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Using Feedback to Improve Student Learning

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Learning Outcomes

Discuss the important role feedback plays in learning.

Incorporate feedback opportunities into course design without overly taxing faculty time.

Determine in person and online feedback strategies that will support student learning.

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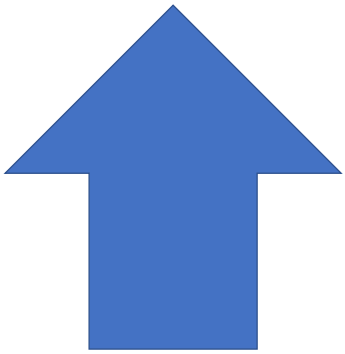
Why Feedback Matters



- Effort
- Achievement
  - Especially when feedback is timely and informative

Wisniewski et al., (2020); Hattie & Yates (2014)

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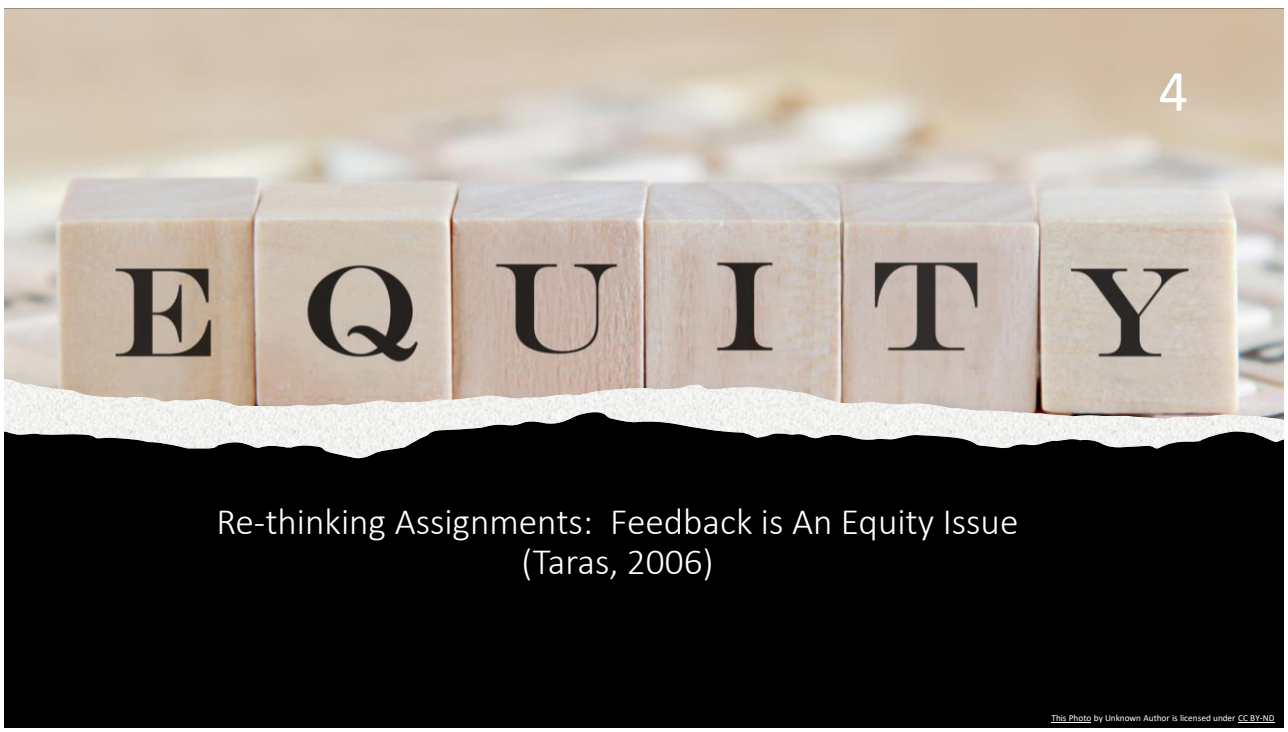

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Let's Re-Think Feedback: Building Feedback into Course Design

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Use Formative Assessments

Formative Assessments → Summative Assessment

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"My professor designed the final project to be completed throughout the semester by making pieces of it due on certain weeks leading up to the final date. This gave us the opportunity to complete the assignment one part at a time and receive feedback at each point. After the first assignment, she gave thorough feedback on what we could improve on for the next phase of the assignment. This approach really helps us gain confidence and skills."

