



# MARKING AND FEEDBACK: PROVIDING ORAL FEEDBACK ONLINE & WRITTEN FEEDBACK ON ESSAYS

CTLT TA INSTITUTE

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# LAND ACKNOWLEDGMENT

Our workshop is provided by UBC Point Grey (Vancouver), which sits on the traditional, ancestral, uncaded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) First Nation.

We would like to express our deep gratitude to the Musqueam people for allowing us to engage digital territories on this uncaded land. Changing the way we teach and learn means challenging the colonial foundations of education and technology. We are grateful for the opportunity to do this work here. Thank you. Adapted from the [Hastac website](#).

To find out more about the land you are working from, visit [Native Land](#) and search for your present location. What does living and working on this land mean to you?

# CANVAS COURSE LINK

- <https://canvas.ubc.ca/enroll/T7RW96>

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# INTRODUCTIONS

- Speed Round!
- Introduce yourself to your group. Take no more than 1 minute to tell us who you are and why you registered for this session.

Time: 5 mins

# WHAT DO YOU WANT TO LEARN TODAY?

- Please take 5 minutes to write ONE post on Canvas in the Discussion Board answering the following prompts:
- What do you want to learn today?
- What would help you in achieving this goal?

Time: 5 mins

# WHAT IS THE PURPOSE OF FEEDBACK?

- Please take 10 minutes to write ONE post on Canvas in the Discussion Board answering the following four prompts:
- What is the purpose of feedback?
- What makes for effective feedback?
- What should be included when providing feedback?
- How can we be efficient in providing feedback?

Time: 10 mins

# LEARNING OBJECTIVES

- **By the end of this session you will be able to:**
- consider four aspects of instructional Lesson Basics and how they influence the form of feedback provided
- generate feedback based on elements of Lesson Basics
- describe the three questions answered by high quality feedback and the four levels at which they work
- apply the principles of feedback for enhanced learning in providing peer feedback
- identify four ways to increase the efficiency with which you can provide high quality feedback

