

“Nothing that we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence our students for the rest of their lives and careers—fine if we get it right, but unthinkable if we get it wrong” .

(Race, Brown, & Smith, 2005, p. xi)

# Providing Learner-Centered Feedback Using a Variety of Technologies

CIDER

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# Feedback

- Provides learners with information on how they're performing.
- Is not the grade on a paper (Wiggins, 2012).
- Is the comments, questions, information, on how we are achieving our predetermined goal.
- Includes emoticons, facial expressions, language, tone, body language, gestures, and comments made during the learning process.
- Can be related to assessment and grades.

# Assessment

- Ongoing (Martel & Calderon)
- Way of determining learner growth in KSAs
- Provides learners with information on how they're performing
- Summative-Formative

# Learner-Centered Feedback

- Focused on the learner
- Information about their performance (JISC)
- Focus on improvement and how to bring work to the next level
- Part of the learning process (Blumberg)
- Coaching
- Learner autonomy

# Why Learner-Centered?

- Aids in learning
- Confirms learning
- Encourages learner to think beyond mandate of assessment
- Learner gains confidence
- Helps learner reflect

# When?

- When do we provide feedback?

Let's explore...

What is it's purpose...

# Purpose of Feedback

- Lets learners know they are doing well
- Corrects misconceptions
- Makes suggestions for improvement
- Promotes motivation
- Highlights what learners are learning
- Identifies learner challenges
- Provides sense of gratification
- Provides a grade



# Types of Feedback

- Formative
- Summative
- Formal
- Informal
- Intrinsic
- Extrinsic
- Internal
- Informational
- Instructional
- Corrective
- Appreciative

# Etiquette

- Timely
- Constructive
  - Positive comments
- Clear
- Concise
- Motivating
- Provides suggestions for improvement
- Focuses on the content and criteria
- Avoids huge “X”
- Not formulated under fatigue

# Guidelines

## SMART

- Specific
- Meaningful
- Applicable
- Reflective
- Timely

## FIDeLity

- Frequent
- Immediate
- Discriminating
- Lovingly delivered

# Nichol's 7 Principles

- Clarifies expectations
- Promotes self-assessment & reflections
- High-quality info about learning
- Teacher and peer dialogue
- Positive motivation and self-esteem
- Close the gap
- Teacher improvement

# Approaches to Feedback

- Critical thinking
- Constructive feedback
- Checklists
- Rubrics
- Attainment of competencies
- Self-assessments or self-checks
- Continuous feedback throughout work

# E-feedback Methods

- PARTICIPANTS:
- What types of e-feedback have you used?

Type responses in chat/text box.

# E-feedback Methods

- Audio
- Video
- Rubrics (electronically)
- Text-based (electronically)
- Document markup with slates and tablets
- Screen captures with annotations
- Scanning of handwritten comments
- Email and text messaging
- Automated
- Synchronous sessions

# Audio

- Include the learner's name in the file name
- Identify the assignment name, learners name, date and your name in the audio file
- Speak clearly and slowly
- Signoff with your name and a way for learners to contact you
- Send raw files, or embed in submitted document



# Sample Audio

## Mike's Cupids Feedback audio file

### The History of Cupids

The history of Cupids is interesting as it is the oldest European settlement in North America.

The first year round settlement in Cupids was in 1610, when John Guy and fourteen men settled there. To prepare for the winter, they built a shelter for themselves, the animals, and their provisions.



# Video Screen Captures

- Can use free software for example: Cam Studio
- Can use Captivate or Camtasia
- Can provide better explanation
- Time for learning software

