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Exploring Different Feedback Practices in Your Classroom

ROBERT
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Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous Peoples from across Turtle Island, and we are grateful to have the opportunity to work on this land.



Access Check

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology
- Resources
- Pace
- Sound



Session Outcomes

- Explore foundational literature on feedback literacy, and feedback engagement for student learning
- Consider different feedback practices (scaffolded feedback, peer assessment, self-assessment, multi-modal feedback)
- Examine challenges and barriers to feedback uptake



Think-Pair-Share: What Makes Feedback Effective?



Think

- Reflect on your experiences of giving and/or receiving feedback. This could be either as an instructor, a researcher, or as a past student. What made feedback effective? What made feedback ineffective? How did you know?



Pair

- In your group, share your reflections. Make a note of some common or distinct themes that emerge from your conversations.



Share

- If you are comfortable, feel free to share some themes that emerged with the group.

Paradigm Shift in Feedback Research

From a one-way transmission of summative feedback from instructor to student, which is often a rationale for final assessments...



...to a student-centered approach to formative feedback, where students take an active role in engaging with feedback, and implementing it.

(Boud & Molloy, 2013)

Molloy et al.'s (2019) Feedback Literacy Model

Feedback literacy:
“the understandings,
capacities and
dispositions needed
to make sense of
information and use it
to enhance work or
learning strategies” (p.
1315, Carless & Boud,
2018).



Design considerations for promoting feedback literacy

Student generated feedback

- Peer assessment
- Self assessment and self reflection

Instructor generated feedback

- Scaffolding assessment
- Designing to make feedback visible
- Multi-modal feedback



Peer Review and Feedback Literacy

Providing peer feedback: students get a better sense of academic criteria, and use it to judge the quality of peer work. In the process, they learn how to improve their own work, this is called *evaluative judgement*.



Peer feedback
provider

Peer feedback
receiver

Receiving peer feedback: can help foster an awareness of strengths and areas to improve, Can support self-reflection, and communication skills in response to peer feedback.

Strategies for Structuring Peer Review



- 1) Communicate why peer feedback is beneficial, both in providing it, and receiving/responding to it
- 2) Guide students on how to produce effective feedback (realistic, specific, descriptive)
- 3) Have students familiarize themselves with criteria/standards, and a performance range of exemplars
- 4) Note the importance of tone in delivery (non-judgmental, direct, timely, constructive), as well as the emotional experience of receiving peer feedback

(Little, Dawson, Boud, & Tai, 2025)

Self Assessment & Self Reflection

- Students can engage with self-assessment or self reflection activities to assess their learning and performance
- Can support metacognition and motivate them to solicit feedback on their own
- Can support healthy relationship with feedback (agency)

(Andrade, 2019; McMillan & Hearn, 2008).



Self Assessment & Self Reflection

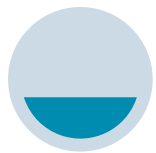
- Self reflection prompts
- Exam wrappers
- Rubrics to self assess work
- Reflect on peer-review feedback (what was useful, what was not)

(Andrade, 2019; McMillan & Hearn, 2008; University of Colorado Boulder, n.d.).

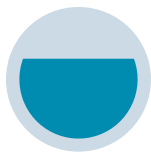


Instructor generated feedback strategies

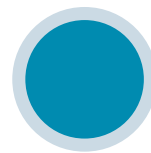
Scaffold assessments, so that there are feedback check-points.



Assignment 1
Instructor/TA
generated
feedback



Assignment 2
Instructor/TA
generated
feedback +
student
generated
feedback

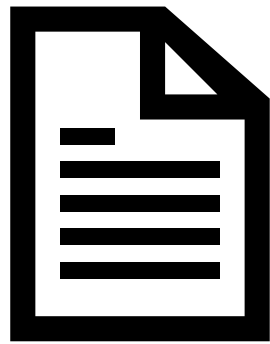


Assignment 3
Final
submission
w/
summative
feedback

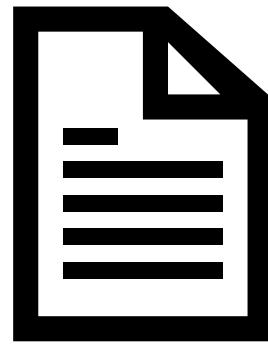


Instructor generated feedback strategies

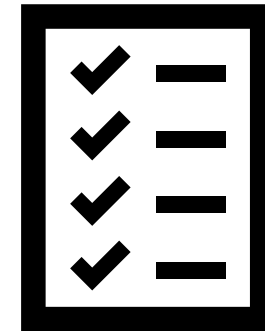
Design assessments so that feedback incorporation is visible.



Assignment 1



Assignment 2



Feedback
revision log



Instructor generated feedback strategies

- Consider multi-modal feedback (audio, video, etc.) for a more personalized approach
- Can foster trust and relationship building by conveying tone
- Can help to support the emotional experiences of receiving critical/constructive feedback
- Also consider feasibility and usability of multi-modal feedback

(Hinks, 2024; Lamb, 2008; Martin, 2020).



Challenges with feedback uptake

- Barriers to understanding feedback could affect how useful it is perceived to be
- Feedback given late may not be meaningful to students
- Students may be unsure of how to respond to feedback
- Receiving feedback is emotional; past negative feedback experiences could affect how learners engage with future feedback (may feel defensive, or be avoidant)

(Winstone & Carless, 2019)



Navigating difficult feedback conversations with students (6 minutes)

Case Study: A student approaches you in your office hours, and they are unhappy with their assignment grade. It's their first assignment for the term, and you've given them a 78% with feedback comments on their limited engagement with scholarly sources. The student is exasperated and says: "I worked so hard...I don't understand how I got such a low mark."

In groups of 3-4, discuss what approaches you would take to navigate this feedback conversation. Have one person be the note-taker who will report back to the larger group.





**Here
to support
you.**



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Thank You!

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- All images are from resources from Flaticon.com