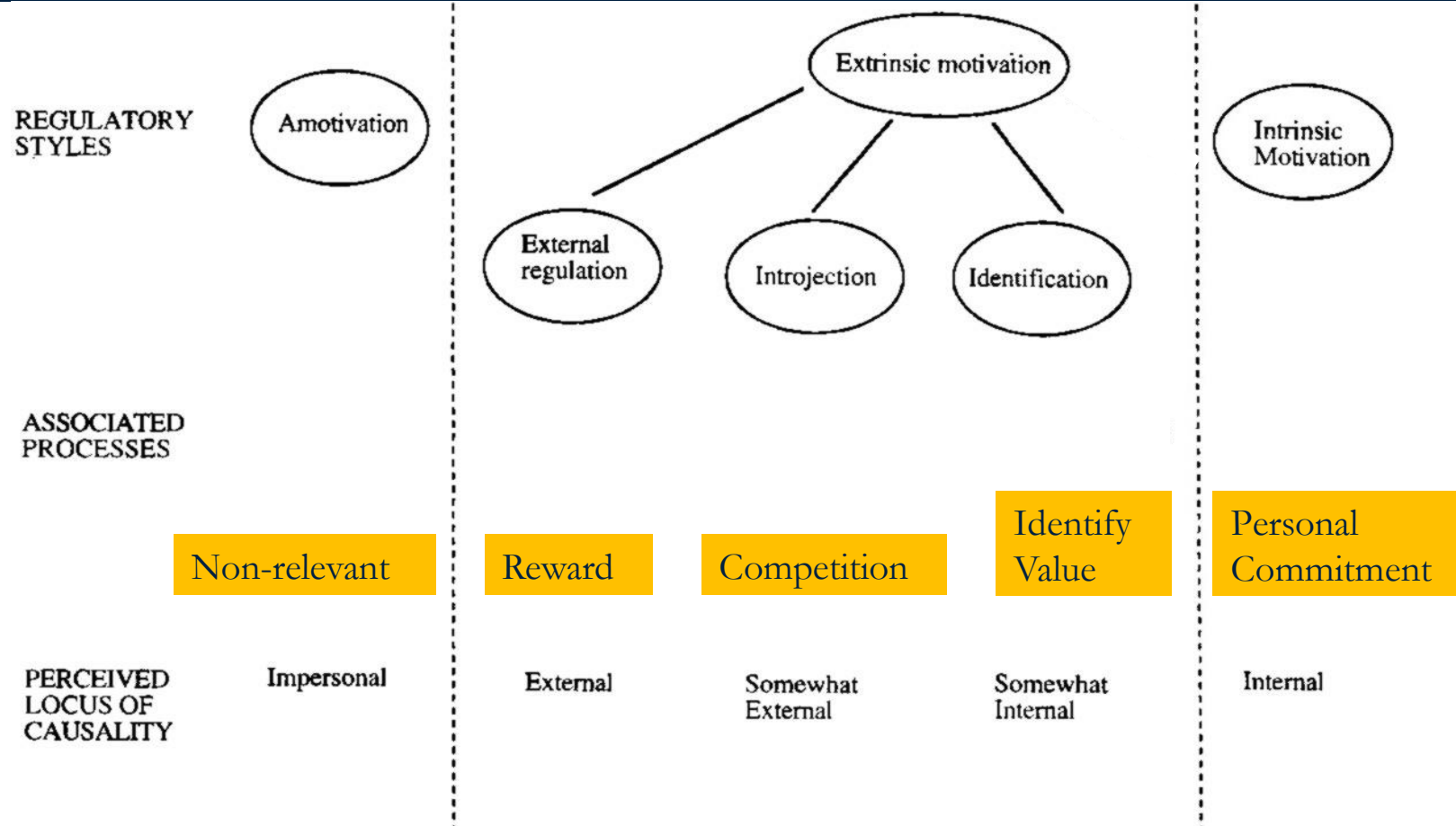




# LESSON BASICS

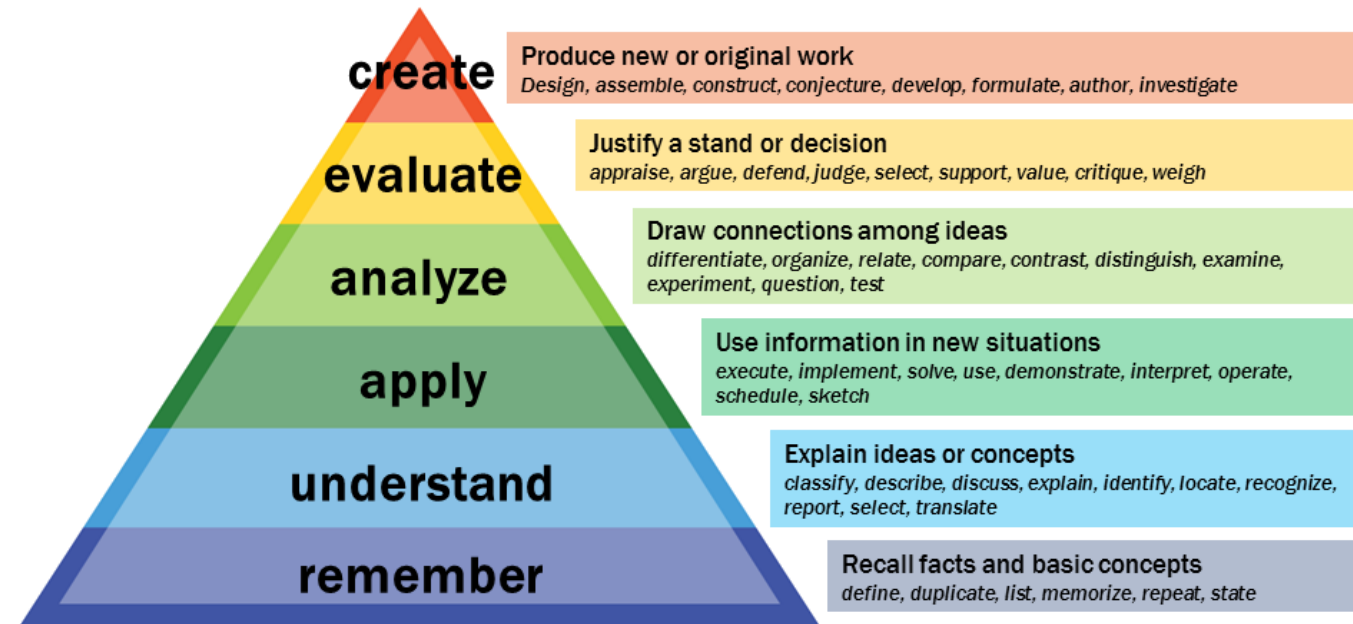


# MOTIVATION



# BLOOM'S TAXONOMY

## Bloom's Taxonomy



# LEARNING OBJECTIVES

By the end of this lesson, **you** (1) will be able to **identify** (2) all three (3) key components of a good learning objective from memory (3)



- 1 - Audience expected to perform the desired behavior
- 2 - Behavior that the learner can engage in after the lesson (Bloom's action verbs)
- 3 - Degree of competency expected upon completion of the objective

# FORMATIVE VS. SUMMATIVE ASSESSMENT

- *The purpose of **formative assessment** is to monitor student learning and provide ongoing feedback to staff and students. It is assessment for learning. If designed appropriately, it helps students identify their strengths and weaknesses, can enable students to improve their self-regulatory skills so that they manage their education in a less haphazard fashion than is commonly found. It also provides information to the faculty about the areas students are struggling with so that sufficient support can be put in place.*
- *The goal of **summative assessment** is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments often have high stakes and are treated by the students as the priority over formative assessments. However, feedback from summative assessments can be used formatively by both students and faculty to guide their efforts and activities in subsequent courses.*

# FEEDBACK PRACTICE

- Please take 10 minutes to provide feedback on ONE *response* to the Discussion Board post “What do you want to learn today?” with consideration for your ‘learners’ motivation, the learning objectives for the post, and the type of assessment being used.

