IETC

Improving Instruction through more Effective and Gentle Student Feedback

Steve Baule

Full Schedule: ***il-edtech.org/agenda***

Must Know Info

NEED PD HOURS?

Scan the appropriate QR code at the end of your day to check out and generate PD Hours Form. Full instructions available in conference program and at **Il-edtech.org**

Thursday

4ltc.org/ietc21pd1118

Friday

4ltc.org/ietc21pd1119

ENGAGE @ IETC

Game: IETC-opoloy!

Find secret codes and complete challenges to collect game pieces throughout the conference. Complete a full set to be entered into special raffle at the registration desk.

app.gamably.com
Enter code "ZXC46U"

IETC-Q

Drinks, food, & friends

Join your fellow educators for an evening packed with delicious food and plenty of laughter.

Exhibit Hall, 1st Floor
Thursday, November 18
5:00 - 6:30 PM

CoffeeEDU

Coffee, conversation, & learning

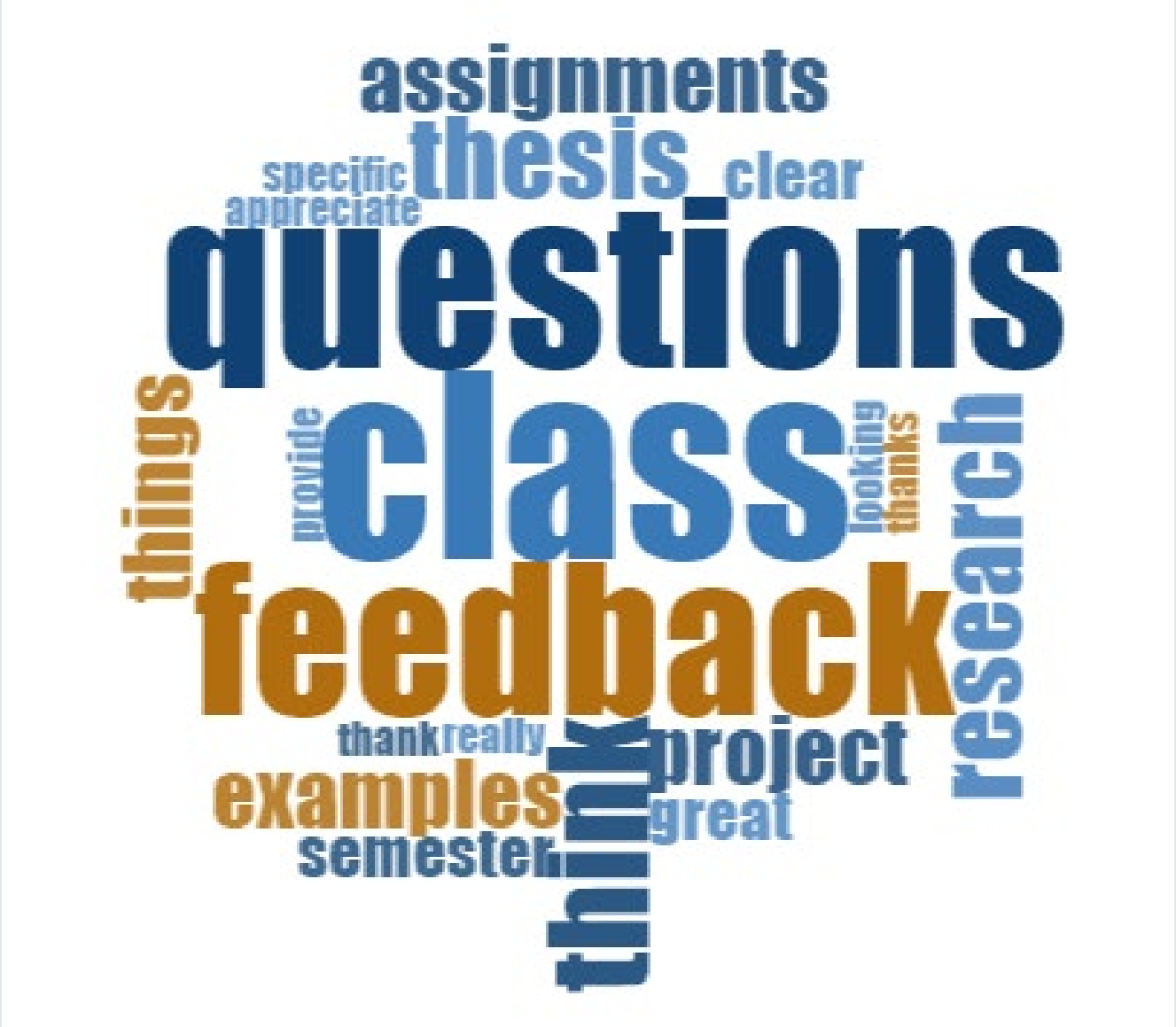
Wake up with the early birds for a warm cup of coffee or tea and an enlightening conversation about your edtech interests and aspirations.

