminates redundancy • Encourages student responsibility
Multimodal Feedback	<ol style="list-style-type: none"> 1. Record your voice and then embed it into documents or make stand-alone podcasts, which can be shared electronically. Create video clips (e.g. using Jing) in which you capture your computer screen as well your voice. 2. Share audio or video recordings with individual students, groups or the whole class. 3. Create a feedback archive. 	<ul style="list-style-type: none"> • Can be used for multiple purposes, including self-instruction as well as in-class or out-of-class student use • Useful in online environments
Self-Assessment	<ol style="list-style-type: none"> 1. Require students to critique their own work, justify their decisions, summarize peer feedback, and/or explain revisions. 2. Review self-assessments before giving feedback or evaluating student work. 3. Look to see whether feedback is being used. 	<ul style="list-style-type: none"> • Eliminates the need to tell students what they already know • Promotes student mindfulness and responsibility • Students may not be honest