Providing Meaningful Feedback

Presenters

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Presentation Agenda

- Explain the difference between grading and feedback.

- Discuss best practices for effective and efficient feedback.

- Identify ways to maximize your time when grading online coursework.

- Explain how to use D2L tools to provide feedback.

- Discuss the benefits of using rubrics and best practices for creating them.

Course Template

https://www.marquette.edu/center-for-teaching-and-learning/d2l-course-template.php

Providing Meaningful Feedback: Best Practices

What is Grading?

- Grading assigns value to student output.

- Pre-determine the grading criteria.

- Make sure grading is valid and reliable.

- Giving ONE writing assignment with two revisions or expansion -- instead of three different writing assignments - will ultimately result in better writing from your students and less time grading for you.

Specifications Grading

Criterion	Level 1 (25 Points)	Level 2 (20 points)	Level 3 (15 points)	Level 4 (5 points)
Site Visit Notes	Every site visit includes good and thoughtful notes about that site	Every site has notes, but one or two days are not good/thoughtful notes OR one day of notes is missing	Every site has notes, but three of four days are not good/thoughtful notes OR two days of notes are missing	Not every day has good/thoughtful notes OR more than two days of notes are missing
Class Questions	Has answers to all four questions on all site visits (24 answers to questions)	Is missing answers to no more than 8 questions across the site visits	Is missing answers to no more than 12 questions across the site visits	Is missing answers to more than half of the questions across the site visits

https://www.iddblog.org/can-you-save-time-with-checklist-grading/

Specifications Grading

Criterion	Yes	No
All Sites have Notes		
Site Notes are Thorough		
Sites Notes are Thoughtful		
Answers all Class Questions for All Sites		
Provided Reflection on each of the 6 Site Visits		
Reflection on Site Visits was Thoughtful		
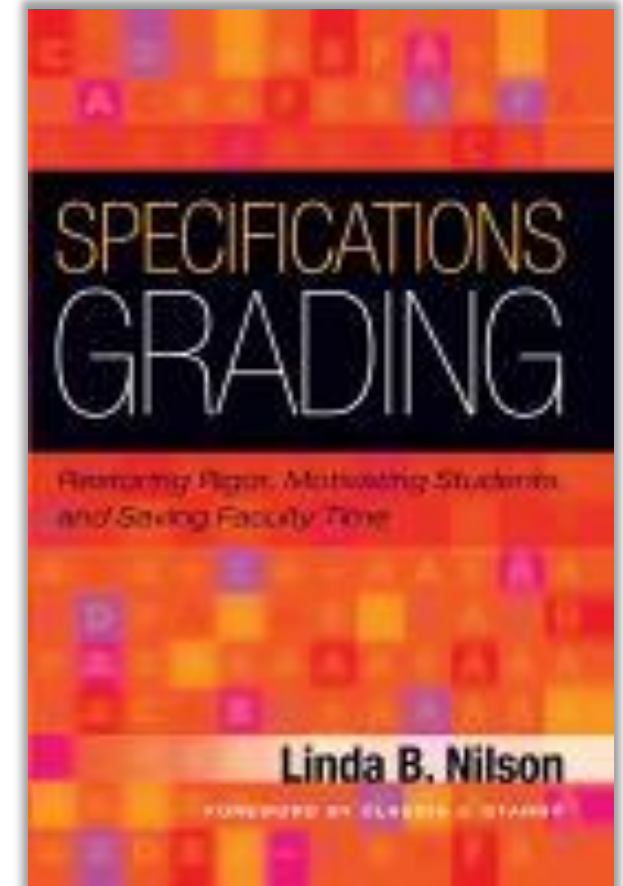
SPECIFICATIONS GRADING

Restoring Rigor, Motivating Students and Saving Faculty Time

Linda B. Nilson

https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay

So What Is Feedback?

"Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Examples of Feedback

- A friend says, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."

- A reader comments your short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."