Breaking Down a Major Assignment
Kayla Jasper, Temple University

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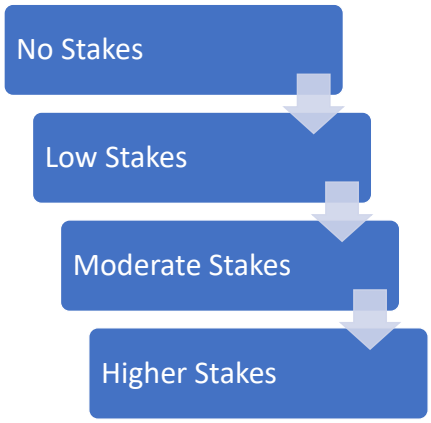
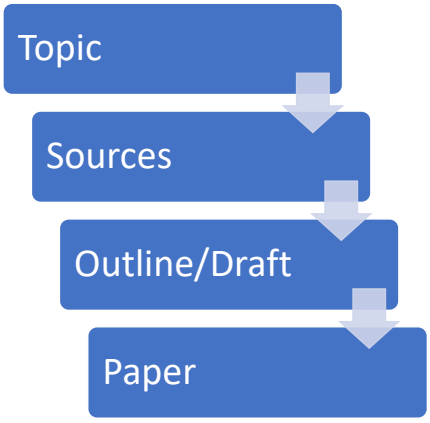
Scaffolding Assignments

Low-High Stakes to Build Self-Efficacy



Breaking Down Assignments to Benefit from Feedback



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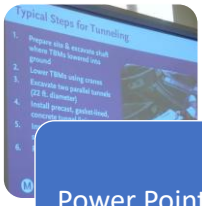
Feedback: Linking Assignments

Rough Draft

Individual Paper



Power Point Slides

Presentation

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Follow-up Assignments

- Require students to reflect on and use feedback with additional assignment components

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What Type of Feedback?

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The Feedback Students Receive…

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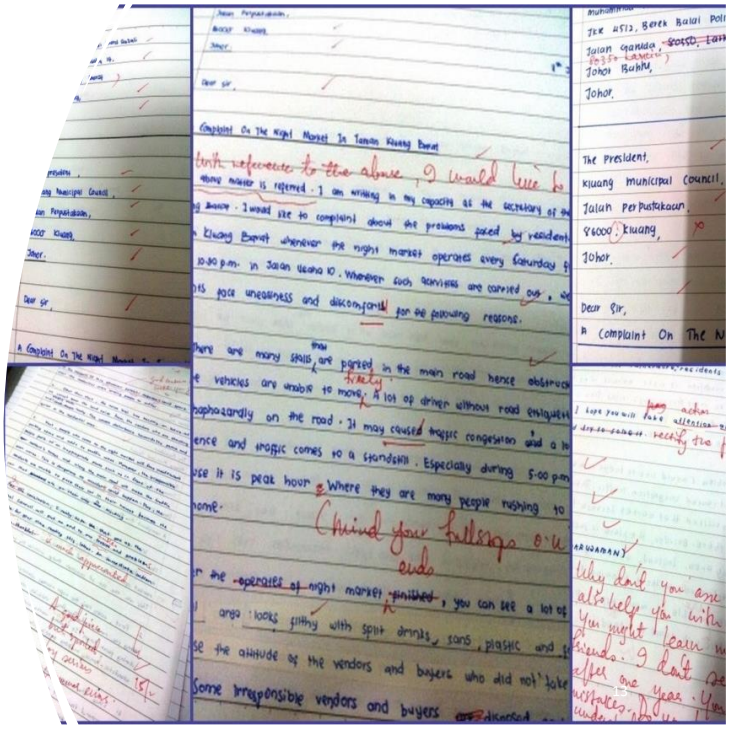
What Type of Feedback Do Students Get? Stern and Solomon (2006)