Atrium, 2nd Floor
Friday, November 19
7:00 AM - 8:00 AM

Improving Instruction through more Effective and Gentle Student Feedback

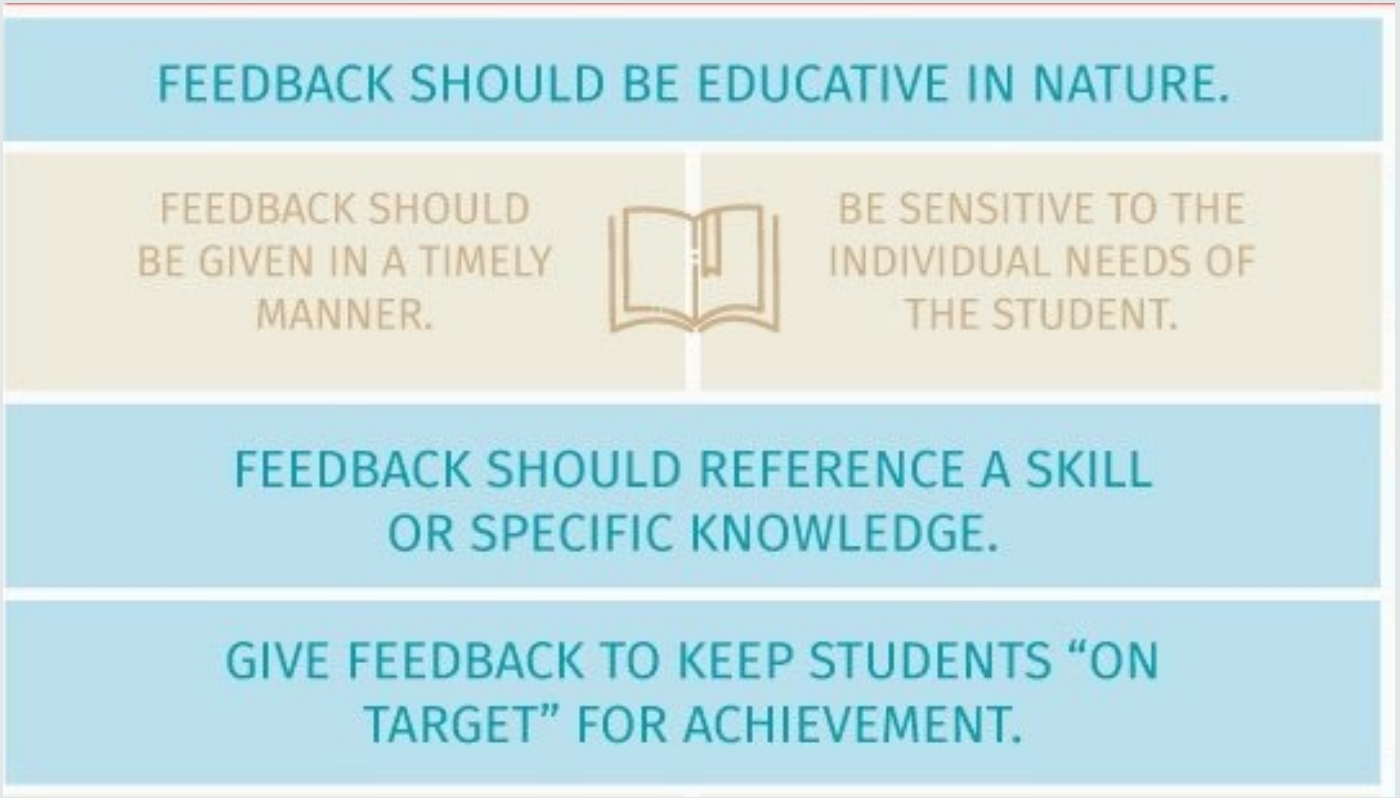
Steve Baule
IETC 2021
Winona State University

