

***Responsible
Grading:***
**The Importance
of Constructive
Feedback**

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April 19, 2016

1030 HAST

TCC 2016



Constructive Feedback

- **Emphasis:** As classes both on ground and online are unbundled, this reflects growing concerns about the application of classroom learning to the workforce as well as how students receive feedback in the classroom; providing effective and consistent feedback cultivates engagement in online undergraduate courses, and empowers students to continue pursuing college courses (and subsequently, creates more marketable candidates for the workforce).
- **Application Example:**
 - Kaplan University course, “Humanities and Culture”

Purpose of Constructive Feedback

- To bridge comprehension from instructor to learner
 - To scaffold learning
 - To provide individualized, personalized guidance
 - To reinforce instruction given in seminar or the classroom
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- **For feedback to be effective, it must address three key areas:**
 - What the student did well in the assignment
 - Upon what areas (if any) student should improve
 - How students may make this improvement for future assignments

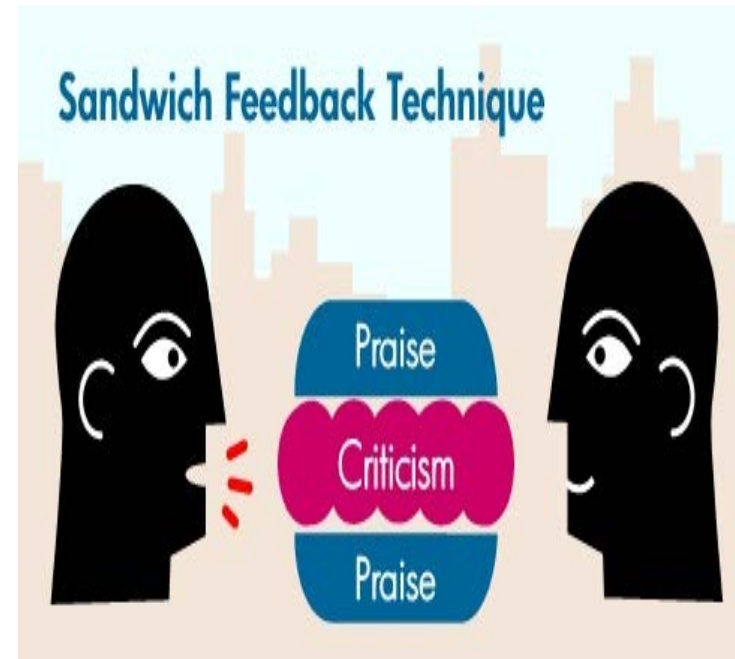


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Elements of Constructive Feedback

- **Constructive feedback should be:**
 - Timely
 - Specific
 - Task-focused
- **Format of constructive feedback:**
 - Formative assessments or end of term summative assessments
 - Provided to either an individual or a group (i.e., group project)
 - Summary via written / audio file comments
 - Grading rubrics (which include vital components of the assignments)

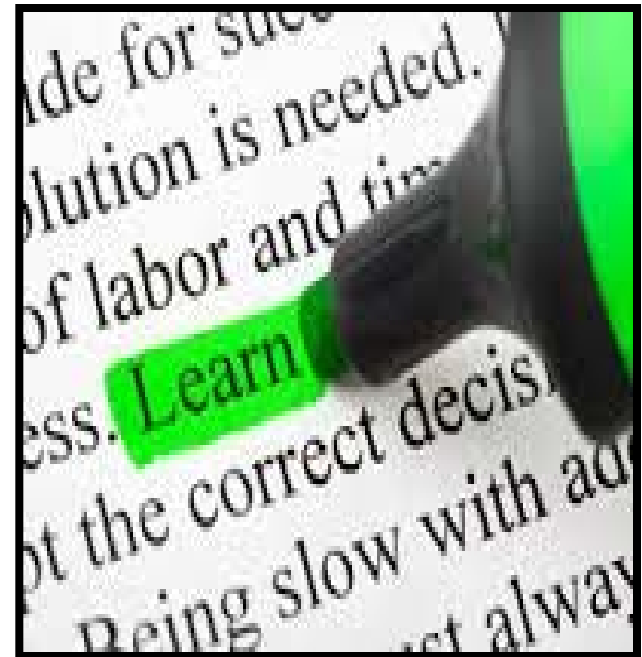


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Implementation in the Classroom

- **Poll Question:** Does the *trifecta* of clear learning objectives, assigned reading and writing activities, and meaningful feedback lead to confident students?
 - **A. Yes**
 - **B. No**
 - **C. Maybe**