- Method:
- 30 student portfolios (all their work during college) were randomly selected
- A total of 598 papers were reviewed



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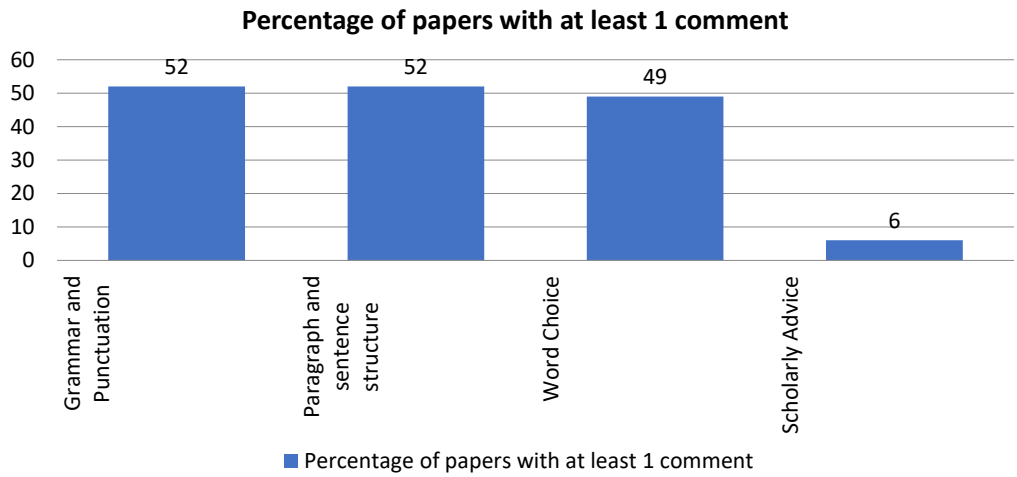
Feedback: Faculty Comments

Stern and Solomon (2006)



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Is this what we want to emphasize?

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Characteristics of Effective Feedback

(Wlodkowski, 2008)

- Connected to a standard" (i.e. rubric)
- Informs the student
- Specific and constructive
- Prompt and frequent

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Feedback Principles

Nichol and Macfarlane-Dick (2006)

- Clarifies goal
- Facilitates self-assessment
- Delivers high quality information
- Encourages dialogue
- Motivates
- Improves performance
- Guides teaching

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Feedback Strategies

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Resources that can Help

Models- Sample Papers or Presentations

Rubrics for Assignments

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Analytical Rubric

per	"D" or "F" Work	"B" or "C" Work	"A" Work
ıtent	Inaccurate or minimal information included; Lack of organization or flow; Did not include original research studies	General overview of the topic; Accurate but missing important information. Difficult to differentiate between main points and details; Some details about at least 3 original studies	Comprehensive overview of the topic; Information was accurate and complete; Major points were emphasized; Good details about at least 3 original research studies; Well organized
iting Skills	Did not address three main themes. Limited to no research support for statements. Citations not used or inappropriately used. Several spelling and grammatical errors.	Good organization- included organization, described 3 main themes, conclusion summarized key points. Most statements supported by research. APA style was used. Few spelling and grammatical errors.	Well organized- clear introduction, description of approximately 3 main themes, and strong conclusion. Research supported all statements and APA Style was used. Free of grammatical and spelling errors
ources	Did not include at least 7 scholarly sources; Sources were not research based or related	At least 7 scholarly sources were used- some were not research based or not directly related to the topic	At least 7 scholarly sources were used; All sources directly related to topic. At least 3 original studies included

Consider Assigning Self-Assessment via Rubric

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Question

What percentage of students understood the reason for the comments given by their professor?

