

The Need for Timely and Substantive Feedback

Student Centered Learning Workshop

Saturday, September 28, 2019 - 9:00 am- 10:00 am

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Objectives

- Defining - Timely and Substantive Feedback
- Leveraging course tools for intentional presence
 - Gift of substantive feedback





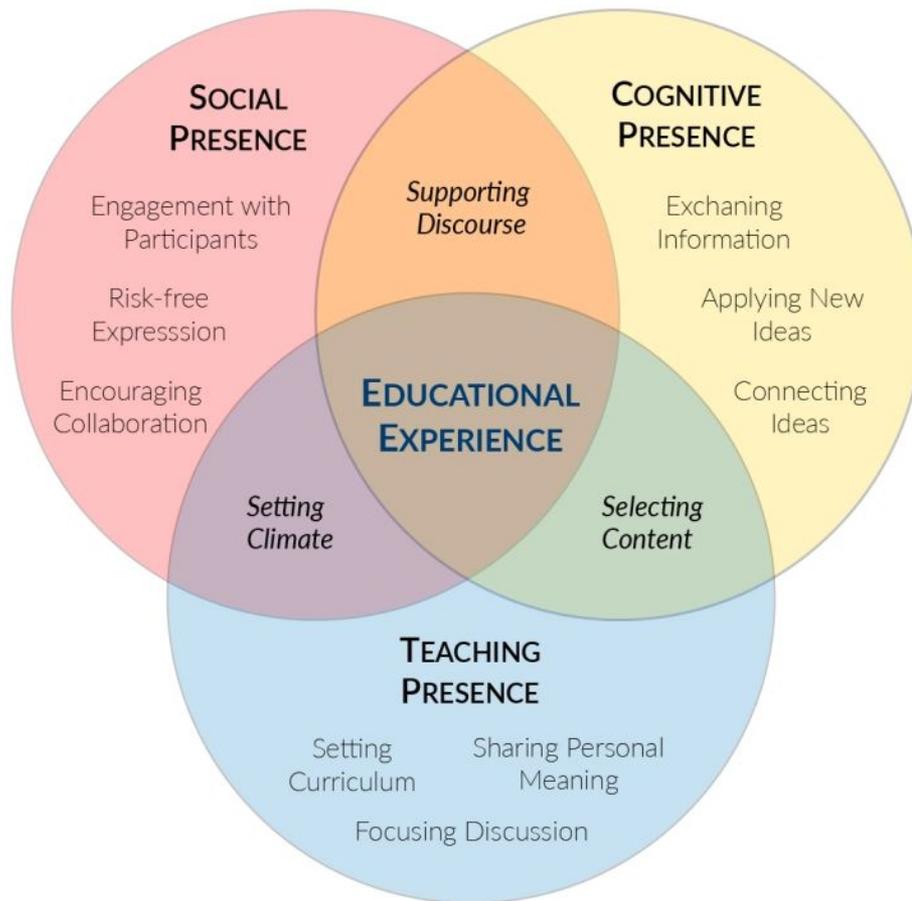
What is Timely?

What is Substantive Feedback?

"We all need people who will give us feedback. That's how we improve."

Bill Gates

The Community of Inquiry Model



Announcements

Announcements offer presence and substantive feedback opportunities for:

- Reiteration of policy and practice
- Clarifying a collective misunderstanding
- Extending the learning with supplemental reading/visual support
- Summarizing what was learned and preparation of next unit of study

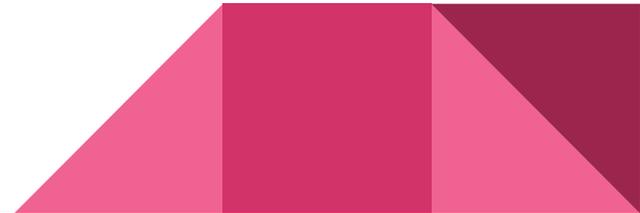


Announcements

*Reflection -

In your experience, what areas do students struggle in the hybrid/online course you teach?

How might an announcement be used to clarify and define the issue in a proactive attempt change the outcome?



