

# Learning Design Conversations

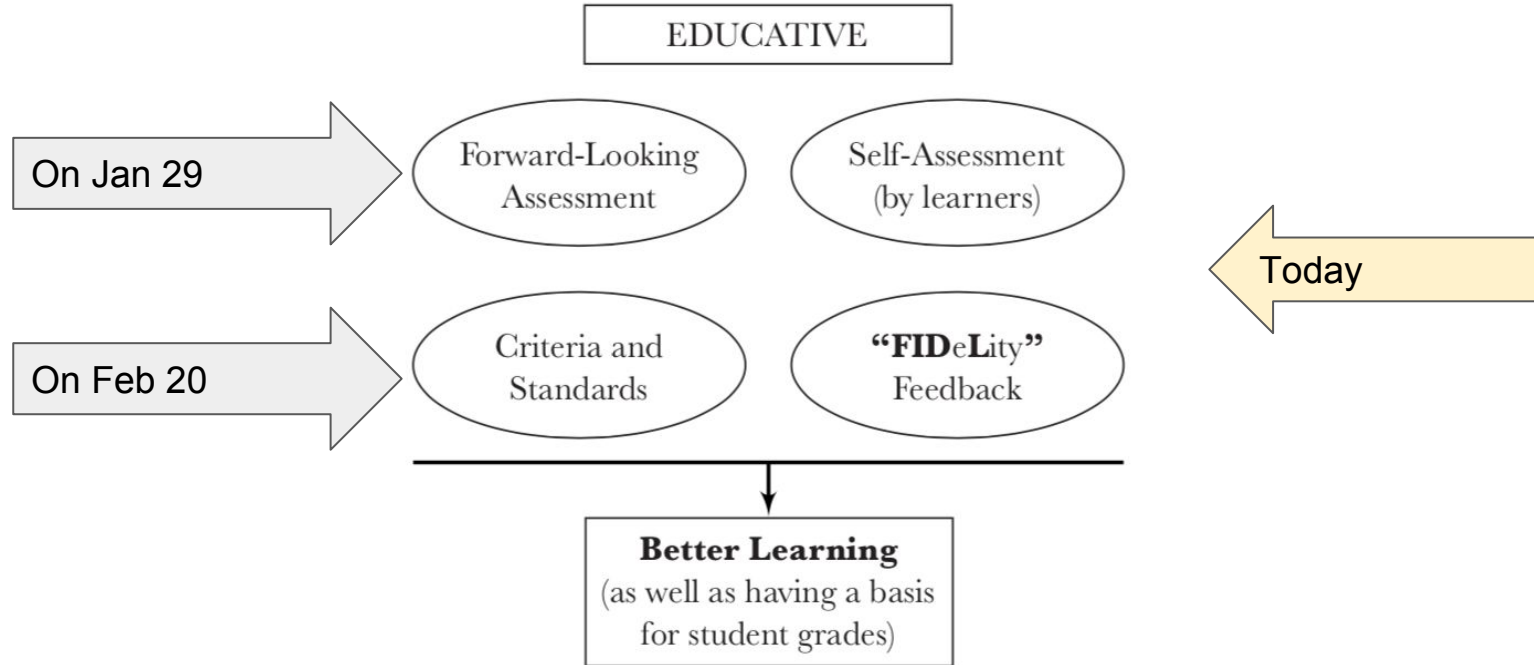
Part 6: Feedback,  
Self- and Peer  
Assessment

## Guidelines for the conversation...

**Before talking, please  
kindly acknowledge  
what was said before.**

- ⇒ Listen carefully
- ⇒ Be mindful of the 'space' you take up
- ⇒ Be respectful of people and ideas
- ⇒ Be aware of your words, tone and gestures

# Educative Assessment



How do we provide quality, actionable **feedback**?

# FIDeLity Feedback

It's a dialogue with the learner.

**Frequent** means in every class, or at least once a week.

**Immediate** occurs very close to the time when the learning activity occurred.

**Discriminating** - evaluative and actionable based on clear criteria.

**Loving** means it's caring, information that helps improve the work and learn, it uses empathy and personal understanding.