- 10%
- 55%
- 65%
- 90%

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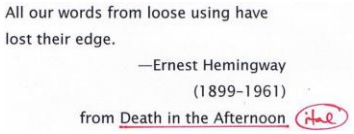
Student Comprehension of Comments



Only 55% of the students understood the reason for the comment.

Taylor 2011

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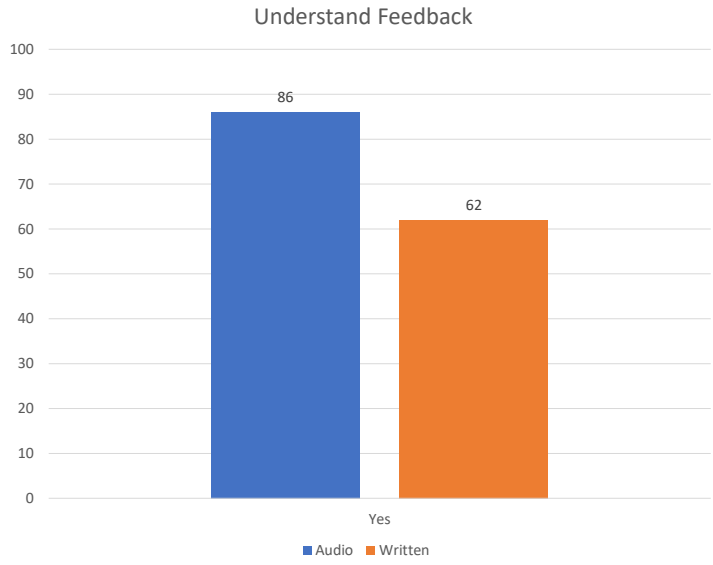
Do Students Understand our Feedback?

Voelkel and Mello (2014)



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Use a Combination of Audio and Written Feedback

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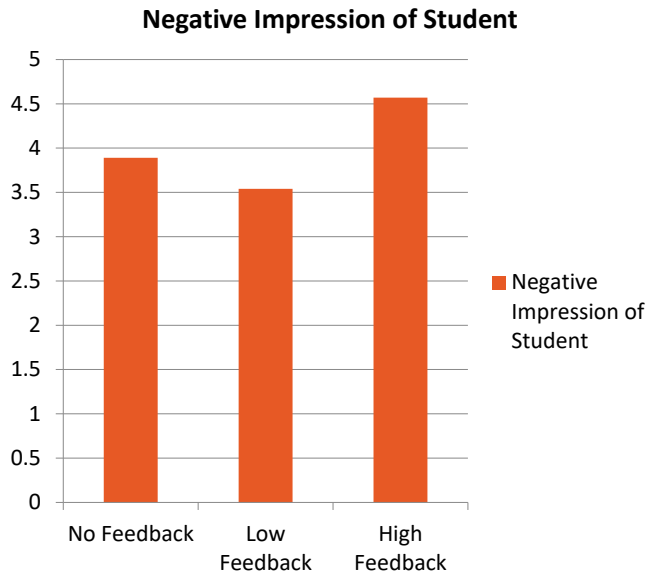
Feedback: How Much?

Ackerman & Gross (2010)



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Focus on the Big Ideas: Prioritize the placement of most important feedback

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One Minute Reflection

- What opportunities do you give your students for feedback?
- How might you increase opportunities for feedback?

