Feedback Initiative

SATAL PROGRAM: STUDENTS ASSESSING TEACHING & LEARNING

ASSESSMENT AS RESEARCH SYMPOSIUM

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"If an assessment is worth doing, it's worth teaching students how to do it well" (Angelo 1993).

Background

- The Changing Class Environment
  - "Flipped" classroom - Active learning activities
  - Course evaluations
  - Bloom's taxonomy

- SATAL students' experience in data collection
  - Focus group discussions
  - Class interviews
  - Surveys

Background

▶ Learning how to give effective feedback is a skill students will use throughout their education, in the workforce, and in everyday activities.

▶ For feedback to be a powerful learning tool, students should be trained to construct effective comments, and a feedback rubric could provide the framework to promote this learning effectively.

Introduction

- ► What is feedback?
  - ► Information provided by a professor or peer regarding one's performance or understanding.

- ► Previous Research
  - ► Kathleen T. Brinko (1993): It identifies effective feedback-giving practices for teachers.
    - ► Ask essential W questions (who, when, where, why, how)
      - ► SATAL's feedback rubric is based on the essential W questions
  - ► Hattie & Timperley (2007): This study suggests ways in which feedback can be used to enhance its effectiveness
    - ► What?- Where am I going?- How am I going?- Where to next?

Methods

- Merritt Writing Program

  - 12 courses, 221 student participants

    - Courses include: Core 1, Wri 1, Wri 10, & Wri 101 (for comparison)

- Step 1) Pre-test: peer review activity

- Step 2) Rubric Introduction

- Step 3) Post-test: Class revises initial feedback

- Step 4) Follow up activity

- Focus groups were conducted in 3 of the 12 classrooms

Assessment Tools

	Direct Evidence	Indirect Evidence
Presentation	Before and after feedback samples	Minute Paper: What have you learned and what questions do you still have on the activity?
	-	Instructor's observations on students' engagement during the presentation.
Follow up	Peer-review feedback samples	Course evaluation responses regarding feedback
	Students Reflections	Focus Group sessions
	-	SATAL students' Comments

Table 1 outlines FI direct and indirect assessment tools

# Pre & Post Test Results

Most Utilized Rubric Criteria
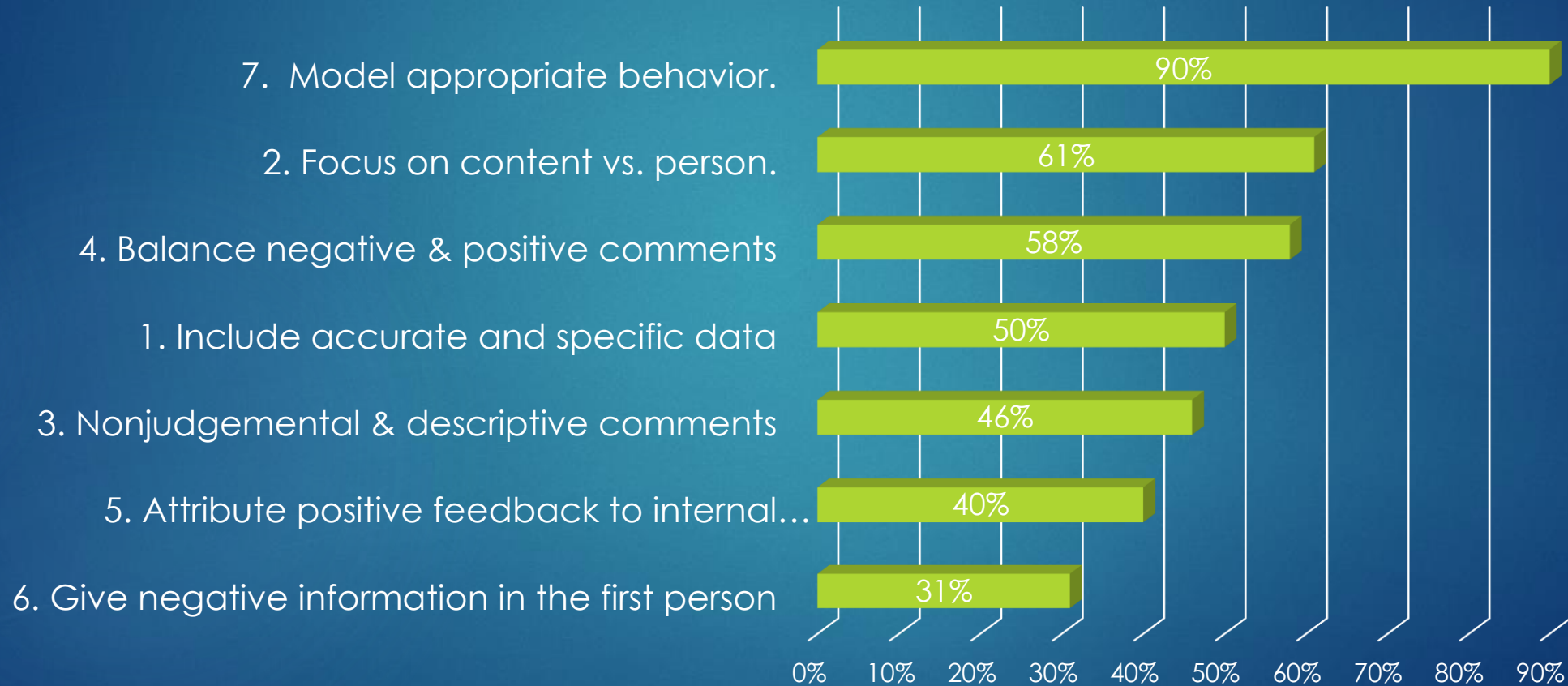
Samples of Student Feedback