# Sample Video Feedback



# Sample Video Feedback



Photo by Molly Lai

Assessment Criteria	3 Excellent	2 Sufficient	1 Poor	0 No Evidence	Score
<b>1. Cover Sheet (1)</b>	Complete; contains all necessary information	Some information missing; not all appropriate signatures included	Incomplete; essential information missing; appropriate signatures not included	Not provided	<b>/3</b>
<b>2. Descriptive Title (1)</b>	Succinct and informative	Concise yet lacks clarity	Vague	Not provided	<b>/3</b>
<b>3. Abstract (1)</b>	Informative and succinct; provides specific details about the educational issue, variables, context, and proposed method(s) of the study	Relevant, offers details about the proposed research study	Lacks relevance or fails to offer appropriate details about the educational issue, variables, context, or methods of the proposed project	Abstract is omitted or inappropriate given the problem, research questions, and method.	<b>/3</b>
<b>4. Applicants (1)</b>	Clear and concise description provided of each of the applicants' experience as is relevant to the project	Description provided of applicants' experience as is relevant to the project	Vague description of applicants' experience provided with questionable relevancy to the project	No description provided of applicants' experience or connection to the project	<b>/3</b>
<b>5. Literature Review (2)</b>	Clear and thorough introduction; sufficiently grounded in relevant scholarly research that supports the intended pedagogical aims and methods; demonstrates knowledge of issues involved in project; synthesizes recent literature in project area; well organized and engaging to read	Clear introduction and background; grounded in research that supports the intended pedagogical aims and methods; demonstrates knowledge of issues involved in project; synthesizes recent literature in project area; organized and engaging to read	Introduction and background unclear; vaguely shows how project is grounded in research that supports the intended pedagogical aims and methods; unclear about knowledge of issues involved in project; fails to synthesize recent literature in project area; lacks grounding in scholarly research that supports the intended pedagogical aims and methods; poorly organized	Introduction and/or background not provided; literature review is incomprehensible or confusing consisting of articles not related to relevant research	<b>/6</b>

# Text-Based

- Word processor
- Use comments tool rather than track changes
- Or add column to record comments
- You can adjust your comments easily
- Less paper (when not printed)
- Faster return

# Sample Text-Based - Comments

<p>In comparing “The Song My Paddle Sings” by Pauline Johnson, a First Nations Canadian, to the “Paddle to the Sea” by Holling Clancy Holling, an American. “The Song my Paddle Sings” is a poem and “Paddle to the Sea” is a children’s book. Both of these pieces of Canadian literature, tell the adventures of a canoe, (one a real canoe and the other a toy), on Canada’s inland waterways.</p>	<p><u>This paper reads well overall. This represents a good introduction to the essay. Great choice of texts for comparison. There are a few points to consider. See details below.</u></p>
<p>Johnson uses <u>Annamapeia</u> effectively to represent the movement of the wind or river and the speed of the canoe as it moves down the river.</p>	
<p>The children’s story “Paddle to the Sea” is about a native boy’s toy canoe that is placed on melting snow, and when the snow melts, the canoe is carried to a stream, joins another river, eventually makes it to a river that takes the canoe through the Great Lakes, and down the St. Lawrence Seaway.</p>	<p><u>This section could be more effectively described using multiple shorter sentences.</u></p>

**Comment [J1]:** Use, former, later to make it more specific

**Comment [J2]:** Good example of concept

# Sample Feedback - Columns

You have written a good essay. It can be improved with some more editing. Please see comments in column on the right.

<i>Student Work</i>	<i>Feedback</i>
<p><b><i>Cognitive Theory</i></b></p> <p>The cognitive theory is based on works by Gestalt, Bode, Paiget, Ausubel, Bruner, and Gagne. In the cognitive theories the learner makes meaning of their experiences. A cognitive process takes place that enables the learner to piece together experiences to find solutions to problems. Knowledge is transferable from one situation to another. 'Deep' learning can take place when reason rather than rote learning is used. Methods that can be used for the cognitive theory include case studies, simulations, problem-based learning (Merriam &amp; Caffarella, 1991).</p>	<p>It is good to identify the theorists associated with the chosen theory. You provided a clear definition.</p> <p>Could this theory be used for surface learning?</p> <p>Why did you choose this theory?</p> <p>What about it drew your attention?</p> <p>Can you think of other examples or non-examples of methods?</p> <p>Careful of grammar.</p>



# Sample PDF Markup

21 May 04

Why the date at the top? Where is the cover page?

**Sticky Note** 10/9/2009 11:24:9  
jcostello Options ▾  
Why did you go to the clinic to begin with? what brought you there?

My Experiences as a Lab Rat Being Interrogated by the FBI

This morning I went to the **Voice Clinic at Alphabet Hospital**. I was treated as a lab rat and major criminal.

redundant?