Discussion Board

- Should simulate a F2F discussion -
- Opportunities to participate in the discussion to share instructor expertise
- Redirect student's thinking by asking higher-order questions to evaluate the student's level of concept understanding
 - Formative assessment and redirection

NOTE – Discussion Boards are a public format and evaluation of student work should not be made. Evaluation feedback should be made privately, ideally in the grading rubric



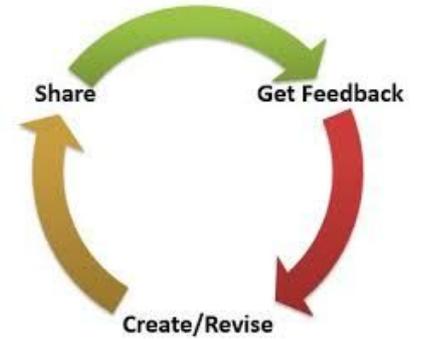
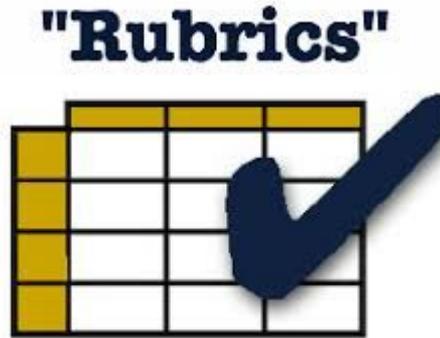
Journals

- Engaging in deeper 1:1 learning with the instructor
- Example



Assessments

- Rubrics
- Annotated
- Recorded



Recorded Feedback

Free Apps

Jing

Screencastomatic

YouTube - private channel must be secured

Virtual Call Applications

Zoom

Microsoft Teams

Skype

Blackboard Collaborate - must obtain a private course shell to use



Pulling it all together - Activity

DB prompt from 611 LAW - See handouts



What responses can you offer to prompt continued learning:

- Think of Deliberative Discourse
- Think about Bloom and other higher-order thinking questions

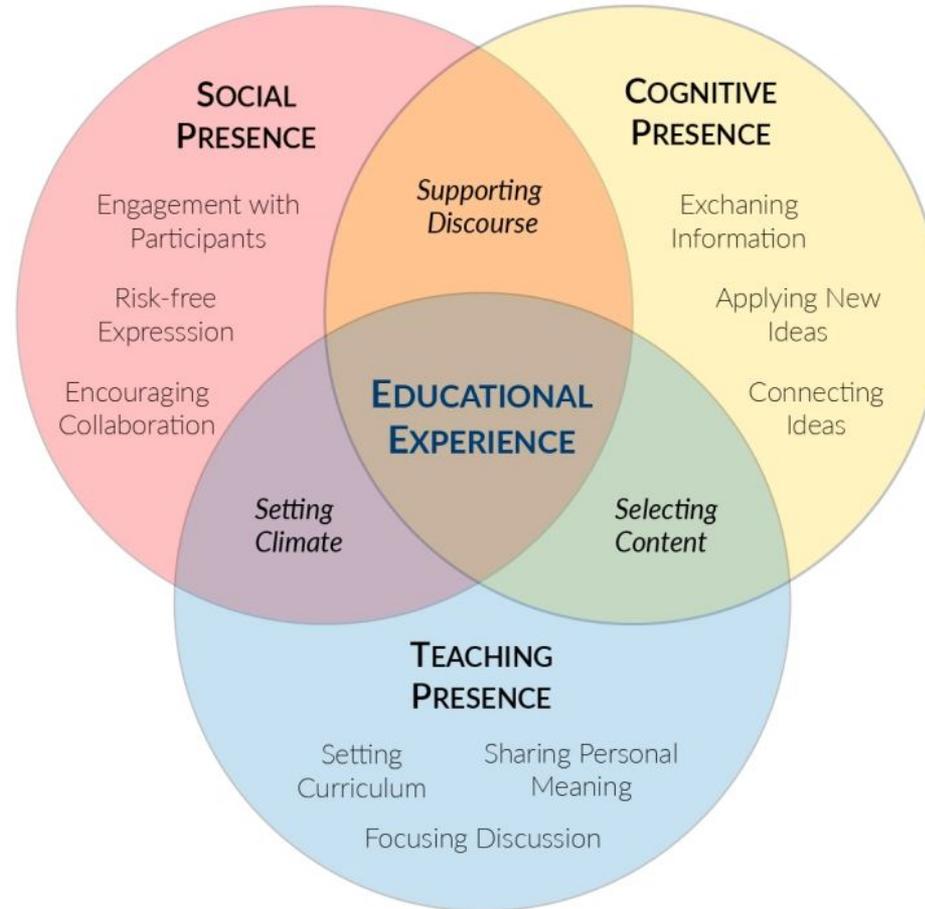
**Reminder - DB are public; refrain from evaluative statements to students' work.*

Optional:

Grading with the rubric - how are you and your partners scoring the same? Different?

What feedback for student improvement would you supply in the rubric?

The Community of Inquiry Model



Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87-105

In Conclusion

- Timely and substantive feedback from the online instructor offers students continued learning opportunities.
- Quickly graded assignments are still relevant for learning.
- Mistakes are learning opportunities to influence an improved attempt for the next assignment.

Will your intentional efforts to engage students be reflected in your course evaluations?