Feedback is essential



20 WAYS | TO PROVIDE EFFECTIVE FEEDBACK FOR LEARNING

teachthought
WE GROW TEACHERS



Educative in nature

Please tell me what I need to do to improve

provide personal, timely feedback on progress

Provide both + and - feedback on my writing

direct feedback on graded assignments

Give me advice about what needs to be improved, but with the advice give me guidance. My last research professor did not do that… … I do best when there is some guidance with the advice, and I feed off of that.

Timeliness

Churchill

Winston Churchill once said *When you have to kill a man, it costs nothing to be polite.*

It is something to remember as we respond to students and our peers.

FEEDBACK SANDWICH

Sorry, wrong Sandwich ☺

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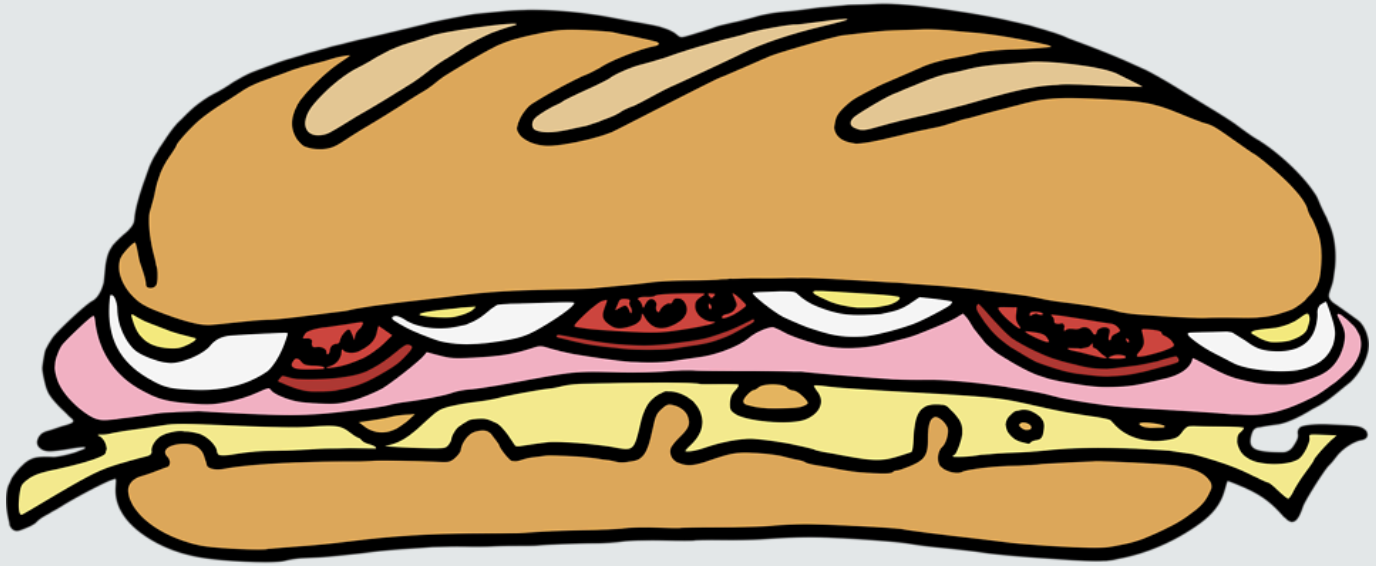
FEEDBACK SANDWICH

- Compliment
- Correct
- Compliment



I find your writing difficult to follow. Avoid first person in academic writing.