7 Keys to Effective Feedback

| Goal Orientated	Tangible	Actionable	User-Friendly

Timely	Ongoing	Consistent

From Seven Keys to Effective Feedback – Educational Leadership 70(1), September 2012

Examples

- Bad – "Good work"

  - Better – "Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye."

- Bad – "This is a weak paper"

  - Better – "Almost from the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph you propose a different thesis, and in the third paragraph you don't offer evidence, just beliefs."
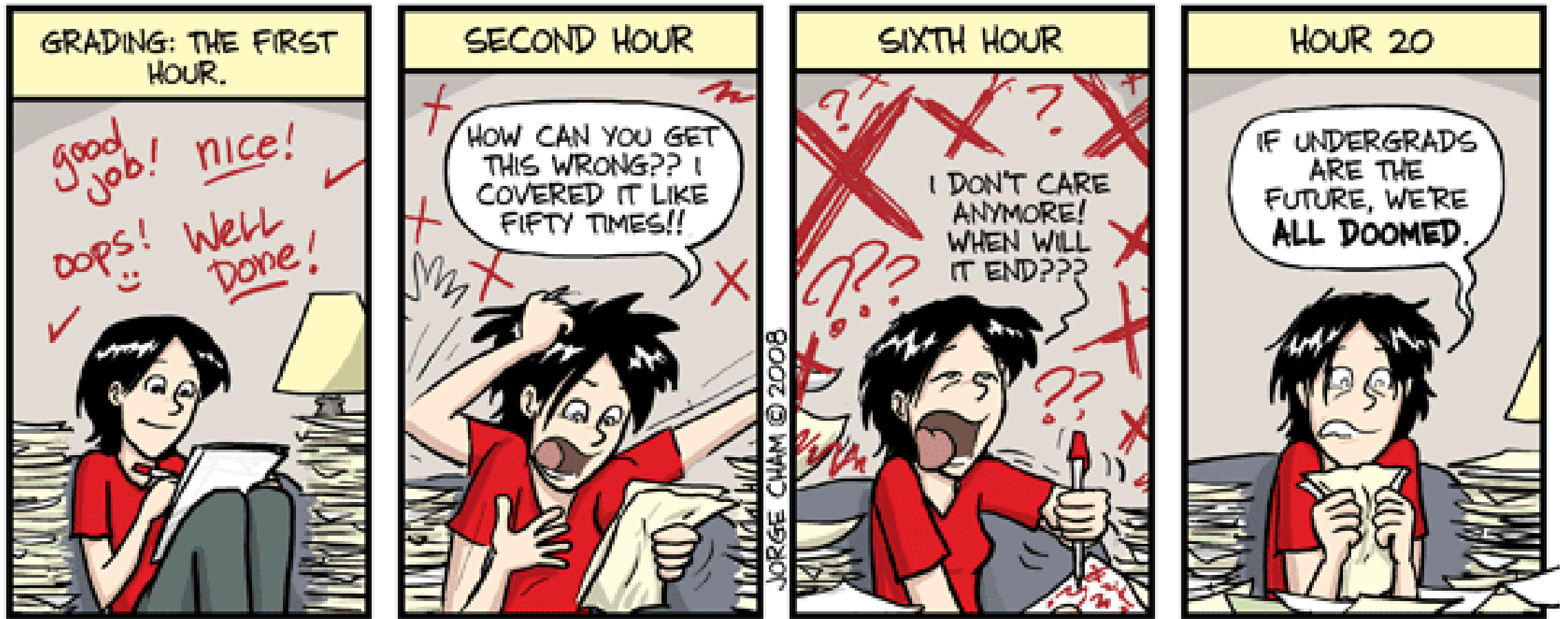
More Opportunities for Feedback
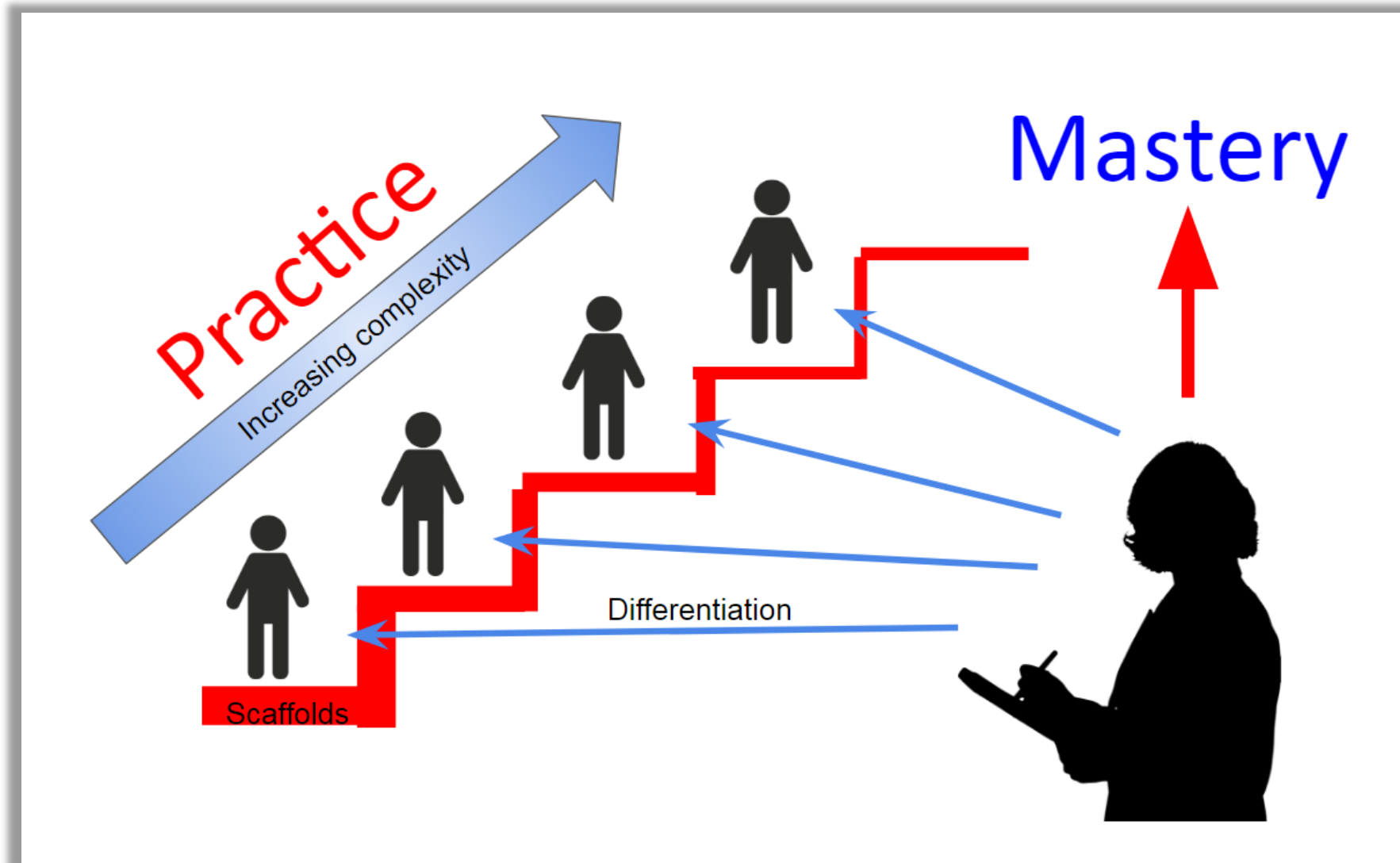
Ways to Maximize Your Time When Grading Online Coursework
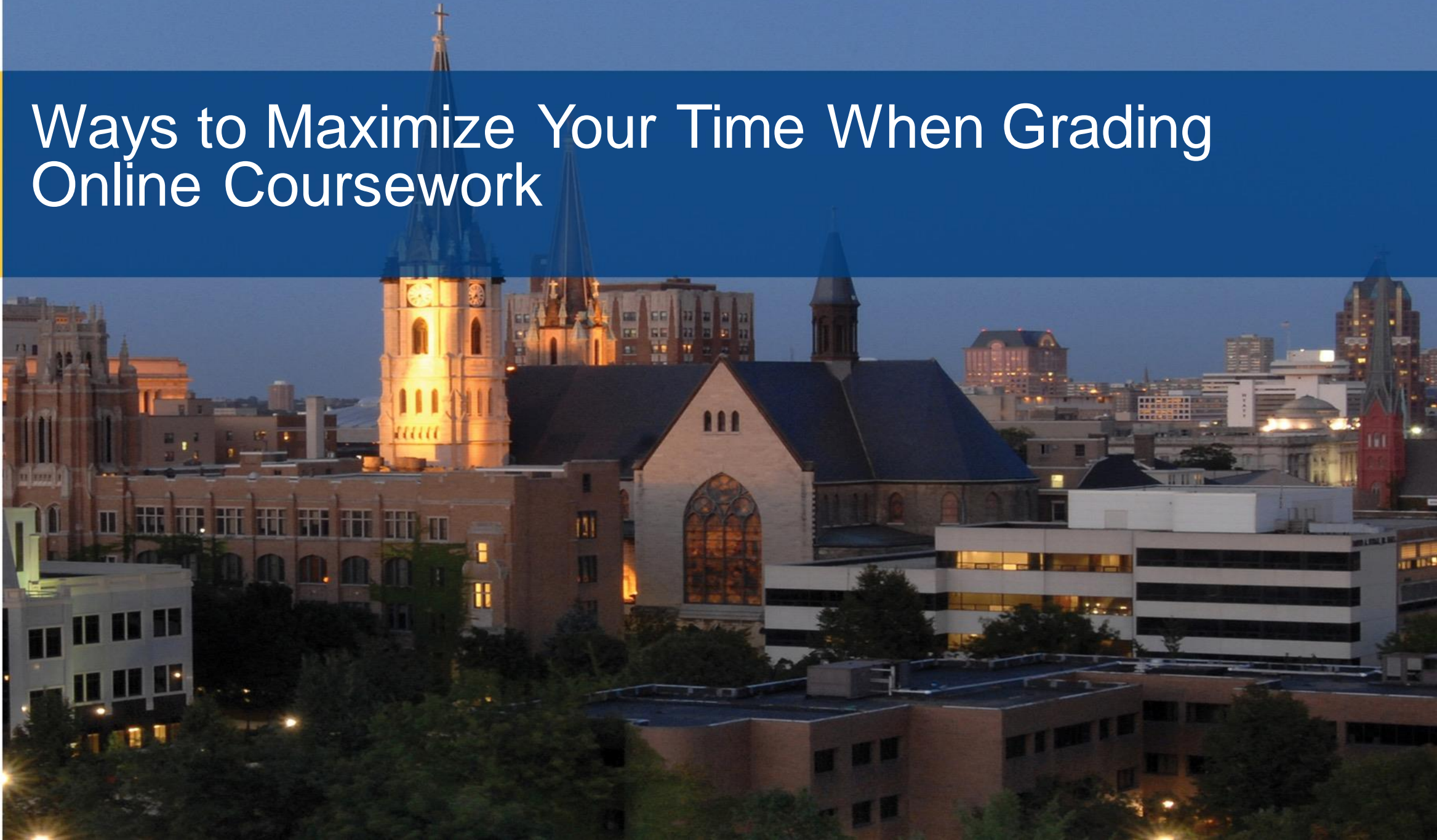
Ways to Maximize Your Time