| Before FI Presentation	After FI Presentation
No real evidence- superficial	Adding research data would make the argument stronger.
Bad grammar	You need to improve on your grammar, might want to have someone re-read it out loud for you.
Paper lacks fluidity	Your argument has the potential to be much stronger with more cohesive organization of thoughts
Organize your ideas	The ideas should be organized together, for example, paragraph two and five should be closer together.
Does seem bias. It is contradictory.	The argument has a good point but the way it is executed seems bias and contradictory taking away credibility of this issue
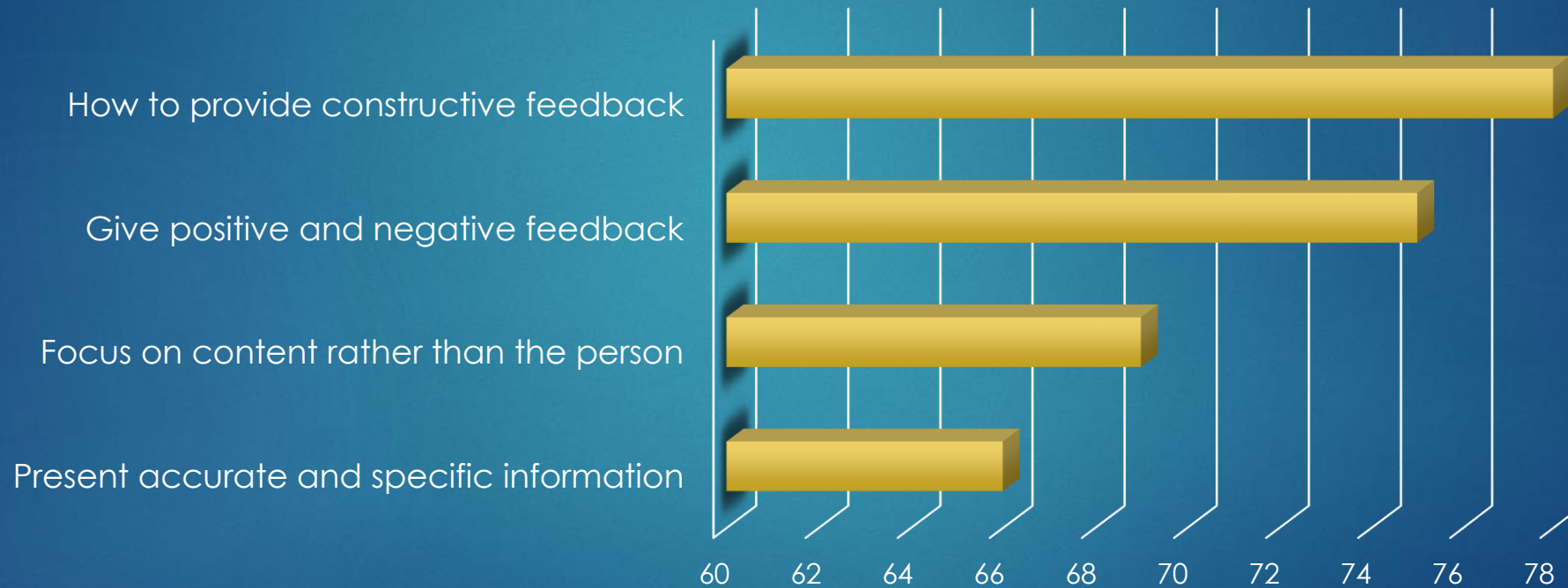
Results