When I went to the reception counter I was given forms to fill in, asking permission to use the video tapes taken for teaching, and educational purposes. Being an instructional designer, I did not have problem doing this. In retrospect, it may have been better to wait to sign these. I think I am being used as a lab rat.!

I had an appointment for 10:30. It was after 11:00 before anyone said anything to me.

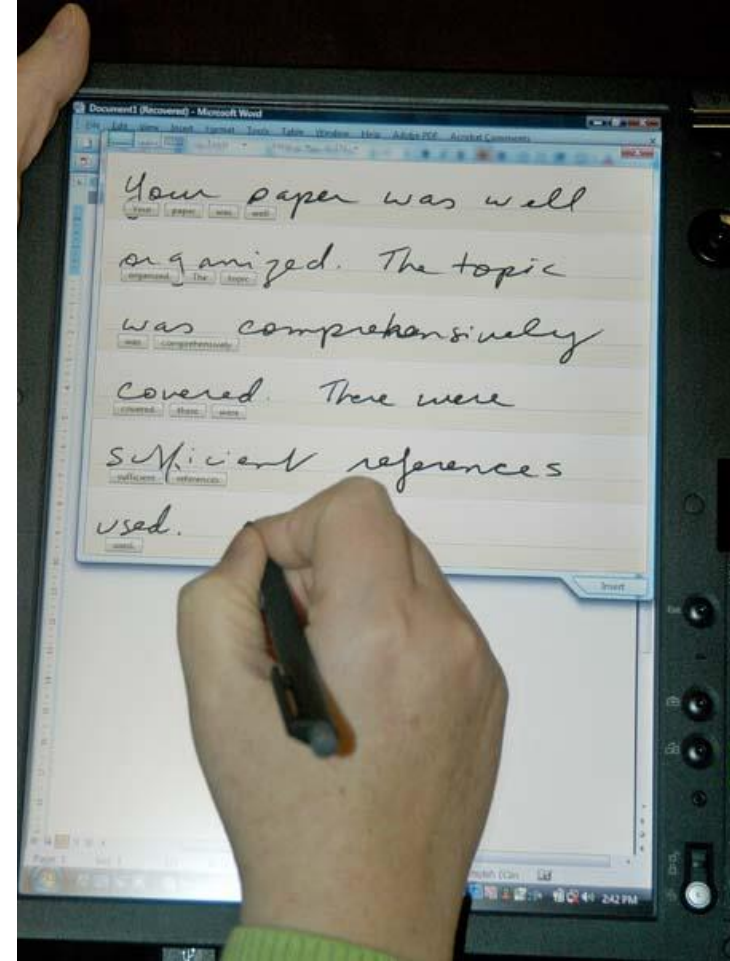
At about 11:05 I entered a room that had on one side a table with three chairs....all occupied. On the other side was a chair for me. Obviously the three on one side of the

# Markup with Tablet

- Use the stylus or mouse to 'write' on learner's documents through an input panel or on the slate
- Script is overlaid on document and when saved it becomes part of document
- Some technologies convert script to text

