

Great job!

LOL

I like where you said _____, but what about _____?

You didn't follow directions. This confuses me.

Follow the directions.

How did you arrive at this conclusion?

This sounds like you don't know what you're talking about.

Where did you indicate this? Say more.

Please refer to chapter 5 and check SAKAI!

Could you maybe say this differently?

Can you explain
this more?

This is
wrong.

**GIVING FEEDBACK ON STUDENTS'
WRITTEN WORK: EFFICIENT AND
EFFECTIVE**

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SESSION GOALS

1. Explore a framework for responding to student writing
2. Identify and discuss different kinds of written feedback
3. Discuss examples of written work and practice responding positively and effectively

FEEDBACK ACTIVITY

1. This confuses me.
2. I like where you said ____, but what about ____?
3. Can you explain this more?
4. This is wrong.
5. You didn't follow directions.
6. Follow the directions.
7. How did you arrive at this conclusion?
8. Say more.
9. Great job!
10. This sounds like you don't know what you're talking about.
11. LOL
12. Where did you indicate this?
13. Please refer to chapter 5 and check SAKAI!
14. Could you maybe say this differently?

SESSION OUTLINE

1. Goals of Feedback
2. Instructor Role
3. Kinds of Feedback
4. Timing of Feedback
5. Practical Considerations
6. Student Response



GOALS OF FEEDBACK

Question: What are your goals when providing feedback?

- Focus the student's attention (what they have done or what they will/should do?)
- Provide guidance and instruction
- Improve student performance (on the next draft, assignment or test)
- Acknowledge the student's work

INSTRUCTOR ROLE



Facilitator

Collaborator

Interested Reader

Director

Authority

Detached Critic

INSTRUCTOR ROLE



Facilitator

Collaborator

Interested Reader

Director

Authority

Detached Critic

Question: What role will you take to accomplish your feedback goals?

KINDS OF FEEDBACK

Facilitator

Collaborator

Interested Reader

Director

Authority

Detached Critic



Student-based

Non-evaluative statements

Reflective comments

Questions (open and closed)

Teacher-based

Corrections

Criticisms

Questions

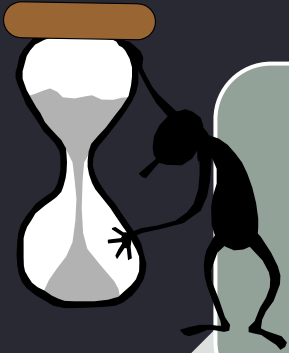
Commands

Praise

TIMING



PRACTICAL CONSIDERATIONS



Time

Consistency

1, 2, 3, 4
1, 2, 3, 4
&%*&!!

Your state
of mind

Students'
feelings



STUDENT RESPONSE

- Tell students your intentions by providing feedback.
- Tell students how to read your feedback.
- Tell students what to do with the feedback.
- Ask students for feedback on your feedback.

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PRACTICING FEEDBACK

Activity—see handout

WRAP-UP

- Feedback goals determine the instructor role, the kind of feedback, and the timing.
- Practical Considerations
- Student Response: tell them how to take up the feedback!

QUESTIONS?

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