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Monitoring Progress: Types of Feedback

Cognitive Feedback
- During homework or studying process

Outcome Feedback
- After students receive their grade

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Cognitive Feedback Approaches

Landrum (2007); Di Hoff, Brosvic, & Epstein (2003); Epstein, Epstein, & Brosvic (2001)

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Cognitive Feedback Approach

Power of VERBAL Feedback

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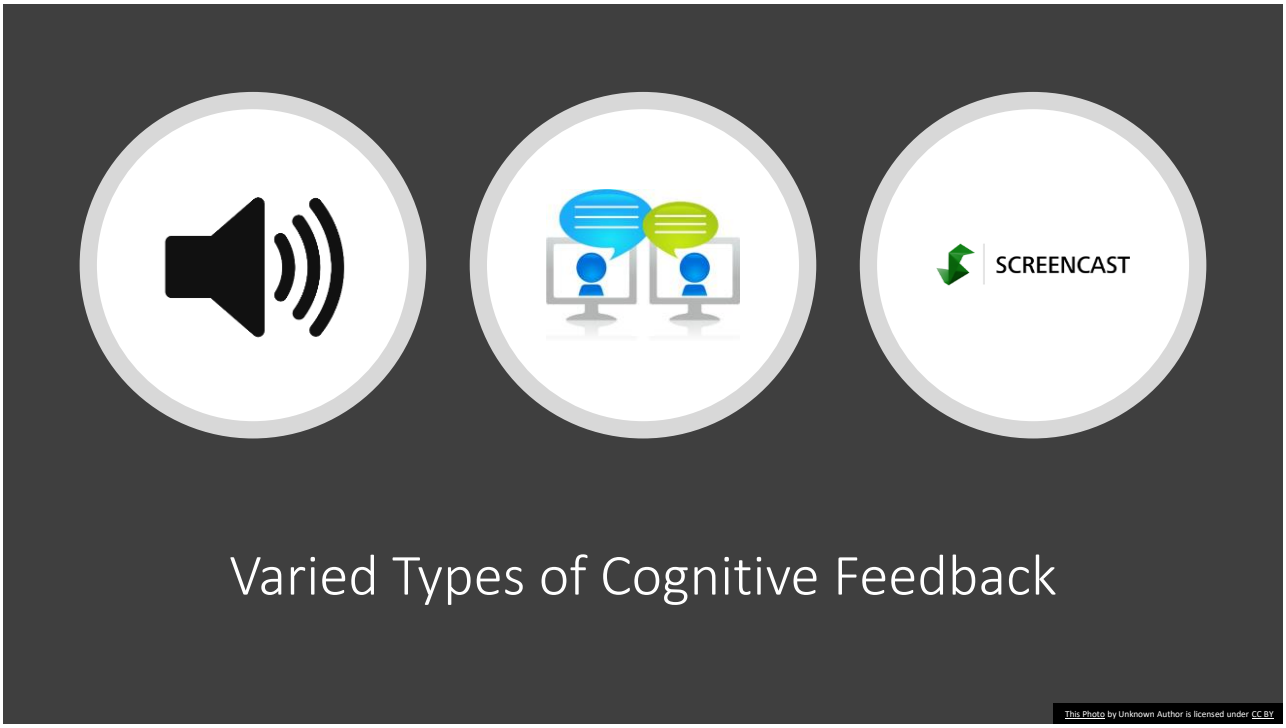

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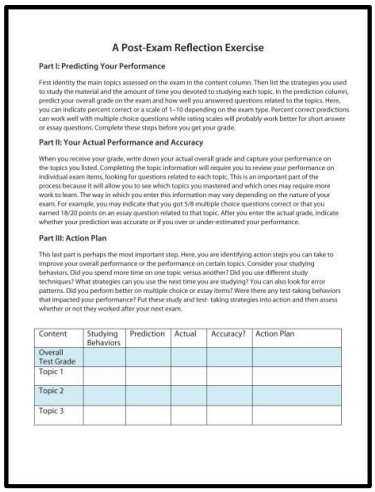
Outcome Feedback



A Post-Exam Reflection Exercise

Part I: Predicting Your Performance

First identity the main topics assessed on the exam in the content column. Then list the strategies you used to study the material and the amount of time you devoted to studying each topic. In the prediction column, predict your overall grade on the exam and how well you answered questions related to the topics. Here, you can indicate percent correct or a scale of 1–10 depending on the exam type. Percent correct predictions can work well with multiple choice questions while rating scales will probably work better for short answer or essay questions. Complete these steps before you get your grade.