Student Engagement with FI

11%

89%
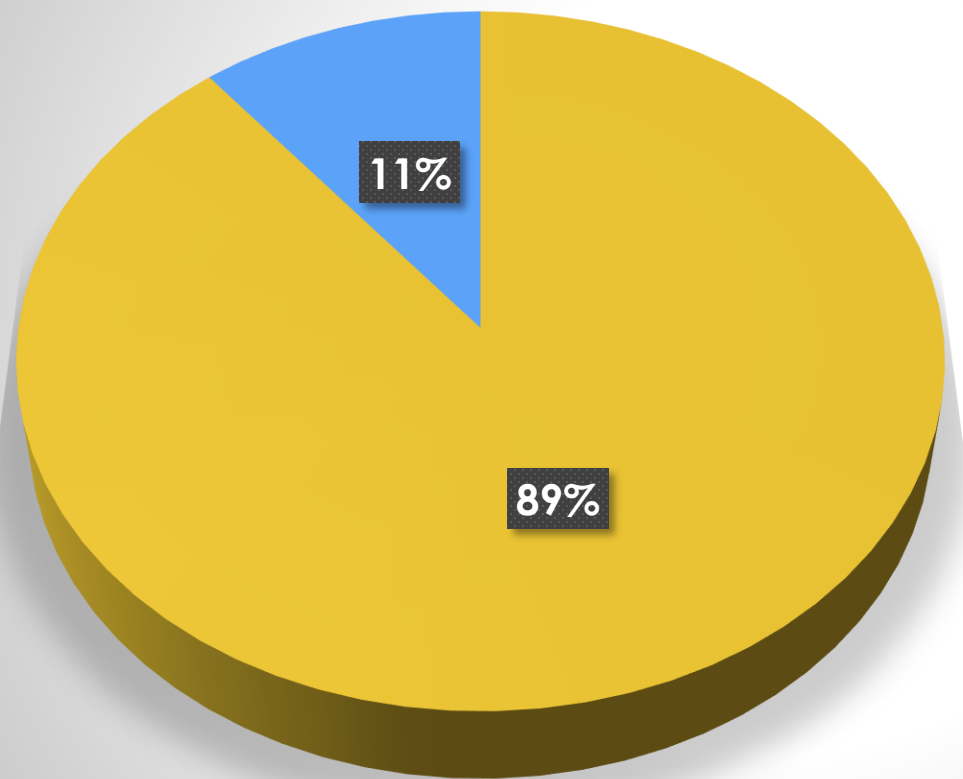
- Students completed the activity as required

- Students were disengaged and did not complete the activity as required

Discussion

- Top 3 criteria students found most helpful
  - Model appropriate behavior
  - Focus on content rather than the person
  - Balance negative and positive feedback
- 89% of students were engaged with the Feedback Initiative Presentation
- Professors saw improvement in their students' writing from the students providing more constructive feedback
- Although our sample size was not large, these results reflect student learning and improvement in the art of giving feedback.

Conclusion

- The feedback rubric could be used to provide constructive feedback to peers as well as instructors.
  - Effective feedback is conducive to better writing

- Results are not conclusive: classes engaged differently
  - There is some evidence to suggest that feedback training improves students' reflections on learning

Thank you!

- Merritt Writing Program

- Assessment Committee Members and Coordinators: Cheryl Finley, Pam Gingold, Michelle Toconis, Jane Wilson, Cindy Chavez, Angela Winek

- Merritt Writing Program students for their participation

- Our wonderful audience

References

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Brinko, K. (1993). The Practice of Giving Feedback to Improve Teaching: What is Effective? *The Journal of Higher Education, 64 (5), 574-59.*

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