# Feedback on Student Writing

A conversation with Randy Donowitz, Director of Pratt's Writing Center

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- What is a good feedback?
- Do you have examples from your experience working with students (writing) on how to give feedback?
- Feedback is not an assessment, it's more like coaching - can you confirm or elaborate on this?
- What is the difference between feedback during and feedback after the performance? Which is better?
- "The best feedback is highly specific, directly revealing or highly descriptive of the results, clear to the performer, and available or offered in terms of specific targets and standards." (Fink) Can you take this suggestion apart for us in terms of best practices that faculty could do?
- How could we make feedback habitual for students so that they begin asking themselves those questions?

**What questions or comments do you have for Randy?**

# Your examples for Educative Feedback

- Select a random 'Best Practice'
- Consider your answer for a minute
- Let's go around and share your best practices and examples, including suggestions for others and any particular challenges

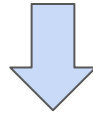


How do we teach quality **self- and peer assessment** through **feedback** as dialogue?

## Example of a Peer Feedback Session

# Lifelong Learning

We must create multiple opportunities for our students to engage in self-assessment of their performance. It doesn't happen automatically, they must learn how to do it. It's a skill that will help them throughout their lives and careers. And as teachers, we must support our students and help them develop their abilities to self-assess.



**How do you structure peer feedback opportunities for your students?**

Next session  
**Fall 2019**

# PEER REVIEW SESSION

**Example from Ethics PHIL 105 - Fall 2017 - Prof Török**

**This Peer Review session was adapted from Prof. James Pacello's ([@JamesPacello](#)) writing workshop. Thank you, James, for generously sharing this excellent practice with me!**

# LEARNING GOALS FOR TODAY'S CLASS

## **What is Peer Feedback? What are its values?**

(Note: Slides 3 and 4. Whole group conversation, 5 min each)

## **Benefits and Goals**

(Note: Slides 5 and 6. Instructor presents, 5-7 min)

## **Ground Rules for Productive Feedback**

(Note: Slides 7 and 8. Instructor presents, 5-7 min)

## **One (or two) key points to focus on during today's Peer Feedback** (Slides 10-12)

## **Conducting Peer Feedback on your first Philosophy Paper**

(Note: Slides 13-14. Pairs/Triads for 30 min; whole group conversation, 10 min at the end)

Consider this:

Why do you think some students might feel resistant to participating in peer review workshops?

Consider this:

What do you think are some of the benefits of having a peer review workshop in class?



# Benefits and Goals of Peer Feedback

- Helps you develop and value a **process-oriented mindset**
- Helps you put yourself in the shoes of **your reader**
- Provides you with practice in **collaborating** with others

## Benefits and Goals (Continued)

- Helps you to become a more effective **critical reader**
- Provides you with the opportunity to become better at providing and receiving constructive academic and professional **feedback**
- Provides you an opportunity to **apply** what you have learned about writing in class as it connects with your own work and the work of your classmates

# Ground Rules for Productive Feedback

*When you are the writer, receiving feedback from your peers:*

- Have an open mind
- Reflect on the insights of your reader
- Think critically about the feedback you receive
- Have a dialogue about the feedback you receive and clarify with your peer if you do not understand the feedback
- Look over your draft with the feedback in mind and make revisions to your work so that your writing becomes more effective

# Ground Rules for Productive Feedback

*When you are the reader providing feedback to a peer:*

- Start with a positive statement about your peer's work
- Do not be afraid of providing suggestions for how your classmate can improve his/her work
- When making suggestions for improvement, be encouraging and supportive.
- Provide concrete, detailed feedback so that you can help your classmate improve his or her work
- Remember that looking over the work of others can be helpful in training you to more critically review your own work so that your writing will improve

# References

Wyrick, J. (2011). *Steps to writing well: With additional readings*. 11<sup>th</sup> ed. Boston, MA: Wadsworth.

# Today's key point: Citations

## In Text Citations

Aristotle was a Greek philosopher who was born in 384 B.C. in Stagira Greece. (Brittanica, 2018).

