

Taking the Class Temperature

Methods for Providing and Receiving Student Feedback



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Outcomes

As a result of this presentation, participants will be able to

- define multiple types of feedback, and identify occasions for each
- draw comparisons and differences in feedback devices for blended, online and traditional learning environments
- identify face-to-face and online methods for feedback to students
- create a schedule for collecting regular, varied feedback from students

**How do you know how students are
experiencing your course?**

level of understanding, comfort, interest, etc.

When is the first time you...
...receive feedback from students
...give students feedback?

Definitions of Feedback

- student-student; student-faculty; faculty-student
- presence and engagement (Driscoll et al, 2012)
- types: cognitive vs. affective
- types: observable vs. unobservable
- reflection and self-evaluation
- evaluation teaching

“Taking the Temperature” and Affective Feedback

- "Testing the Emotional Temperature" in K-12 (Hardiman, 2002)
- Affective, or learning involving emotional experience, both involve feelings while learning and about learning.
- Inviting students to acknowledge and then disengage negative emotions clears the way for learning. (Rice, Levin, & Pizarro, 2007, as cited in Hardiman, 2002)

Content: Syllabus

How is this content provided and covered?

Cognitive Feedback: How do you know they have understood it?

Affective Feedback: How do you know how they feel about it?

Content: Syllabus

Cognitive Feedback: Course Orientation quiz
12-15 questions on most important points of syllabus

Affective Feedback: One-question survey
“Based on the Course Orientation Quiz, do you have concerns about your ability to succeed in the course?”

Timing throughout the Semester

Cognitive Feedback

frequency
type
high/low stakes

Affective Feedback

frequency
type
optional/mandatory

Combined

Christina's Example: Timing throughout the Semester

WRT 160: Composition 2 (freshman course, writing foundation, 22 students)

Cognitive Feedback

how frequently: every week

feedback type: quizzes, in-class

challenges, forums, projects

high/low stakes: mostly low, 2 higher

stakes

Affective Feedback

how frequently: one weekly optional, two other
mandatory, two other optional

feedback type: social forum, survey, journal

optional/mandatory: two mandatory, others

optional

Combined

Course Orientation Quiz

Midterm Feedback

Christina's Example: Affective Feedback

WRT 160: Composition 2 (freshman course, writing foundation, 22 students)

Affective Feedback

how frequently: one weekly optional,
two other mandatory, two other optional
feedback type: social forum, survey,
journal
optional/mandatory: two mandatory,
others optional

Class Citizenship Behaviors

Rooted in organizational citizenship behaviors (OCBs), which are behaviors of workers who successfully create and thrive in communities.

- Productivity knowledge exchange
- Social interaction/Empathy cultivation
- Helping behavior
- Transferring course skills
- Wellness/Self-care

(Moore, 2015)

Christina's Example: Affective Feedback

WRT 160: Composition 2 (freshman course, writing foundation, 22 students)

Affective Feedback

how frequently: one weekly optional,
two other mandatory, two other optional
feedback type: social forum, survey,
journal
optional/mandatory: two mandatory,
others optional

Online Learning Survey

Week 2 of 16

Seven questions on experience with online learning and expected issues or concerns with the course.

Progress Report: The Semester So Far

Week 5 of 16

Students confirm their grade and attendance, reflect on their performance, and set goals. (Moore, 2017)

Christina's Example: Affective Feedback

WRT 160: Composition 2 (freshman course, writing foundation, 22 students)

Affective Feedback

how frequently: one weekly optional,
two other mandatory, two other optional
feedback type: social forum, survey, journal
optional/mandatory: two mandatory,
others optional

The HELP! Line

Weeks 4 and 9 of 16

Placed strategically at usual “bottleneck” points in student cognitive and affective progress, the HELP! Line invites questions or brief report of struggles, which send an immediate message to instructor.

(Moore, 2017)

The HELP! Line

The HELP! Line: Calling In on the Class Mini-inquiry Project

Sometimes professors are so accustomed to their content that they don't realize what barriers may stop students from learning at the pace they expect. This "curse of expertise" can cause many bottlenecks in learning, one of which is a *procedural bottleneck*, which means that if students can't get past one step in a learning process, they can't keep progressing and could be left behind (Hinds, 1999).

If you feel like you are behind in this project, like there is one step you can't get past or one key component that is unclear to you, take this chance to check in with me: describe the issue as specifically as possible, the work you have done so far, and anything else you think I should know. This isn't a graded assignment, but an opportunity to possibly make the difference between staying behind through all of WRT 160 and thriving in this project and beyond. Share with me as much or as little as you need.

If you are doing very well on this project, that's great too! If you feel like you are on track and in sync with this project, then keep going! You do not have to participate in this activity.

I have set this up to alert me whenever anyone participates in order to assure quicker feedback. We can do this!

Reminders: The Class Mini-inquiry Project is worth 10% of the total course grade and is due on Monday, February 9.