You write well, but your use of parenthetical phrases is somewhat difficult to follow. Also try to avoid first person when possible. Your writing is strong, but it now has to be harnessed into a more academic style. Please let me know if you have questions.

e·stressful·and·overwhelming·to·students·at·

as·just·one·small·paradigm·shift·(although·

nd·just·one·example·of·the·many·ways·in·

ke·might·experience·"change·fatigue,"·a·

BS

Baule, Steven M

Not·sure·that·a·software·change·merits·being·considered·a·paradigm·shift,·but·the·details·are·appreciated.·¶

References¶

ınd·Leadership·Influences·(Order·No.·22583966).·

tations·&·Theses·Global.·(2311073043).·Retrieved·from

BS **Baule, Steven M**

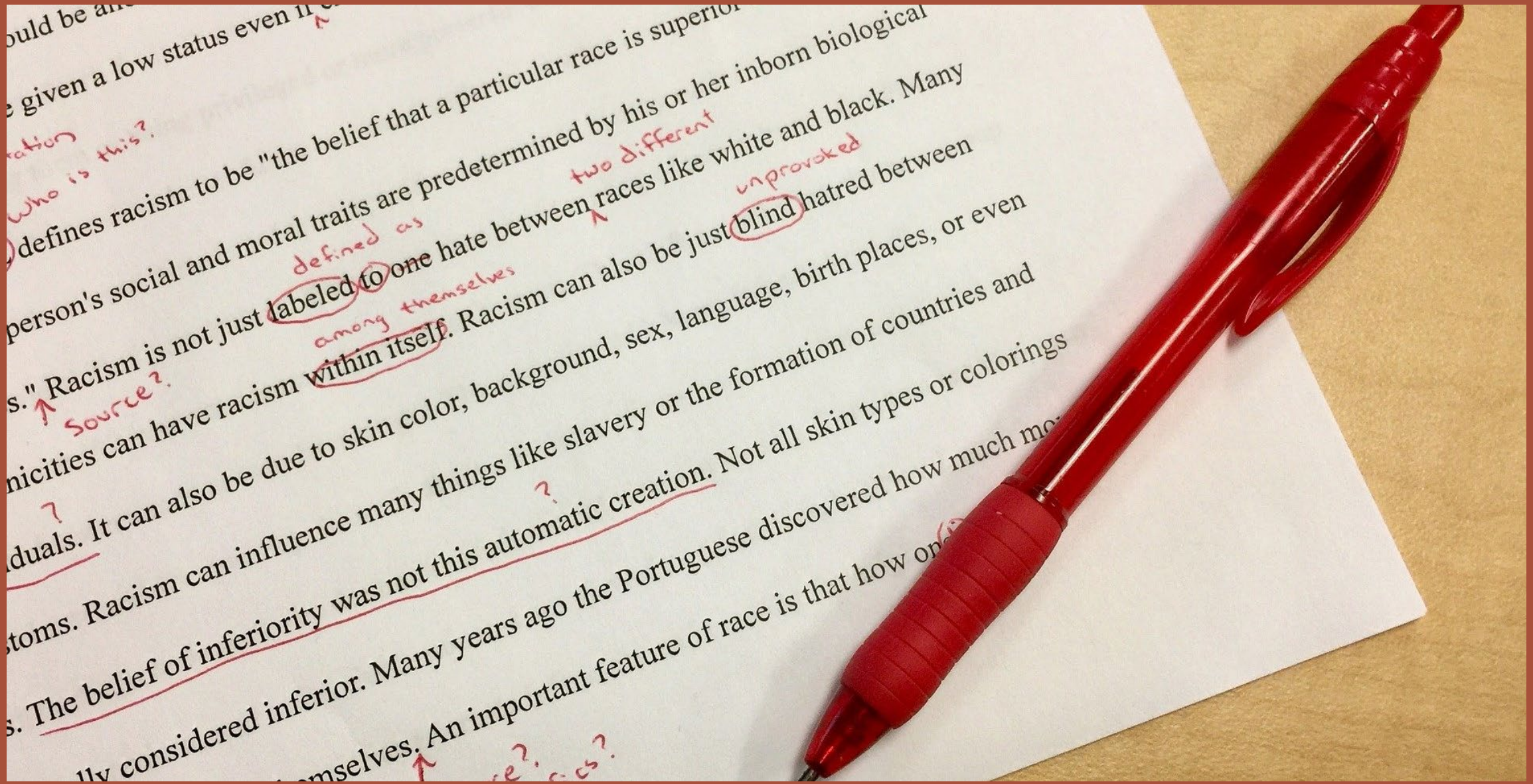
See·this·link·for·how·to·use·the·hanging·indent·feature.·https://support.microsoft.com/en-us/office/create-a-hanging-indent-7bdfb86a-c714-41a8-ac7a-3782a91ccad5¶

