Feedback Initiative

SATAL PROGRAM: STUDENTS ASSESSING TEACHING & LEARNING
ASSESSMENT AS RESEARCH SYMPOSIUM

MICHAEL PHAM AND VALORIE SMART, SATAL STUDENTS
“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
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
    - 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
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

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Indirect Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before and after feedback samples</td>
<td>Minute Paper: What have you learned and what questions do you still have on the activity?</td>
</tr>
<tr>
<td>-</td>
<td>Instructor’s observations on students’ engagement during the presentation.</td>
</tr>
</tbody>
</table>

## Indirect Evidence

<table>
<thead>
<tr>
<th>Follow up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-review feedback samples</td>
<td>Course evaluation responses regarding feedback</td>
</tr>
<tr>
<td>Students Reflections</td>
<td>Focus Group sessions</td>
</tr>
<tr>
<td>-</td>
<td>SATAL students’ Comments</td>
</tr>
</tbody>
</table>

Table 1 outlines FI direct and indirect assessment tools
Pre & Post Test Results

Most Utilized Rubric Criteria

1. Include accurate and specific data
2. Focus on content vs. person.
3. Nonjudgemental & descriptive comments
4. Balance negative & positive comments
5. Attribute positive feedback to internal...
6. Give negative information in the first person
7. Model appropriate behavior.
## Samples of Student Feedback

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

What Students Learned
Top 4 comments

- How to provide constructive feedback
- Give positive and negative feedback
- Focus on content rather than the person
- Present accurate and specific information
Results

Student Engagement with FI

- 89% Students completed the activity as required
- 11% 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