Part II: Your Actual Performance and Accuracy

When you receive your grade, write down your actual overall grade and capture your performance on the topics you listed. Completing the topic information will require you to review your performance on individual exam items, looking for questions related to each topic. This is an important part of the process because it will allow you to see which topics you mastered and which ones may require more work to learn. The way in which you enter this information may vary depending on the nature of your exam. For example, you may indicate that you got 5/8 multiple choice questions correct or that you earned 18/20 points on an essay question related to that topic. After you enter the actual grade, indicate whether your prediction was accurate or if you over or under-estimated your performance.

Part III: Action Plan

This last part is perhaps the most important step. Here, you are identifying action steps you can take to improve your overall performance or the performance on certain topics. Consider your studying behaviors. Did you spend more time on one topic versus another? Did you use different study techniques? What strategies can you use the next time you are studying? You can also look for error patterns. Did you perform better on multiple choice or essay items? Were there any test-taking behaviors that impacted your performance? Put these study and test- taking strategies into action and then assess whether or not they worked after your next exam.

Content	Studying Behaviors	Prediction	Actual	Accuracy?	Action Plan
Overall Test Grade					
Topic 1					
Topic 2					
Topic 3					

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Feedback can be time-consuming

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Targeted Feedback

Feedback on one aspect of the assignment

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Why Peer Feedback?

- Limited Instructor Time for Feedback
- Opportunity to Learn from Peers
- Exposure to Models

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What are the challenges of peer feedback?

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Challenges of Peer Feedback

- Limited Knowledge
- Too General
- Concern about Being Negative
- Uncomfortable in Role
- Possible Inaccurate or Misleading Feedback

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Conveyer Belt Model

(Facey, 2011)

- Divide Students into Several Groups
- Train Students on Specific Type of Feedback
- Use Class Time to Provide Feedback

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An Example of the Conveyer Belt Model (Facey, 2011)

Citation Police	Main Idea Locator	Completeness Checker
• Look for in text citations	• Underline most important point or thesis statement	• Answered all questions

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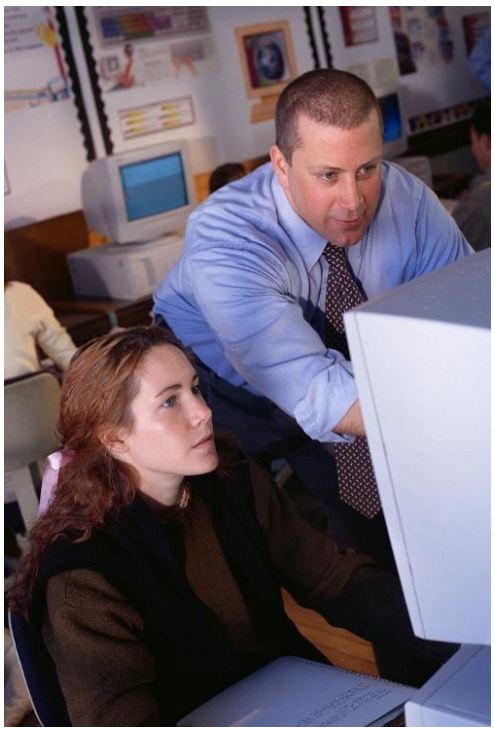

Faculty Role in Peer Evaluation

- Train Peers
- Conduct Quality Check
  - Consider Grading Feedback

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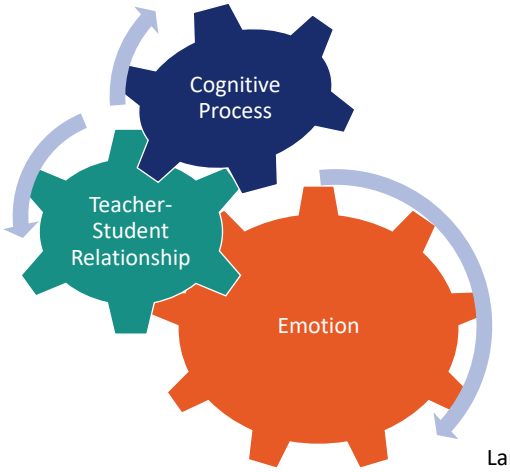
Feedback is Complex