Time: 10 mins



HIGH QUALITY FEEDBACK



# FEEDBACK TO ENHANCE LEARNING

**Purpose**

To reduce discrepancies between current understandings/performance and a desired goal

**The discrepancy can be reduced by:****Students**

- Increased effort and employment of more effective strategies *OR*
- Abandoning, blurring, or lowering the goals

**Teachers**

- Providing appropriate challenging and specific goals
- Assisting students to reach them through effective learning strategies and feedback



# FEEDBACK TO ENHANCE LEARNING

## **Effective feedback answers three questions**

*Where am I going? (the goals)*

*How am I going?*

*Where to next?*

Feed Up

Feed Back

Feed Forward

# WHERE AM I GOING?

- “A critical aspect of feedback is the information given to students and their teachers about the attainment of learning goals related to the task or performance.
- These goals can be wide ranging and include items such as singing a song, running a race, noting beauty in a painting, sanding a piece of wood, or riding a bicycle.
- Judging the success of goal attainment may occur on many dimensions. The judgments may be **direct**, such as “passing a test” or “completing an assignment”; **comparative**, such as “doing better than Mary” or “doing better than last time”; **social**, such as “not getting a detention” or “seeking teacher approval”; **engagement related**, such as “singing a song” or “running a race”; or **automatic and triggered outside of specific awareness**, such as “doing well on a task” or “seeking more challenging tasks.”