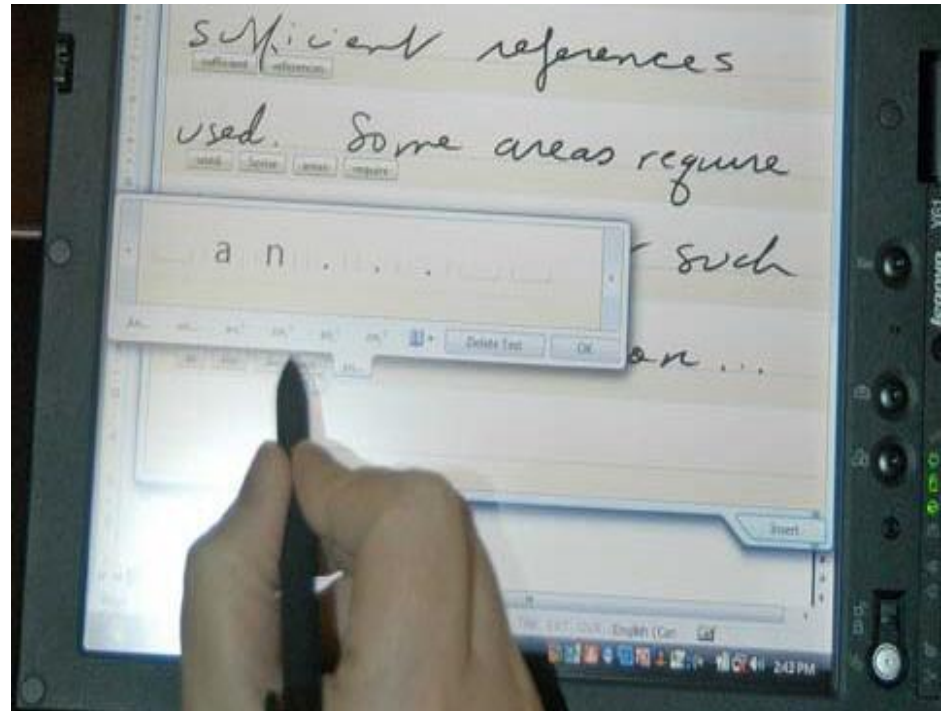
# Sample Markup with Tablet

- Train the tablet to recognize your writing using its Pen Flicks technology
- Use the Input Panel or slate to 'write' your feedback with stylus or mouse



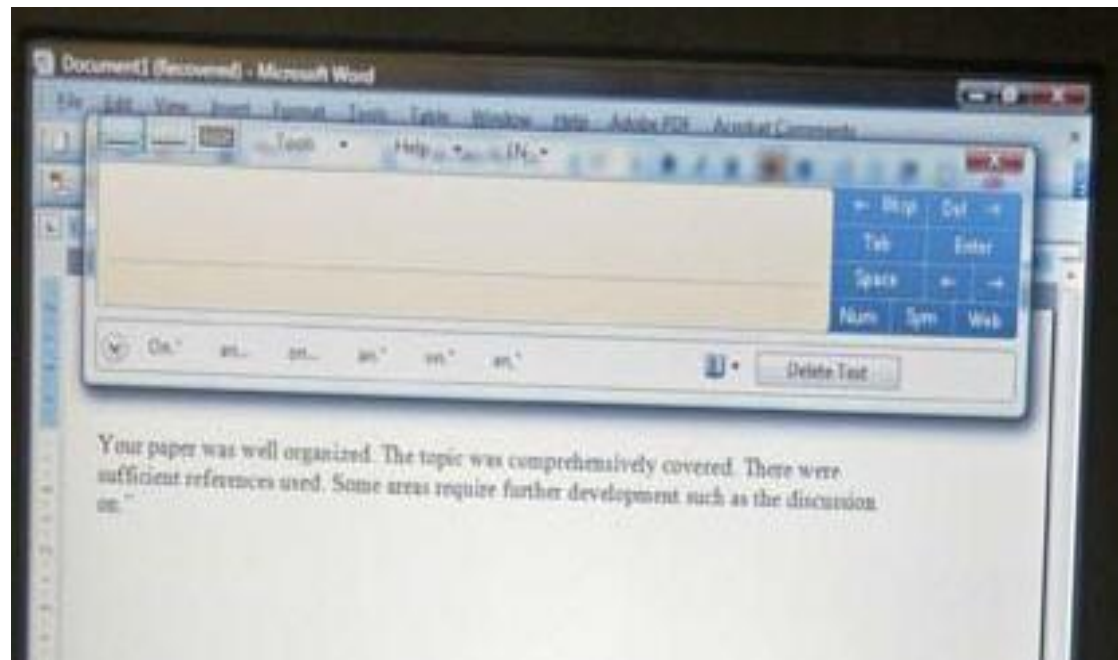
# Sample Markup with Tablet

- Correct script from available choices
- You can
  - select alternate words
  - strike out words to delete
  - remove words from dictionary
  - identify origin of words for spelling



# Sample Markup with Tablet

- Text appears in your document
- Spell check or adjust font or layout
- Return to learner



# Screen Captures

- Ctrl + PrtScrn - for entire screen
- Ctrl + Alt + PrtScrn - for active window
- Use Screen Capture software to control regions of screen or whole screen
- Software often comes with computer
- Useful in some situations

# Sample Screen Capture

## free collaborative tools

Published by [daphne](#) under [Instructional Design Techniques, Methods, Tips, etc., Literature sharing, Resources](#) [Edit This](#)

Oct

05

2009

**Are there any other tags  
you could have used?**

# Sample Screen Capture


21 May 04

My Experiences as a Lab Rat Being Interrogated by the FBI

This morning I went to the **Voice Clinic at Alphabet Hospital**. I was treated as a **lab rat** and major criminal.