- Give clear parameters for grading.

- Make common mistakes comment sheet.

- Giving one assignment with revisions.

- Attaching assignments to D2L gradebook.

- Use auto graded question types.

Rubrics: Making Grading Practical

Analytic Rubric

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

From Know Your Terms

Single Point Rubric

Breakfast in Bed: Single-Point Rubric

Concerns *Areas that Need Work*	Criteria *Standards for This Performance*	Advanced *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

From Know Your Terms

Rubric from Project Instructions

- Form a coherent, logical argument with a clear structure.

- The student should have a clear thesis statement.

- Each essay should demonstrate the student's knowledge of the course concepts.

- Students should also use specific facts or ideas from the textbook.

		Excellent	Satisfactory	Developing	Does Not M...	Not Comple...		
	+	4 pt	3 pt	2 pt	1 pt	0 pt	+	›
⋮⋮	Coherent and Logical Argument	Argument is clearly stated and is intuitive	Argument is ade-quately stated and with some degree of clarity	Argument is vague and some-what unclear	Argument is in-complete and unclear	No argument stated		/ 4
		Initial Feedback						
⋮⋮	Supporting Facts and Materials	Complete argu-ment is support-ed by facts and materials. All are cited properly	Argument is sup-port to an ac-ceptable level. More than 2 of the facts are cit-ed correctly.	Argument is sel-dom supported. Fewer than 2 of the facts are cit-ed correctly.	Argument sup-port is unclear. All facts are ei-ther not cited or all are cited incorrectly.	Not completed		/ 4
		Initial Feedback						
⋮⋮	Demonstrates Knowl-edge and Concepts	Superior demon-stration of knowledge and concepts of the course	Adequate demonstration of knowledge and concepts of the course	Minimal demon-stration of knowledge and concepts of the course	Inadequate demonstration of knowledge and concepts of the course	Not completed		/ 4
		Initial Feedback						

Involving Students With Feedback

- Provide guidance and practice opportunities on feedback.

- [TED Talk: Secret to Giving Great Feedback](#)

- Ways to Implement -

  - [Turnitn Peer Mark](#)

  - D2L Discussion Boards

  - Grade previous work with the rubric

Providing Meaningful Feedback
Technical Section and How To
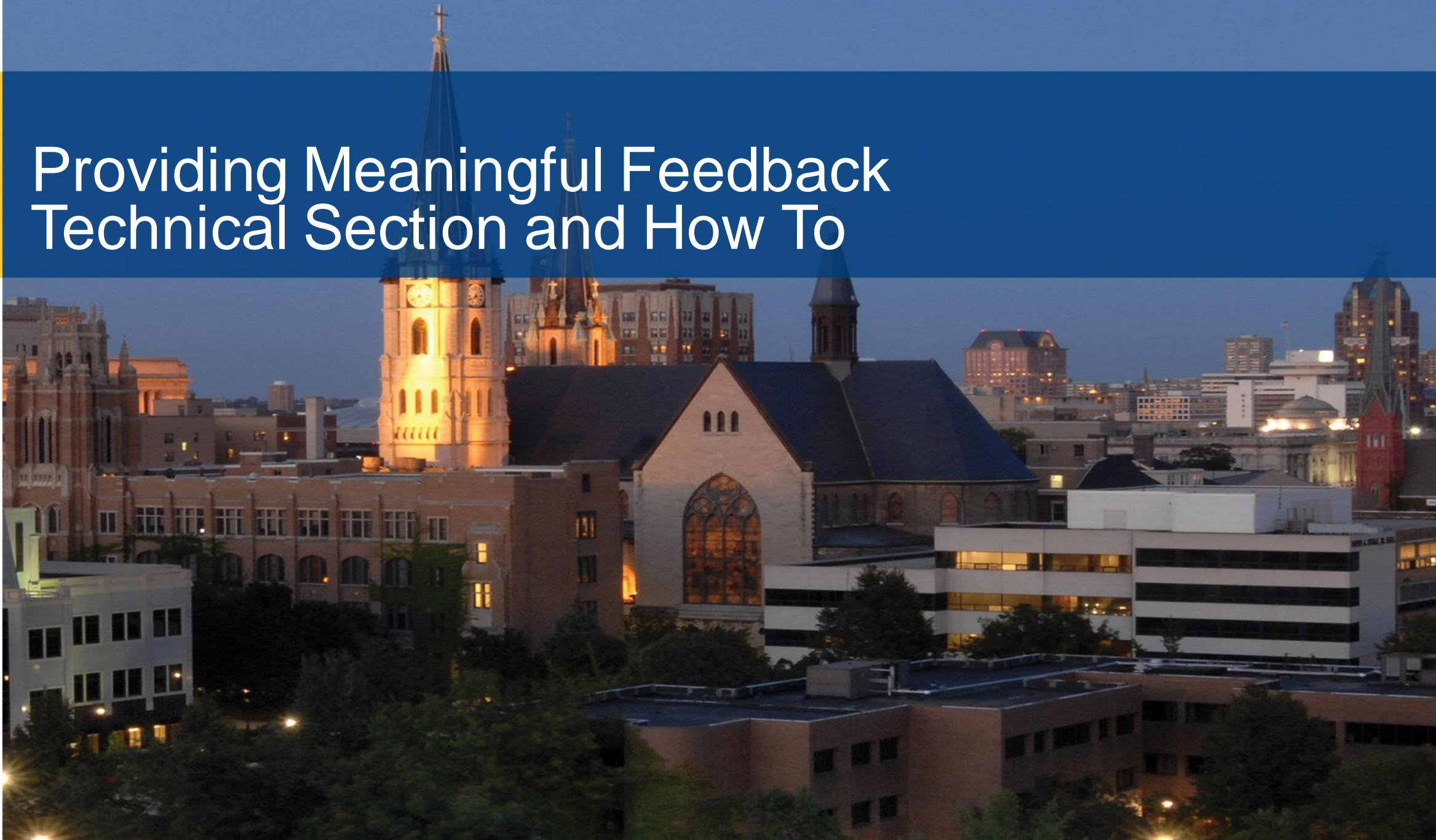
Dropbox assignment feedback