Hinds, P. J. (1999). The curse of expertise: The effects of expertise and debiasing methods on predictions of novice performance. *Journal of Experimental Psychology: Applied*, 5, 205-221. doi: 10.1037/1076-898X.5.2.205

Dan's Example: Timing throughout the Semester

HRD 308: Principles of Leadership (upperclassmen, flipped classroom, 30 students)

Cognitive Feedback

how frequently: every week

feedback type: weekly quizzes, in-class activities, weekly review questions

high/low stakes: mostly low, 2 higher stakes

Affective Feedback

how frequently: almost every week

feedback type: weekly question

optional/mandatory: mandatory, two lowest dropped

Combined
Weekly Review Questions

Dan's Example: Timing throughout the Semester

HRD 308: Principles of Leadership (upperclassmen, flipped classroom, 30 students)

Affective Feedback

how frequently: almost every week

feedback type: weekly review
questions

optional/mandatory: mandatory, two
lowest dropped

The Question

Weeks 1 - 7 and 9 - 15

Timing throughout the Semester - Your Turn

Cognitive Feedback

frequency
type
high/low stakes

Affective Feedback

frequency
type
optional/mandatory

Combined

Student Feedback on Course and Teaching

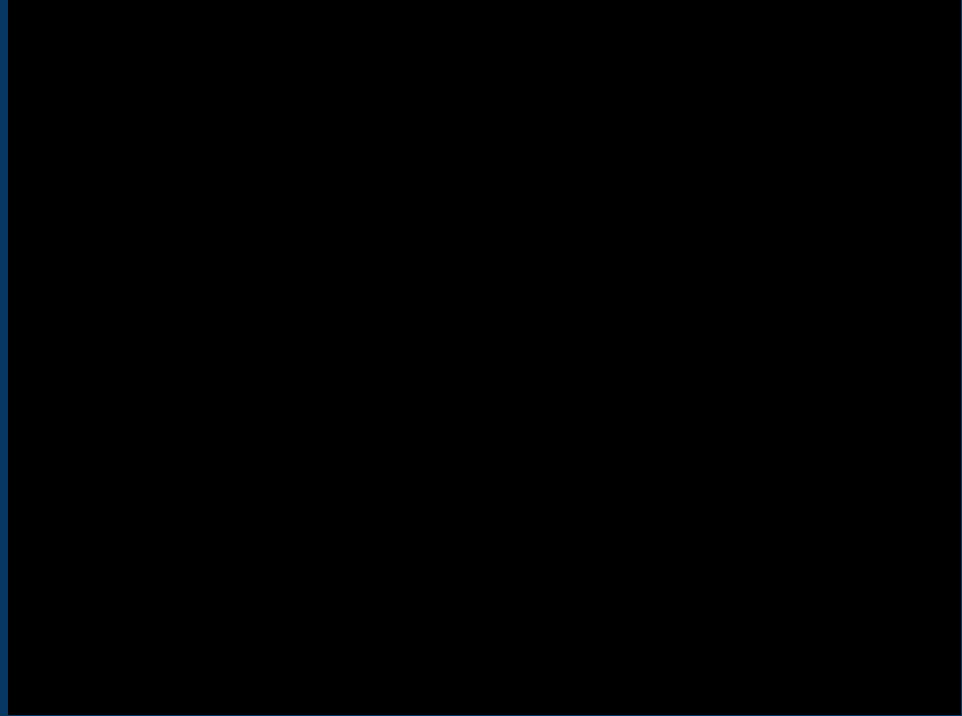
- To be effective, feedback needs to be clear, purposeful, meaningful, and compatible to students' prior knowledge.
- Three major feedback questions (Hattie & Timperley, 2007):
 - Where am I going?
 - How am I going?
 - Where to next?

- Moodle Activity Completion Report

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Automated Ways to Understand Student Interaction

- LMS Integrations, such as **Pearson MyITLab**, can be set up to deliver feedback automatically.
- Saves faculty time by automating the feedback process.
- Provides immediate feedback to the student for revisions.



Instructor Feedback for Students

Cognitive Feedback

Grades

Automated Responses in Quizzes

Descriptive Response in Writing

Affective Feedback

Class messages through email or video

Individual responses to their feedback

Group response to evaluation feedback

Demeanor/Body language

Instructor Feedback for Students: ARCS Model (Keller)

How will students know what they need to do?

attention

How does this work contribute to their success?

relevance

Why should students believe they can be successful?

confidence

When /How will students feel good about their work?

satisfaction

Instructor Feedback for Students: ARCS Model (Keller)

Hi, Jamal -

I noticed that you haven't completed the inquiry proposal. This proposal is required to move onto the project, which is required to pass the course. You shared promising ideas in the brainstorming forum that can lay a great foundation for your proposal. Once that is submitted, you will have clear direction for diving into an inquiry that is all your own. I look forward to seeing it as soon as possible.

All the best,
Professor Moore

attention

relevance

confidence

satisfaction

Written Feedback: Instructor to Student, Student to Student

Affective Feedback

Writer sharing writing provides context in a memo, including comfort level with revision and areas of strength and struggle.

Cognitive Feedback

- Feasible, actionable, limited points of consideration for revision
- Corresponds to rubric
- Reviewer connections/transfers

In my paper, "Like, It's Me, Really: Voice in Social Media," I explore the questions "How does social media affect our attitude and understand toward voice in writing? Does voice still exist in the way we have taught in the traditional writing classroom?" I think my research is complete, so I am ready for a higher level of evaluation there (8-9). The only rubric item I am still developing is the introduction, so it would be most helpful to focus on the other parts of my paper unless you have a great idea for the introduction.

1. *How can I condense my Methods section? I considered taking out some of the survey questions themselves, but I liked them so much that I wasn't sure which ones to take out.*
2. *Does my Conclusion seem to use all of my data to answer the inquiry?*
3. *What is your response to the individual/collective conundrum (p. 4, para. 3-4)?*

Your Additions: Timing throughout the Semester

Cognitive Feedback

frequency

type

high/low stakes

What would you like to
explore, add, or revise as
far as cognitive and
affective feedback?

Affective Feedback

frequency

type

optional/mandatory

Combined

References

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