Providing Meaningful Feedback
Presenters

Eric Kowalik
Instructional Designer
eric.kowalik@Marquette.edu

Britney Manning
Instructional Designer
britney.manning@Marquette.edu
Presentation Agenda

- Explain the difference between grading and feedback.
- Discuss best practices for effective and efficient feedback.
- Identify ways to maximize your time when grading online coursework.
- Explain how to use D2L tools to provide feedback.
- Discuss the benefits of using rubrics and best practices for creating them.
Course Template

1. Module Title

Overview

[Note to instructors: Write a short introduction to the module to provide context. What are the module’s topics and what should students pay attention to in this module? How does this module’s content relate to the previous module?]

Learning Outcomes

[Note for instructors: include module learning outcomes using an ordered list. What will students be able to do by the end of the module?] [For a guide on how to write measurable learning outcomes, see Detailed Learning Outcomes Explanation]

Resources

[Note for instructors: include required readings and resources using an ordered list.]

1. Read XXX. Contact librarian (link)
2. Watch XXX. Instructions for creating your own videos]

https://www.marquette.edu/center-for-teaching-and-learning/d2l-course-template.php
Providing Meaningful Feedback: Best Practices
What is Grading?

- Grading assigns value to student output.
- Pre-determine the grading criteria.
- Make sure grading is valid and reliable.
- Giving ONE writing assignment with two revisions or expansion -- instead of three different writing assignments - will ultimately result in better writing from your students and less time grading for you.
# Specifications Grading

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Level 1 (25 Points)</th>
<th>Level 2 (20 points)</th>
<th>Level 3 (15 points)</th>
<th>Level 4 (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visit Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every site visit</td>
<td></td>
<td>Every site has notes, but one or two days are not good/thoughtful</td>
<td>Every site has notes, but three of four days are not good/thoughtful notes OR one day of notes is missing</td>
<td>Not every day has good/thoughtful notes OR more than two days of notes are missing</td>
</tr>
<tr>
<td>includes good and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thoughtful notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about that site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has answers to all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>four questions on all</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>site visits (24 answers to questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is missing answers to no more than 8 questions across the site visits</td>
<td>Is missing answers to no more than 12 questions across the site visits</td>
<td>Is missing answers to more than half of the questions across the site visits</td>
<td></td>
</tr>
</tbody>
</table>

### Specifications Grading

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sites have Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Notes are Thorough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sites Notes are Thoughtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers all Class Questions for All Sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided Reflection on each of the 6 Site Visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on Site Visits was Thoughtful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay
So What Is Feedback?

"Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."
Examples of Feedback

- A friend says, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."

- A reader comments your short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."
7 Keys to Effective Feedback

- Goal Orientated
- Tangible
- Actionable
- User-Friendly
- Timely
- Ongoing
- Consistent

From Seven Keys to Effective Feedback – Educational Leadership 70(1), September 2012
Examples

- **Bad** – “Good work”
  - Better – “Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye.”

- **Bad** – “This is a weak paper”
  - Better – “Almost from the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph you propose a different thesis, and in the third paragraph you don't offer evidence, just beliefs.”
More Opportunities for Feedback
Ways to Maximize Your Time When Grading Online Coursework
Ways to Maximize Your Time

• Give clear parameters for grading.
• Make common mistakes comment sheet.
• Giving one assignment with revisions.
• Attaching assignments to D2L gradebook.
• Use auto graded question types.
Rubrics: Making Grading Practical

GRADING: THE FIRST HOUR.

GOOD JOB! NICE!

Oops! Well done!

SECOND HOUR

How can you get this wrong?? I covered it like fifty times!!

SIXTH HOUR

I don’t care anymore! When will it end??

HOUR 20

If undergrads are the future, we’re all doomed.

www.phdcomics.com

Jorge Cham © 2008
# Analytic Rubric

## Breakfast in Bed: Analytic Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>All food is at the correct temperature, adequately seasoned, and cooked to the eater’s preference.</td>
<td>All food is perfectly cooked and seasoned to the eater’s preference. Additional condiments are offered.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>More than one item (tray, napkin, or silverware) are dirty or missing.</td>
<td>Tray, napkin or silverware may be dirty or missing.</td>
<td>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.</td>
<td>Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.</td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.</td>
<td>Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.</td>
<td>Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.</td>
<td>Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.</td>
</tr>
</tbody>
</table>

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*From Know Your Terms*
# Breakfast in Bed: Single-Point Rubric

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Criteria</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas that Need Work</strong></td>
<td><strong>Standards for This Performance</strong></td>
<td><strong>Evidence of Exceeding Standards</strong></td>
</tr>
<tr>
<td><strong>Food:</strong></td>
<td>All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.</td>
<td></td>
</tr>
<tr>
<td><strong>Comfort:</strong></td>
<td>Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.</td>
<td></td>
</tr>
</tbody>
</table>
Rubric from Project Instructions