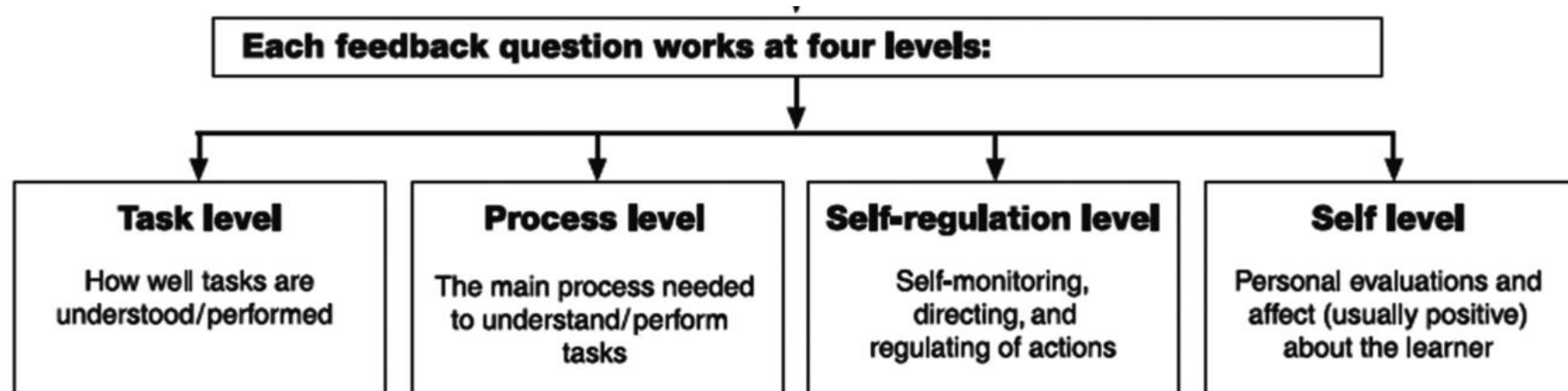
# HOW AM I GOING?

- “Answering this question involves a teacher (or peer, task, or self) providing information relative to a task or performance goal, often in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task. This aspect of feedback could be termed the feed-back dimension.
- Feedback is effective when it consists of information about progress, and/or about how to proceed.”

# WHERE TO NEXT?

- “Instruction often is sequential, with teachers providing information, tasks, or learning intentions; students attempting tasks; and some subsequent consequence. Too often, the consequence is more information, more tasks, and more expectations; students thus learn that the answer to “Where to next?” is “more.” The power of feedback, however, can be used to specifically address this question by providing information that leads to greater possibilities for learning.
- These may include enhanced challenges, more self-regulation over the learning process, greater fluency and automaticity, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood.”

# FEEDBACK TO ENHANCE LEARNING



## TASK LEVEL

- First, feedback can be about a task or product, such as whether work is correct or incorrect. This level of feedback may include directions to acquire more, different, or correct information, such as “You need to include more about the Treaty of Versailles.”

## PROCESS LEVEL

- Second, feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. For example, a teacher or peer may say to a learner, “You need to edit this piece of writing by attending to the descriptors you have used so the reader is able to understand the nuances of your meaning,” or “This page may make more sense if you use the strategies we talked about earlier.”

## SELF-REGULATION LEVEL

- Third, feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on a task. For example, “You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph.” Such feedback can have major influences on self-efficacy, self-regulatory proficiencies, and self-beliefs about students as learners, such that the students are encouraged or informed how to better and more effortlessly continue on the task.



# SELF LEVEL

- Fourth, feedback can be personal in the sense that it is directed to the “self,” which, we argue below, is too often unrelated to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done.”