Langer 2011

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Emotions and Feedback

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The Role of Attribution Theory

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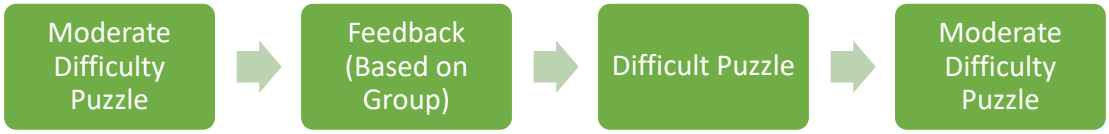
Mueller and Dweck's (1998) Study



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Poll Prediction Time:
Who Performed **the BEST?**
Who Performed **the WORST** on the last puzzle?

Experimental Group 1
Ability:
Wow you did really well, you must be SMART.

Experimental Group 2
Effort:
Wow you did really well, you must have WORKED HARD.

Control Group
Control:
Wow you did really well.

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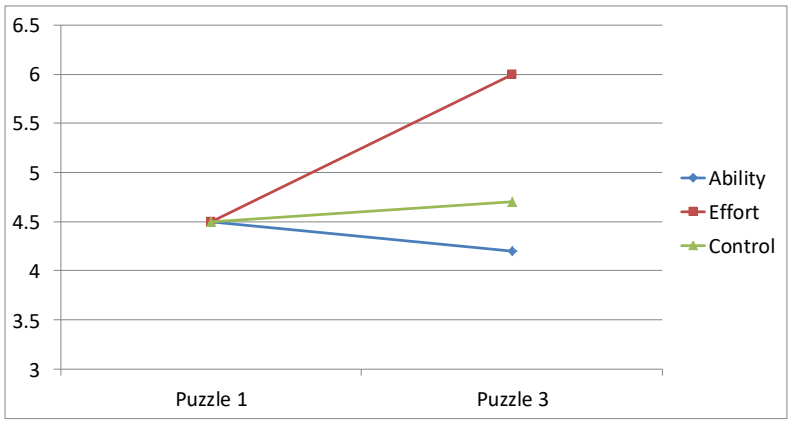
The Results…



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Students in Ability Praise group

- Solved less puzzles correctly
- Did not want to persist on tasks
- Did not enjoy the task as much
- as students in the effort praise group.

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Our Role…

Help students attribute their mistakes to something that is INTERNAL and CHANGEABLE (like effort)!

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Reinforcing Strengths, Christina Christodoulou Drew University

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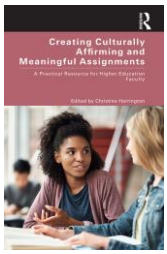

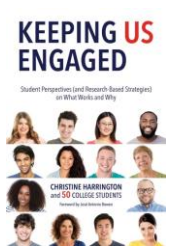

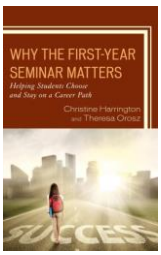

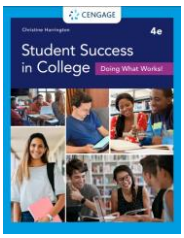

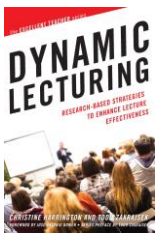

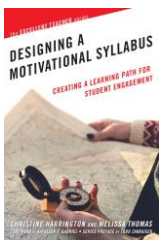

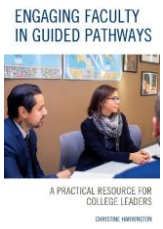

THANK YOU

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