When I went to the reception counter I was given forms to fill in, asking permission to use the video tapes taken for teaching, and educational purposes. Being an instructional designer I did not have problem doing this. In retrospect, it may have been better to wait to sign these. I think I am being used as a lab rat.

I had an appointment for 10:30. It was after 11:00 before anyone said anything to me.

At about 11:05 I entered a room that had on one side a table with three **chairs...all** occupied. On the other side was a chair for me. **Obviously the** three on one side of the room were on a team and I was not to be included on that team. (Out of date health care style?) I was definitely  could have been the scene



# Scanned Handwritten Comments

- Use pen to write comments then scan paper
- Learners still need to be able to decipher script!
- Reduces redistribution time
- Permanent record of feedback
  - can discuss online or through email
- Need access to scanner

# Handwritten Scan Sample

21 May 04

My Experiences as a Lab Rat Being Interrogated by the FBI

*Very interesting piece.  
There should be a  
coverage and  
use of stylized  
layout.*

This morning I went to the **Voice Clinic at Alphabet Hospital**. I was treated as a lab rat and major criminal.

*redundant*

*why did you go to the clinic  
to begin with? what brought  
you  
here?*

When I went to the reception counter I was given forms to fill in, asking permission to use the video tapes taken for (teaching, and) educational purposes. Being an instructional designer I did not have problem doing this. In retrospect, it may have been better to wait to sign these. I think I am being used as a lab rat.

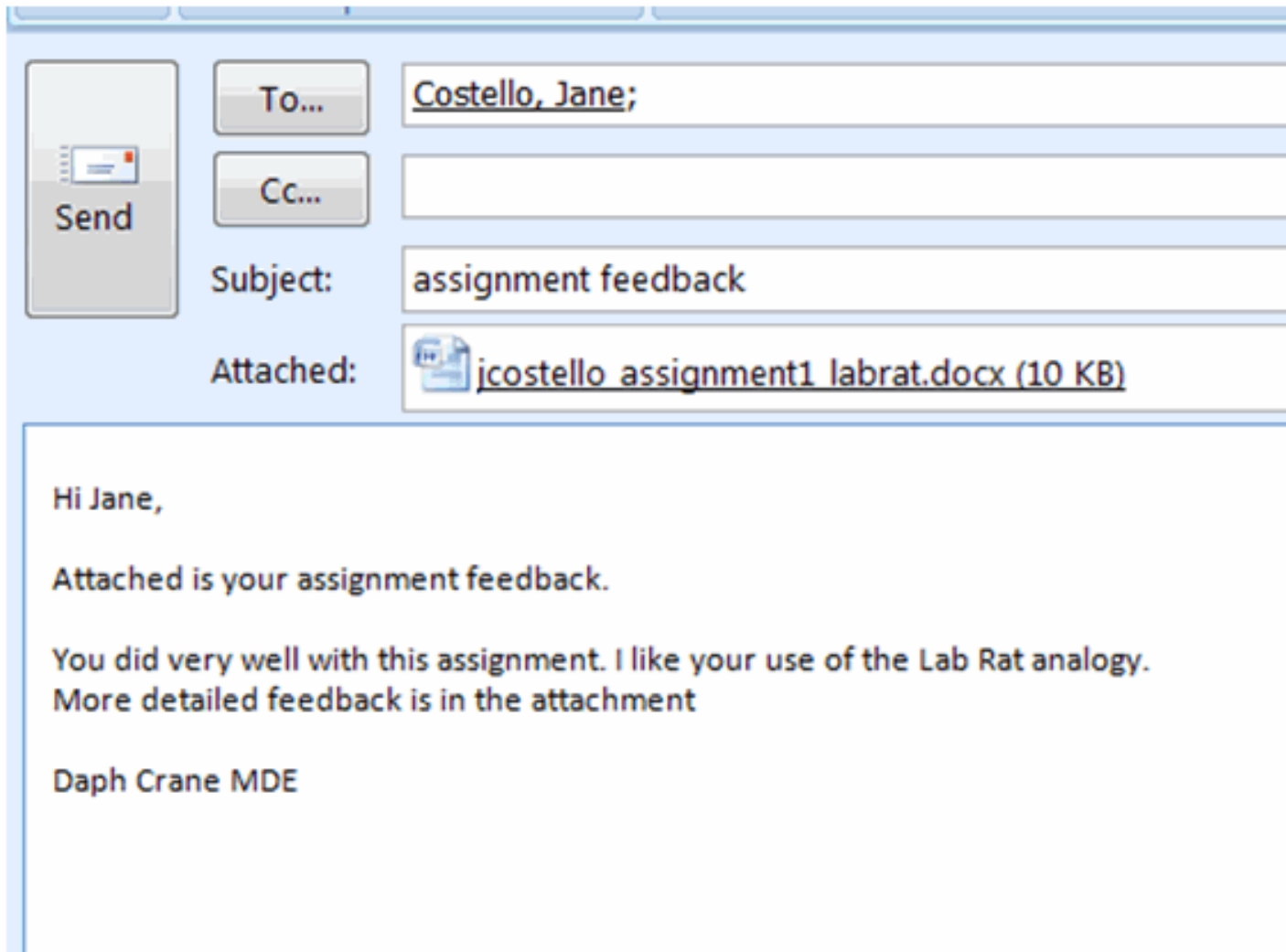
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# Email and Text Messaging

