RAISING THE BAR

Promoting Strong Feedback Cultures

in Online and Hybrid Teaching Environments

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Top 5 Strategies for Success

#5 Plan engagement and feedback,
    not content delivery

#4 Practice, not stress test

#3 Leverage peers

#2 Be present and know when to shut up

#1 Describe-evaluate-suggest

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Jeff Grabill
@grabill

I may exhaust everyone soon by repeating this, but the essential design opportunity to realize this coming academic year is classroom engagement and feedback, *not* content delivery. #iTeachMSU @MSUHub

7:50 PM · May 19, 2020

Imagining a Resilient Pedagogy

Bill Hart-Davidson [Follow]
Apr 5 · 7 min read

A resilient pedagogy requires planning for the important interactions that facilitate learning. These include all the ways that teachers and students need to communicate with one another, see one another, learn from one another, in a variety of contexts that are important to our learning goals and outcomes. It also includes the way students need to see, shift their perspectives of, manipulate, and practice with the objects that scaffold their learning.

Workload Estimator
Betsy Barre, Allen Brown, Justin Esarey

Rice University's (original)
[Course Workload Estimator](#)

Wake University's
[Enhanced Course Workload Estimator](#)

#5 Engagement and feedback, not content delivery

Who feels heard?

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Common timeline for writing projects

PROJECT STARTS

PROJECT ENDS

Write   Review   Revise   Review   Revise

Doesn't have to
be a whole draft!!

Feedback-centric timeline for writing projects

PROJECT STARTS

PROJECT ENDS

Write   Review   Revise   Write   Review   Revise   Write   Review   Revise

#4 Practice, not Stress Test

Could a struggling student improve?

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The Single Most Essential Requirement in Designing a Fall Online Course

By Cathy Davidson
on May 11, 2020

Cathy Davidson

HASTAC Co-founder and Director, 2002-2017; Co-director, 2017- . Distinguished Professor and

First, what defines higher education, more than any other feature, is that it is voluntary. No law forces you to be in school. Your parents may want you to be but, if you are over 18, they can't force you. **Humans are terrible at voluntary activities that are good for us** (our gym is based on a business model of 80% of annual, paid members not showing up after Feb 1). . .What do our students need now? . . . .Perhaps it is "meta reflection" (the single best way to ensure retention and applicability apart from applying, experientially, what we learn): **have students think, talk, communicate with one another, about what they learned in class today or last week and what it meant for them.**

Final Comments

Include at least two of the following in your comment to the writer:

- a Compliment (e.g., "I like how…"; "I like that…")
- a Comment (e.g., "I agree that… because…"; "I disagree that… because…")
- a Connection (e.g., "I also have read/seen/heard/thought that…")
- a Question (e.g., "I wonder why/how/who/what/when/where…")

Compose your final comment here ...

3CQ Method by
Jennifer Stewart Mitchell

Peer Review to Build Intellectual Community

- [Cristina Venegas, UC Santa Barbara, Film Studies](#)

- [John Holland, San Francisco State, English](#)

- [Vanessa Woods, UC Santa Barbara, Psychological and Brain Sciences](#)

- [Scott Lemos and Lauren Haley, U New Hampshire, Business](#) (x12!)

- [Muddiest Point](#)

Giver's Gain

What you read, you too can imitate.

What you detect, you too can correct.

What you explain, you too can retain.

What you suggest, you too can try.

#3 Leverage Peers

Is enough giver's gain happening?

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GROUP FEEDBACK

	BENEFITS	RECOMMENDATIONS	TO FIND OUT MORE...
Feedback Webinar	• Share feedback on things that were done well/could be improved at a group level to the whole cohort at once. • Students can post questions to which the educator can respond in real time.	• Record the webinar so that students in other time zones can view asynchronously, and all students can revisit and review. • Questions can also be collated in advance and grouped according to common themes.	• YouTube video on feedback webinars • A discussion forum could also be used to provide an asynchronous alternative.
Video Summary	• Create a short video or audio summary of things done well/ things that could be improved, at a group level. • Available for students to view multiple times and at a time suiting them.	• Screencast tools can be used to demonstrate solutions to common errors, to to demonstrate particular processes/skills.	• Mahoney et al. (2019) • Mayhew (2017) • Winstone & Carless (Chapter 4)
Stimulated self-reflection on group performance information	• Educators can provide a group-level summary of things done well/could be improved, followed by guidance to generate self-feedback (see the DEFT Toolkit, page 55)	• Encourage students to use this activity to connect feedback on the current task to previous tasks, as a way of visualising progress and setting targets for future improvement.	• Winstone & Nash (2016) • Weston-Green & Wallace (2016)

Group Feedback is a long lever for improving student learning

Individual feedback is a short lever.

Surrey Assessment and Learning Lab's "Feedback Opportunities in Online Learning"

#2 Be Present and Know When to Shut Up

Are students working
harder than you?

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#1 Describe-evaluate-suggest

1:14 - **Bill Hart-Davidson**, Michigan State University

Describe - evaluate - suggest - *that's the virtuous cycle I try to get people to adhere to when I teach feedback.*

Virtuous Cycle of Helpful Feedback

Move	Helps Reviewers	Helps Writers
Describe	Slow down reading process and can help with critical reading	Feel heard when reviewers build ethos by showing that they *get* the writer's goals
Evaluate	Apply specific criteria to particular parts of a draft	Gauge their progress toward meeting criteria, even if they disagree with reviewers' assessment or if reviewers disagree
Suggest	Develop a range of flexible solutions to rhetorical problems	Identify a concrete next step to answer a question, consider a change, or engage in a different process

#1 Describe-Evaluate-Suggest

Are students getting better at giving feedback?

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Are students working harder than you?

#1 Describe-evaluate-suggest
Are students getting better at giving feedback?

RAISING THE BAR

Your Feedback
Pick any 2 and type in the chat:
- **A Compliment**
  "I like how..."; "I like that..."
- **A Comment**
  "I agree/disagree that...because..."
- **A Connection**
  "I also have
  read/seen/heard/thought that..."
- **A Question**
  "I wonder why/how/
  who/what/when/where...")

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Are students getting better at giving feedback?

Online Resources on Feedback

- Carless, David. [Feedback Literacy](#) and [BILT webinar](#) and [2018](#) and [PPT](#)
- Ching and Wittstock. "[Teaching with Digital Peer Response](#)"
- Hart-Davidson, Graham Meeks, and Grabill. "[Challenges and Opportunities of Peer Learning](#)"
- Henderson, Michael, et al. [Feedback for learning](#)
- Malloy, Boud, Henderson. "[Developing learning centered framework](#)"
- Nicol, Thomson, Breslin. "[Rethinking feedback practices](#)"
- Patchan and Schunn. "[Understanding the benefits of providing feedback](#)"
- Society for Research in Higher Ed. [Developing Feedback Literacy](#)

Online Resources on Online Teaching

- Beatty, Brian. Hybrid-Flexible Course Design
- Darby, Flower. 5 Low-Tech, Time-Saving Ways to Teach Online
- Davidson, Cathy. Single Most Essential Requirement
- DeRosa, Robin. The ACE Framework
- Hart-Davidson, Bill. Resilient Pedagogy
- McArdle and Borgman. Personal, Accessible, Responsive, and Strategic
- Miller, Michelle. Tending, Befriending, Upending.
- Quintana and Devaney. Laying Foundation for Resilient Teaching
- Stommel, Jessie. How to Build an Online Community in 6 Theses.