# FEEDBACK TO ENHANCE LEARNING

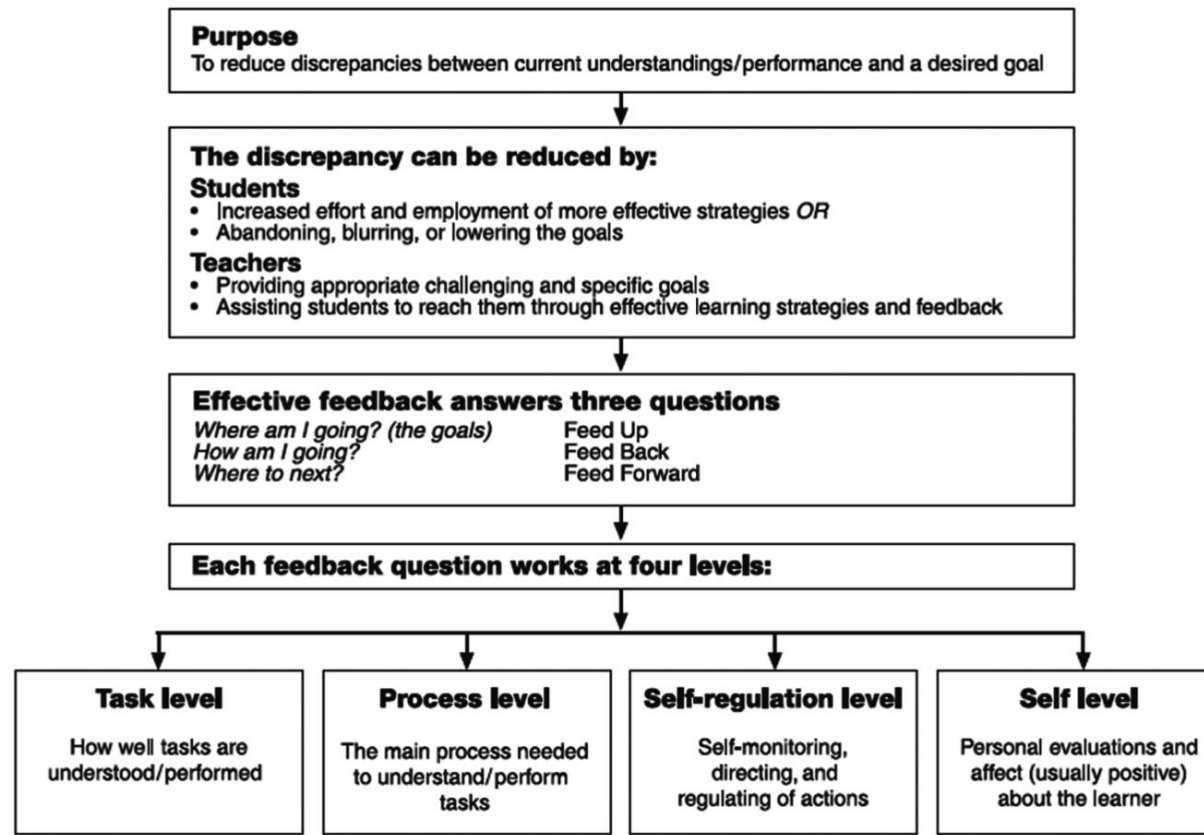


FIGURE 1. *A model of feedback to enhance learning.*

# FEEDBACK PRACTICE

- Please take 10 minutes to provide feedback on ONE *response* to the Discussion Board post “What is the purpose of feedback?” with consideration of the principles of High Quality Feedback and Feedback Enhanced Learning.

Time: 10 mins



# INCREASING EFFICIENCY WHEN PROVIDING FEEDBACK



# LIMITATIONS TO PROVIDING FEEDBACK

- Limited time is one of the major factors preventing the delivery of high quality feedback.
- As such, how can we increase the efficiency of providing feedback?

# INCREASING EFFICIENCY

## Feedback Coding

- Use a coding or numbering scheme that corresponds to pre-written feedback in a document that can be provided to all learners.
- For example “1” or “SP” might ‘decode’ to a feedback on spelling.

## Group Feedback

- If you notice patterns or consistent areas that require feedback, rather than write the same feedback for each student, provide feedback to all learners.

# INCREASING EFFICIENCY

## Leveraging Resources

- Centre for Writing and Scholarly Communication at UBC
- Online Writing Lab at Purdue

# LEARNING OBJECTIVES

- **By the end of this session you will be able to:**
- consider four aspects of instructional Lesson Basics and how they influence the form of feedback provided
- generate feedback based on elements of Lesson Basics
- describe the three questions answered by high quality feedback and the four levels at which they work
- apply the principles of feedback for enhanced learning in providing peer feedback
- identify four ways to increase the efficiency with which you can provide high quality feedback





THANK YOU!





Q & A