- Send feedback in email message or as attachment
- Use text messaging
  - might find a translator useful  
<http://www.noslang.com/>

# Sample Email



The image shows a screenshot of an email client's composition window. On the left, there is a 'Send' button with an envelope icon. To its right are 'To...' and 'Cc...' buttons. The 'To...' field contains 'Costello, Jane;'. The 'Cc...' field is empty. Below these is the 'Subject:' field with the text 'assignment feedback'. The 'Attached:' field shows a document icon and the text 'jcostello assignment1 labrat.docx (10 KB)'. The main body of the email contains the following text:

Hi Jane,

Attached is your assignment feedback.

You did very well with this assignment. I like your use of the Lab Rat analogy.  
More detailed feedback is in the attachment

Daph Crane MDE

# Sample Text Message



Message reads:  
*gr8 work 9/10 spk l8r  
pcm dc*

# Automated

- Good for quick checks or self-assessments
- Provides instantaneous feedback
- Allows learners to repeat exercise multiple times
- Identifies areas for further work
- Can promote motivation
- Takes time to setup and often requires programming

# Automated Examples

- Drag and drop
- Branching stories
- Multiple choice with direct feedback
- Short answer with direct feedback
- Drop down, toggle for checklist, or answer button etc.
- Labeling with direct feedback
- Image/diagram manipulation

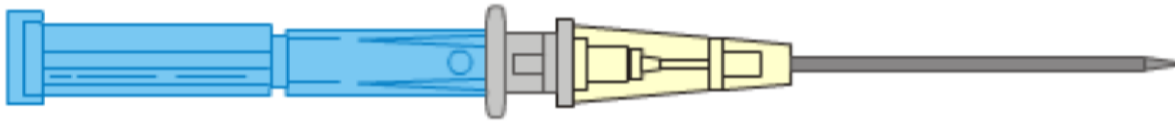
# Sample Automated

## The Angiocatheter

Drag the text to the appropriate part of the angiocatheter

[Printable version](#)

[RESET](#)



