FEEDBACK TOOLS FOR WRITING ASSIGNMENTS

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LEARNING OUTCOMES

Participants will be able to:

1. Discuss research-based strategies that avoid common grading and feedback issues.
2. Effectively and efficiently grade and provide feedback on writing assignments.
What issues do you face when grading and providing feedback on writing assignments?

Please write each issue on a separate sticky note.

Please try to limit to three issues.
WRITING ASSIGNMENTS: THE ISSUES

Issues:

• Takes a lot of time to grade and provide adequate feedback
• Need to be consistent across papers
• Want to be timely/quick return
• Dis appointing submissions
TIP 1: DRAFT-PLUS-REWORK

- Without encouraging or requiring drafts, students likely won’t draft
- Provide formative feedback, rather than summative feedback
- Require a response (point)
- Closer to actual process of writing

What is a first draft?

- A polished version of your story? ✗
- Writing you edit as you go? ✗
- A rigid blueprint for your book? ✗
- A first effort to tell your story from start to finish? ✓
- A step towards your final draft? ✓
- A concrete piece of writing you can work through with a writing coach or editor? ✓

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TIP 2: CHUNKING AND SCAFFOLDING WRITING ASSIGNMENTS

- Smaller, shorter, unique writing assignments (proposals, theatre plans, blogs)
- Or writing assignments that build on each other (literature review, methodology, introduction, results, discussion)
- Distributes grading time over the semester
- Dependents on learning outcomes
- Formative assessment vs. summative
TIP 3: PROVIDE ASSESSMENT CRITERIA IN ADVANCE

• How?
<table>
<thead>
<tr>
<th>QQC&amp;U WRITTEN COMMUNICATION VALUE RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone 4</strong></td>
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<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
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<td><strong>Content Development</strong></td>
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<td><strong>Genre and Disciplinary Conventions</strong></td>
</tr>
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<td><strong>Sources and Evidence</strong></td>
</tr>
<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
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TIP 4: HOLISTIC RATHER THAN PROXIMATE FEEDBACK

Carl climbed the west side of the tower and looked over miles of Indiana country. From this distance the fields had the look of a quilt, intersecting fabrics of soy and corn folding over the green plains toward the Thornhope elevators a mile in the distance, like twin bronze statues at the gate of the valley. The sun seemed to bake the earth, left dried gullies of red clay crusting along the highway behind a wild hair of clover and timothy. Everything seemed to make sense from this vantage point, the farmhouse appeared as a centerpiece in the landscape, a place in the universe things revolved around, were established.
**Table 1.** Main themes (psychological processes) and subthemes (barriers).

<table>
<thead>
<tr>
<th>Psychological process</th>
<th>Barriers to feedback recipience</th>
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<tbody>
<tr>
<td>(1) AWARENESS of what the feedback means, and its purpose</td>
<td>Inability to decode feedback</td>
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<td></td>
<td>Limited ‘feedback mental model’</td>
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<td>(2) COGNISANCE of strategies by which the feedback could be implemented</td>
<td>Poor knowledge of appropriate strategies</td>
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<tr>
<td></td>
<td>Poor knowledge of available opportunities</td>
</tr>
<tr>
<td>(3) AGENCY to implement strategies</td>
<td>Sense of disempowerment</td>
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<td></td>
<td>Difficulties with translating feedback into action</td>
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<td>(4) VOLITION to scrutinise feedback and implement strategies</td>
<td>Lack of proactivity</td>
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<tr>
<td></td>
<td>Lack of receptiveness</td>
</tr>
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(Winstone, Rowntree, & Parker, 2017)
TIP 6: LEVERAGE THE TECHNOLOGY

• Decide on pdf or word document- pros and cons to both
• Keep a document with common feedback
• Tools in Blackboard:
  • Highlight and comment
  • Written and oral feedback
  • Rubric
BEST PRACTICES

• Require students to respond (Fisher, Cavanagh, and Bowles, 2011)
• Allow revisions (formative; Shute, 2008)
• Timely (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991)
• Content critique > error correction
• Holistic > proximate feedback
• Don’t use RED for feedback (Dukes & Albaesi, 2012)
PUTTING THE TIPS INTO PRACTICE IN YOUR OWN COURSE

- Tip 1: Draft-Plus-Rework
- Tip 2: Chunking and Scaffolding Writing Assignments
- Tip 3: Provide Assessment Criteria in advance
- Tip 4: Holistic rather than Proximate Feedback
- Tip 5: Ensure your feedback is accessible
- Tip 6: Leverage the Technology
REFERENCES


WRITTEN COMMUNICATION VALUE RUBRIC

• What assignments would work well for this rubric? Not work well?
• Which performance descriptors provide the most feedback?
• What additional feedback would you need to provide?