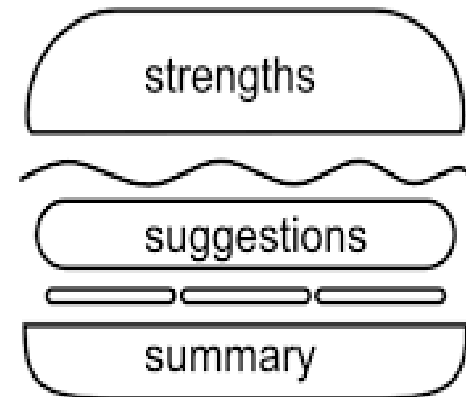


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What qualifies as “good” feedback?

- “Feedback is ... most effective when it is timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp” (Brown, Bull, & Pendlebury, 1997).



Examples

- **“Good” feedback or not?**
 - “Much of your argument in this paragraph appears to originate directly from our course text.”
 - “Your argument in this section is generally sound.”
 - “Your arguments here are based on the course text and not on your own analysis.”

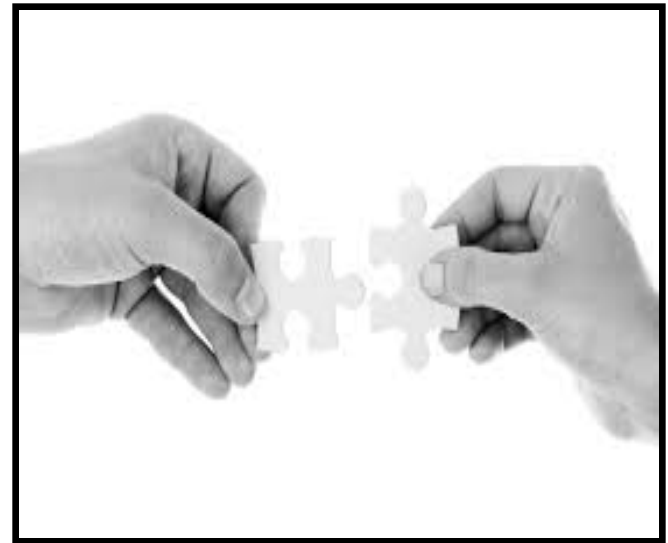


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Course Example: Humanities and Culture (Unit 8)

Grade:	Grading Criteria
A: 90 -100 points	• Assignment demonstrates a strong understanding of one event from the American Revolution and one event from the era of Industrialism, Realism, and Nationalism. • Assignment communicates with creativity, specificity and content how the student from modern day would react to these two eras • Assignment is written with clarity and effectiveness. • Assignment meets posted length requirements, uses and cites the text, demonstrates college-level writing, organization, and properly implements APA citation.
B: 80-89 points	• Assignment demonstrates a good understanding of one event from the American Revolution and one event from the era of Industrialism, Realism, and Nationalism. • Assignment communicates with creativity, specificity and content how the student from modern day would react to these two eras • Assignment is written with some clarity and effectiveness. • Assignment meets most posted length requirements, uses and cites the course materials, and demonstrates college-level writing, organization, and APA citation.
C: 70-79 points	• Assignment demonstrates a vague understanding of one event from the American Revolution and one event from the era of Industrialism, Realism, and Nationalism. • Assignment communicates with some understanding how the student from modern day would react to these two eras. • Assignment has several mechanical or stylistic errors. • Assignment does not meet posted length requirements, does not use and cite course materials, or does not demonstrate college-level writing, organization, and APA citation.
D: 60-69 points	• Assignment does not clearly explain one event from the American Revolution and one event from the era of Industrialism, Realism, and Nationalism. • Assignment identifies how the student from modern day would react to these two eras, but the explanations are vague and unclear. • Assignment has several mechanical or stylistic errors. • Assignment does not meet posted length requirements, does not use and cite course materials, and/or does not demonstrate college-level writing, organization, and APA citation.
F: 0-59 points	• Assignment demonstrates little or no understanding of unit learning outcomes and course materials. • Assignment fails to communicate learner's perspective and interpretations. • Assignment has several mechanical or stylistic errors. • Assignment does not meet posted length requirements, does not use and cite course materials, and/or does not demonstrate college-level writing, organization, and APA citation.

What do you think?

In a society in which students are available to instructors 24 / 7 through technology, is constructive feedback even more significant than in previous decades?



Image retrieved from
<http://nkelber.com>

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