Flash back  
chamber

Catheter

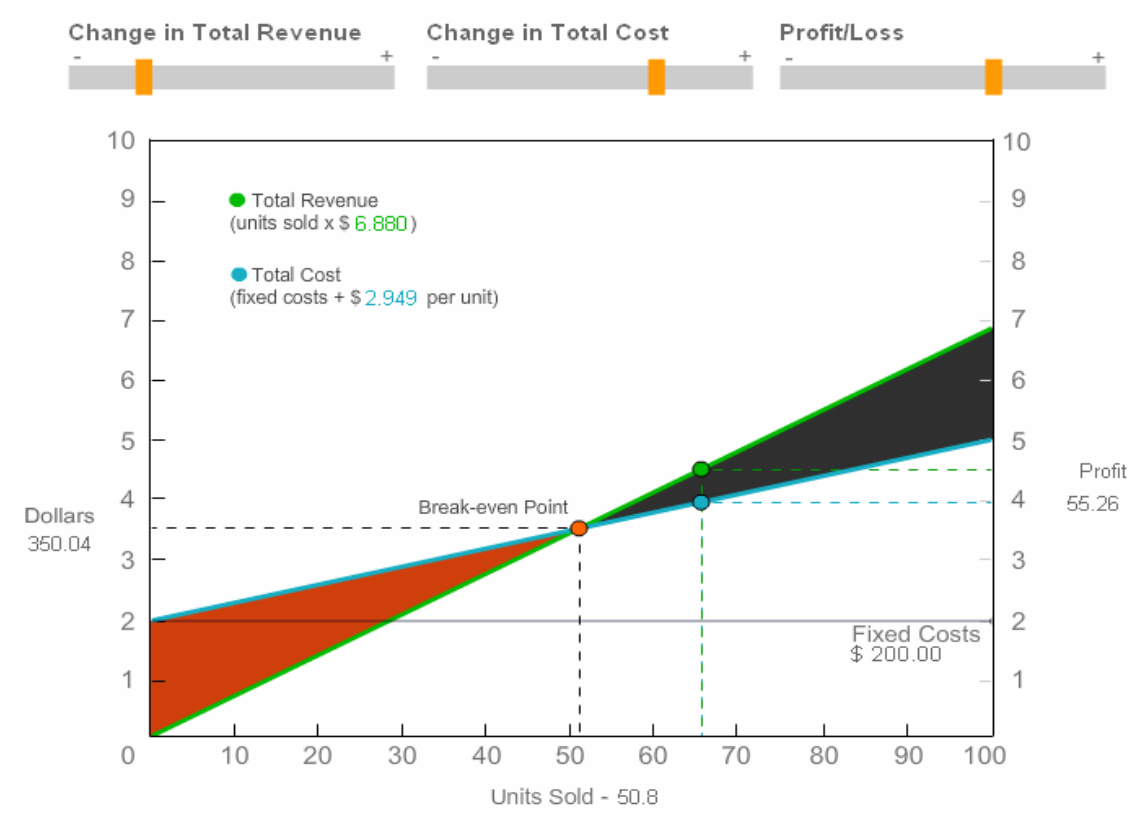
Needle

Catheter  
hub

Hydraulic  
filter



# Sample Automated



# Synchronous

- Face-to-face
- Telephone
- VOIP (Skype, E-Live!, NetMeeting, etc.)
- Webconferencing (E-Live!, Adobe Connect, Webex, NetMeeting, etc.)
- Text chat (IM, Yahoo, etc.)
- Txt messaging (cell phone)

# Synchronous

- Two-way interaction
- Method of choice if a learner did poorly
- Be aware of:
  - body language
  - tone of voice
  - response from learner
- Invite further discussion

# Sample Synchronous

Daph Crane	Hi Jane, would you like to discuss your assignment?	1:03 PM
Jane Costello	yes, i'm interested to see how I did	1:03 PM
Daph Crane	You did well. Let's start at the beginning.	1:03 PM
Jane Costello	oh, thank-you. I was a bit worried. I wasn't sure how I'd done.	1:04 PM
Daph Crane	I like your analogy of the lab rat. You use it well throughout your paper.	1:04 PM
	This was an excellent way to make your point.	1:05 PM
Jane Costello	thanks	1:05 PM
Daph Crane	In paragraph 3, you used a run on seid this in formal writing. ntence. We try to av	1:05 PM
	I'll try again, In paragraph 3 your used a run on sentence. We try to avoid this in formal writing.	1:06 PM
	I like the way you ....	1:07 PM





# Questions

Thank-you!

For further information, please feel free to contact us

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