Feedback can be provided in several ways:

- Typed comments - a few short sentences of general feedback

- File upload – You can use Word 'reviewing' features to provide detailed comments, make corrections etc. Adobe Reader also allows annotating with typewriter tool

  - **Add feedback files** button allows you to download entire folder, make edits or comments within each file, then re-upload the files with feedback

- Brightspace Assignment Grader app - for iOS or Android **tablets only** (not available for PC, Mac or phones)

- Anonymous Marking – optional, can help reduce unconscious bias

Anonymous Marking

☐ Hide student names during assessment

Dropbox assignment feedback

The submissions

tab under

Assessments->

Dropbox

Note: easy way to email students without submissions, remind as due date approaches, Inform them of a missed deadline

Dropbox assignment feedback
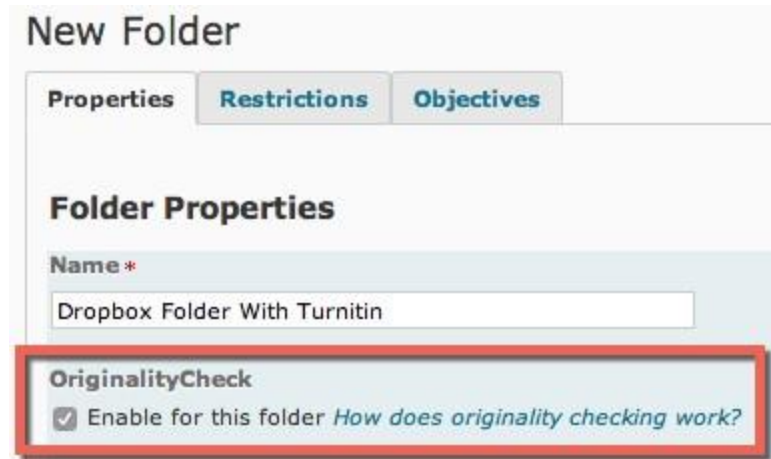
Feedback can be provided several ways:

On first pass, buttons appear as Save or Publish. Publish releases feedback to students immediately. Save just saves, you can publish all later, i.e. after due date.