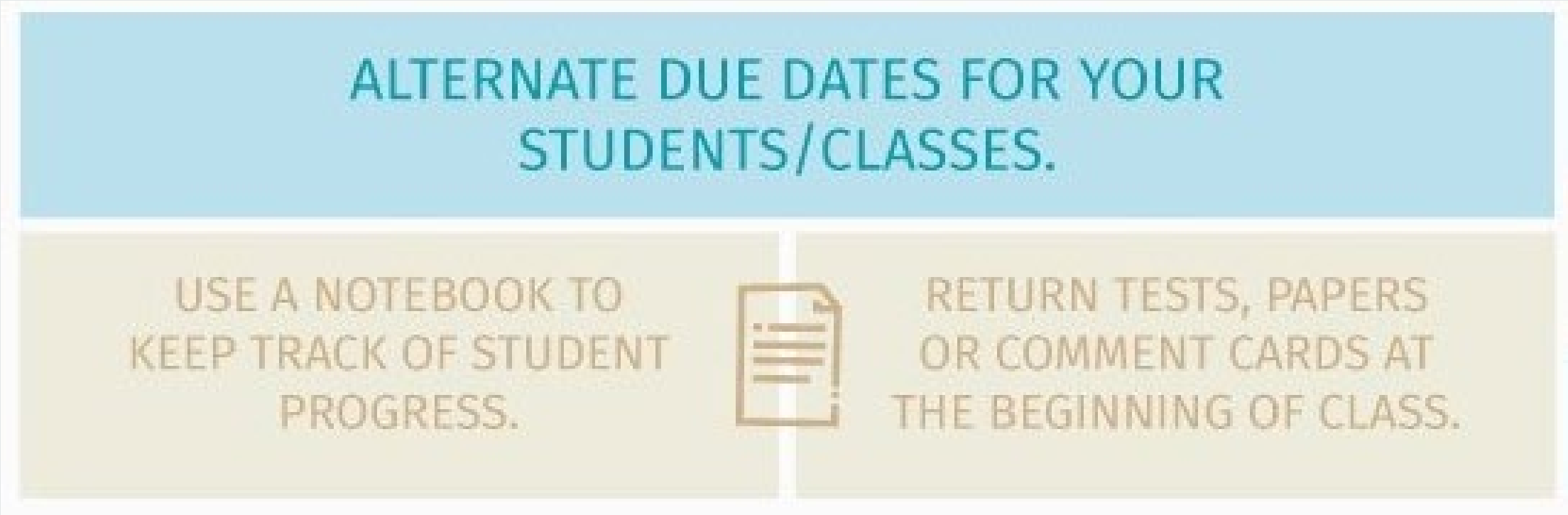
HERE, I MADE COMMENTS ON THE PAPER YOU WROTE.
UM...
I GOT A LITTLE CARRIED AWAY WITH THE RED INK...
SO I SUMMARIZED MY COMMENTS IN THE BACK PAGE.
RE-WRITE
IS... IS THERE ANYTHING YOU LIKED ABOUT IT?
IT DIDN'T MAKE ME VOMIT.
JORGE CHAM © 2006
www.phdcomics.com

