I like where you said _____, but what about ____? You didn’t follow directions. 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? Please refer to chapter 5 and check SAKAI! Could you maybe say this differently? 

This confuses me. Can you explain this more? Say more.
GIVING FEEDBACK ON STUDENTS’ WRITTEN WORK: EFFICIENT AND EFFECTIVE

By Annalee Kodman & Susanna Molitoris Miller
University of Delaware
2012 TA Conference
8/21/2012
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
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?
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

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborator</td>
<td>Authority</td>
</tr>
<tr>
<td>Interested Reader</td>
<td>Detached Critic</td>
</tr>
</tbody>
</table>

**Student-based**
- Non-evaluative statements
- Reflective comments
- Questions (open and closed)

**Teacher-based**
- Corrections
- Criticisms
- Questions
- Commands
- Praise
TIMING
PRACTICAL CONSIDERATIONS

1. Time
2. Consistency
3. Your state of mind
4. Students’ feelings
• 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.
PRACTICING FEEDBACK

Activity—see handout
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?

Annalee Kodman akkodman@udel.edu
Susanna Molitoris Miller susannam@udel.edu