- Form a coherent, logical argument with a clear structure.
- The student should have a clear thesis statement.
- Each essay should demonstrate the student’s knowledge of the course concepts.
- Students should also use specific facts or ideas from the textbook.
<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Does Not Meet</th>
<th>Not Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent and Logical Argument</td>
<td>Argument is clearly stated and is intuitive</td>
<td>Argument is adequately stated and with some degree of clarity</td>
<td>Argument is vague and somewhat unclear</td>
<td>Argument is incomplete and unclear</td>
<td>No argument stated</td>
</tr>
<tr>
<td>Supporting Facts and Materials</td>
<td>Complete argument is supported by facts and materials. All are cited properly</td>
<td>Argument is support to an acceptable level. More than 2 of the facts are cited correctly</td>
<td>Argument is seldom supported. Fewer than 2 of the facts are cited correctly</td>
<td>Argument support is unclear. All facts are either not cited or all are cited incorrectly</td>
<td>Not completed</td>
</tr>
<tr>
<td>Demonstrates Knowledge and Concepts</td>
<td>Superior demonstration of knowledge and concepts of the course</td>
<td>Adequate demonstration of knowledge and concepts of the course</td>
<td>Minimal demonstration of knowledge and concepts of the course</td>
<td>Inadequate demonstration of knowledge and concepts of the course</td>
<td>Not completed</td>
</tr>
</tbody>
</table>
Involving Students With Feedback

- Provide guidance and practice opportunities on feedback.

- **TED Talk: Secret to Giving Great Feedback**

- Ways to Implement -
  - Turnitin Peer Mark
  - D2L Discussion Boards
  - Grade previous work with the rubric
Providing Meaningful Feedback
Technical Section and How To
Feedback can be provided in several ways:

- **Typed comments** - a few short sentences of general feedback
- **File upload** – You can use Word ‘reviewing’ features to provide detailed comments, make corrections etc. Adobe Reader also allows annotating with typewriter tool
  - Add feedback files button allows you to download entire folder, make edits or comments within each file, then re-upload the files with feedback
- **Brightspace Assignment Grader app** - for iOS or Android **tablets only** (not available for PC, Mac or phones)
- **Anonymous Marking** – optional, can help reduce unconscious bias
Dropbox assignment feedback

The submissions tab under Assessments->Dropbox

Note: easy way to email students without submissions, remind as due date approaches, inform them of a missed deadline
Feedback can be provided several ways:

On first pass, buttons appear as Save or Publish. Publish releases feedback to students immediately. Save just saves, you can publish all later, i.e. after due date.
TurnItIn originality checking

- Provides a [Similarity Report](https://libguides.marquette.edu/turnitin/D2L-instructors), which compares a student’s work to a continuously updated database of:
  - Previously submitted student papers
  - Journal articles
  - Accessible internet sites

See excellent LibGuide: [https://libguides.marquette.edu/turnitin/D2L-instructors](https://libguides.marquette.edu/turnitin/D2L-instructors)
Feedback can be provided in several ways:

- Multiple choice & typed short answer can be set for instant feedback
- Two types of written feedback: per quiz & per question

Feedback per question (probably most useful for written responses)

Feedback for entire quiz
Adding Feedback to Multiple choice

Multiple Choice

Question Text *

Answers *

Options

- Remove Feedback
- Add Hint
- Add Short Description
- Add Custom Weights
- Add Enumeration
Adding Submission View

Default View

The following is the submission view that will be released to users

Default View
- Date: immediately
- Show Questions? Show all questions with user responses
- Show question answers: No
- Statistics: none

Additional Views

Add Additional View
Adding Submission View

Limited Duration

- Limit the amount of time (in minutes) for which this view is available after the quiz is submitted

View Details

Show Questions?

- Yes
  - Show questions answered incorrectly
  - Show questions answered correctly
  - Show all questions without user responses
  - Show all questions with user responses
  - Show question answers
  - Show question score and out of score

- No
Discussion Replies vs. Feedback
Discussion Replies vs. Feedback

Reply to Thread

Filter by: All Posts | Clear filters

Show: Author First Name A-Z

Britney Manning
June 2 at 2:21 PM

kj;fiasdnglkadjfisdngasd

↩ Reply
6.2 Peer Review Discussion Board

Group/section restrictions. Includes assessment.

Due Friday by 11:59pm CST

We will use a Team Discussion Forum to facilitate peer review of our Future Pandemic Control Plans. This is not a formal peer review but rather an opportunity for you to learn from the various perspectives of your team members and hear a diversity of ideas about how to address a pandemic. In real life, pandemic response teams are made up of diverse stakeholders who all contribute their unique insights.

By Friday 11:59PM, you should read your three team members’ plans and post a commentary to the Team Discussion Board under the new Thread "Peer Review Commentary". Here is what your brief commentary should include:

- Identify 3 strategies that seem to be common among your team’s four plans and why you think you, as a team, all deemed these critical?
- Describe 1 or 2 ideas that you had not included in your plan that you learned from reading your teammates’ plans that you
Gradebook

- Use the set up wizard
- Follow the steps to pick points or weights
- Once done add the categories and items
# Rubrics

Name*
Untitled

Type: Analytic  Scoring: Points  Reverse Level Order

<table>
<thead>
<tr>
<th>Criterion 1</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>pt</td>
<td>pt</td>
<td>pt</td>
<td>pt</td>
</tr>
</tbody>
</table>

Initial Feedback

Criterion 2

Initial Feedback
Questions & Discussion