FEEDBACK PLAN

What do students need to learn from this project? What are the most important things they need feedback on right now? We can ask these questions with an eye toward future projects and go into grading sessions with a plan.

Pietruszewski (2021)


ould be an
e given a low status even if
defines racism to be "the belief that a particular race is superior
person's social and moral traits are predetermined by his or her inborn biological
s." Racism is not just labeled to one hate between races like white and black. Many
nicities can have racism within itself. Racism can also be just blind hatred between
iduals. It can also be due to skin color, background, sex, language, birth places, or even
stoms. Racism can influence many things like slavery or the formation of countries and
s. The belief of inferiority was not this automatic creation. Not all skin types or colorings
lly considered inferior. Many years ago the Portuguese discovered how much mo
emselves. An important feature of race is that how on
Who is this?
two different
defined as
among themselves
unprovoked
Source?



Reyonlds, L. (2021). 20 ways to provide effective feedback for learning. Teach Thought. https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning/

Steven Dinham's Four questions (rephrased)

- What is the student able to do?
- What is the student not able to do?
- How does the student's work compare with that of others?
- How can the student do better?

Models and examples

Exemplars Pro and Con

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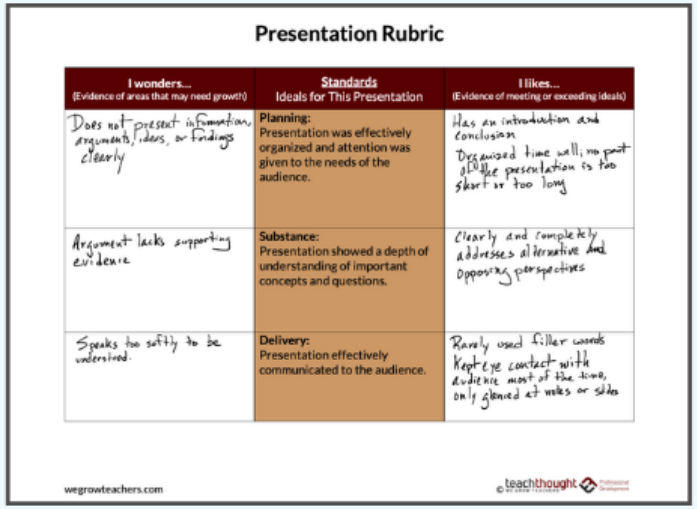
How To Create A Rubric That Works



Presentation Rubric

I wonders... (Evidence of areas that may need growth)	Standards Ideals for This Presentation	I likes... (Evidence of meeting or exceeding ideals)
Does not present information, arguments, ideas, or findings clearly	**Planning:** Presentation was effectively organized and attention was given to the needs of the audience.	Has an introduction and conclusion Organized time well, no point where presentation is too short or too long
Argument lacks supporting evidence	**Substance:** Presentation showed a depth of understanding of important concepts and questions.	Clearly and completely addresses alternative and opposing perspectives
Speaks too softly to be understood.	**Delivery:** Presentation effectively communicated to the audience.	Rarely used filler words Kept eye contact with audience most of the time, only glanced at notes or slides