TurnItIn originality checking

- Provides a [Similarity Report](#), which compares a student's work to a continuously updated database of:
- – Previously submitted student papers
  - – Journal articles
  - – Accessible internet sites

See excellent LibGuide:

https://libguides.marquette.edu/turnitin/D2L-instructors

Quiz & exam feedback

Feedback can be provided in several ways:

- Multiple choice & typed short answer can be set for instant feedback

- Two types of written feedback: per quiz & per question

Quiz Results

Question 1

THE FRIEND: Your friend has selected a favorite, cozy restaurant. The walls ho

The head waiter knows your friend well. Upon your late arrival, he shows you t

Your friends surrenders to indecision over the menu selections and asks you to
upcoming tenth high school reunion. High school holds fond memories for you
hesitates to say anything to the waiter: "I hate to trouble him. He's so busy."

You finish your meal well before your friend does. Before the check arrives, the
and how it might benefit your project. His lunch never does get finished. As yo

- ○ D
- ○ I
- ✓ ● S
- ○ C

Save Time

6:56 PM

Score

[5] / 5 (auto-graded)

▼ Collapse question feedback

Feedback

[   ]

Feedback per question
(probably most useful for
written responses)

Attempt

[Attempt 1   ⌄]

Attempt 1

Adrian Kasperowicz (Id: 005174083)

Due on Sep 25, 2019 11:59 PM
Available until Sep 28, 2019 11:59 PM

Written: Sep 25, 2019 6:45 PM - Sep 25, 2019 6:56 PM

Quizzes Event Log

Timing

Time Spent: 0:11:29

Time Limit: 0:20:00 + 5 min(s) grace period. Not exceeded

Grading Feedback

[Auto-Grade]

Final Score *

[20] / 20

Student View Preview

20 / 20

Attempt Feedback

[   ]

Feedback for entire quiz

Adding Feedback to Multiple choice

Adding Submission View

Properties   Restrictions   Assessment   Objectives   **Submission Views**

Default View

The following is the submission view that will be released to users

Default View

Date: immediately

Show Questions? Show all questions with user responses

Show question answers: No

Statistics: none

Additional Views

Add Additional View

Adding Submission View

Limited Duration

☐ Limit the amount of time (in minutes) for which this view is available after the quiz is submitted

View Details

Show Questions?

⦿ Yes

○ Show questions answered incorrectly ❓

○ Show questions answered correctly ❓

○ Show all questions without user responses ❓

⦿ Show all questions with user responses ❓

☐ Show question answers ❓

☑ Show question score and out of score

○ No ❓

Discussion Replies vs. Feedback

Discussion Replies vs. Feedback

How to build a Peer Review Online

6.2 Peer Review Discussion Board ∨

👥 Group/section restrictions. 🔑 Includes assessment.

Due Friday by 11:59pm CST

We will use a Team Discussion Forum to facilitate peer review of our Future Pandemic Control Plans. This is not a formal peer review but rather an opportunity for you to learn from the various perspectives of your team members and hear a diversity of ideas about how to address a pandemic. In real life, pandemic response teams are made up of diverse stakeholders who all contribute their unique insights.

By Friday 11:59PM, you should read your three team members' plans and post a commentary to the Team Discussion Board under the new Thread "Peer Review Commentary". Here is what your brief commentary should include:

- Identify 3 strategies that seem to be common among your team's four plans and why you think you, as a team, all deemed these critical?
- Describe 1 or 2 ideas that you had not included in your plan that you learned from reading your teammates' plans that you

0   0

Gradebook

- Use the set up wizard
- Follow the steps to pick points or weights
- Once done add the categories and items

Enter Grades   Manage Grades   Schemes   **Setup Wizard**

Grades Setup Wizard

Welcome to the Grades Setup Wizard!

Current Grade Book Settings

Grading System

Weighted

Final Grade To Release

Release the Adjusted Final Grade

Rubrics

Questions & Discussion