wegrowteachers.com

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TEACHTHOUGHT

Types of Rubrics

	Type of Assessment	Definition	Components	When to use	Advantages	Disadvantages
Holistic	**Checklists**	Lists of criteria that are checked off as completed.	Questions that are yes/no in nature	Specific directions that include everything within the assignment or project.	• Simple • Straightforward • Gives student an outline • Good for measuring specific skills or beginners	Teachers cannot identify different levels of quality
	Simple Rating Scale	• Records the level of student work • Indicates whether student work is a certain quality of student work	• List of the dimensions or expectations • Weight (points) that are involved	• Designed to provide general guidance as to expectations • Grading of written assignments	Versatile	Feedback may not be specific enough
	Holistic Rating Scale	Scores the overall process without judging the component parts separately	• Assesses student work as a whole and not in pieces • Description of overall grade. • A single score based on an impression of a student's performance	Used with writing, oral presentations, etc.	• Quick scoring • Provides overview of student achievement • It focuses on the product or process as a whole	• Does not provide detailed information • Difficult to provide an overall score
	Task Specific	Unique to a specific task.	Lists a number of task which equal a certain grade level	Designed to provide detailed guidance regarding a specific assignment or task.	More reliable assessment of performance on the task	Difficult to construct rubrics for all specific tasks

Types of Rubrics

	Type of Assessment	Definition	Components	When to use	Advantages	Disadvantages
Analytic	**Detailed Rating Scale**	• Describes explicitly what constitutes performance on each criterion • Communicates common performance standards	• Descriptive sentences of what is expected for each of the ratings. • No formal numbering	Evaluating performances	Make the scores more consistent	• Scoring based on the reviewers opinion • Time consuming
	Combination rubrics	Combination rubrics include methods for • both detailed feedback • bigger-picture evaluation	• The details beneath each are marked with comments to show areas of strength and weakness. • Use a range to rate performance • Write specific descriptions student performance	Focus on measuring a stated objective	• Instructive type of rubric. • Gives detailed feedback for students • Gives the bigger-picture view progress. • Organize grading criteria into major and subcriteria	The rating scales may be somewhat subjective.
	Total points/ Analytic rubrics	Specific details underneath that are marked to indicate strengths and weaknesses.	• Each category of a total point's rubric is assigned a certain number of points which then produce a total score • Multiple descriptors for each criterion evaluated • Describes domains of product/ performance separately	To break assignments or scores down into separate components for grading	• Weighs certain parts of an assignment • Communicate to students the areas that are important • Possess extra details that allow multiple grades to emphasize the same criteria • Allow for specific feedback	• Lose focus • Students tend to just do the work • Efforts toward maximizing point values • Students may be less likely to try new strategies or experiment with ideas • Have limited descriptors

HANDS ON RUBRIC

Task Specific	Unique to a specific task.	Lists a number of task which equal a certain grade level
Designed to provide detailed guidance regarding a specific assignment or task.	More reliable assessment of performance on the task	Difficult to construct rubrics for all specific tasks

Production Skills

Word Processing Skills	• Locate and open an existing document • Create an MS Word or Google file • Understand and use tool bars • Cut, copy, insert and move text • Use grammar and spell check • Print files and adjust page setup as needed • Save files to multiple locations	• Change the formatting of a document • Create tables • Add graphics to a document • Use pre-existing templates • Save a .doc file as another file type	• Create a template • Set up and use mail merge • Integrate a spreadsheet or a chart
Database Software		• Enter and edit data in	• Define relationships

1. What were your feelings about having no rubric for the assignment? (Single Choice) *

- ○ I appreciated the freedom to do the assignment my way
- ○ No impact on my process
- ○ I felt there was a lack of direction for the assignment without a rubric

ONE SURPRISE

I thought maybe an ounce of prevention would be more effective and reduce student stress levels.

Reyonlds, L. (2021). 20 ways to provide effective feedback for learning. Teach Thought. https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning/

Start by Asking

I start most courses with a short survey:

- What are three things I can do this semester to help build your confidence and ensure your success?
- Are there specific things you would like to learn from this course?
- Do you have any specific questions that didn't get answered tonight?

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Caution on Midterms surveys

References

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Thank You

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