Aristotle built a school called Lyceum where he taught until he died at the age of 62 in 384 BC.  
(Barbara MacKinnon, 2014)

## Works Cited/References

Barbara MacKinnon, A. F. (2014). Ethics. In A. F. Barbara MacKinnon, Ethics Theory and Contemporary Issues (p. 92). Stamford: Cengage Learning.

Britannica, E. (2018, 01 01). Aristotle, Greek Philosopher. Retrieved from Brittanica.com:  
<https://www.britannica.com/biography/Aristotle>

# Unacceptable

Aristotle was born in 384 BC in Stagira, Chalcidice and he was an orphan at a very young age. At the age of seventeen he went on and moved to Athens, and studied at Plato's Academy. In research, it shows that Aristotle was the first ever person of his day to form logic. Aristotle is known for his famous theory, which is that an action or habit counts as a virtue. As well as, being a good character is a way of defeating your obstacles so you could achieve a clean and virtues soul.

References: <https://en.wikipedia.org/wiki/Aristotle>

## CITATIONS

[http://web.mnstate.edu/gracyk/courses/web%20publishing/Tweten\\_AristotleHappiNess.htm](http://web.mnstate.edu/gracyk/courses/web%20publishing/Tweten_AristotleHappiNess.htm)

<https://plato.stanford.edu/entries/aristotle-ethics/>

<https://www.iep.utm.edu/aristotl/>

<https://www.biography.com/people/aristotle9188415>

# What to Remember about Citations

## IN TEXT CITATION

- Signal phrase
- Parenthetical  
Source Information

## Examples

According to McKinnon (2012), .... BLAH BLAH BLAH.

Or

BLAH BLAH BLAH (McKinnon, 2012).

## REFERENCES

- Alphabetized
- Follows correct format

## Example

Richtel, M. (2016, February 16). E-commerce: Convenience built on a mountain of cardboard. New York Times. Retrieved from <https://www.nytimes.com/2016/02/16/science/recycling-cardboard-online-shopping-environment.html>



# Peer Feedback Instructions

- 1) Each group member will slowly read aloud her/his full draft to others in the group. Others will listen closely.
- 2) As a group, have a discussion and give specific verbal feedback to each other about the draft. Ask questions and make suggestions.
- 3) Each group member will then give written feedback on their classmate's paper (which was just read) using the sentence starters on your sheet.  
The written feedback should begin with a positive statement, and then two feedback statements that help your classmate improve their draft.
- 4) The person who read the paper writes a self-reflection on what she/he noticed or takes away from the discussion.

# Constructive Feedback Sentence Starters

- The thing about your draft I thought **worked best** was....

***After you have started with the positive statement, write two statements of constructive feedback. You can use any two statements below or create your own statements. If you choose to create your own, please make sure they are complete, detailed, and specific.***

- The most important thing I think you can do **to improve this draft is**... because...
- One sentence that was **not specific enough** was...because...
- One idea that you have **not fully illustrated** with a specific example is...
- I think you could have **written more about**....because...
- I **wasn't sure what you meant** when you....because...
- **I don't think** you needed to include...because...
- I think you **could have used** transitional words in the following places...
- One type of grammar and/or punctuation **error I noticed** in your draft was...Here is one example of this type of error:

**Philosophy Paper Peer Feedback  
Instructions**

**Note for instructors:**

Each student receives the Instructions Sheet ->

Each student receives the copy of the Grading Rubric

Two or three students per group

Feedback session takes 30-40 minutes, including reading, verbal discussion, written feedback, whole group reflection.

Discussion on the benefits of peer feedback can be skipped the second time around

- 1) For each of your group members, pay attention to the draft closely and carefully.
- 2) Have a discussion and give verbal feedback to your classmate
- 3) Based on your classmates' paper provide written feedback about his/her draft using the sentence starters below.
- 4) Begin with a positive statement about your classmate's work, and then create two feedback statements that help your classmate improve the draft.

**Feedback Sentence Starters**

- The thing about your draft I thought worked best was.... (**REQUIRED**)

*After you have started with the positive statement, write two statements of constructive feedback. You can use any two statements below or create your own statements. If you choose to create your own, please make sure they are complete, detailed, and specific.*

- The most important thing I think you can do to improve this draft is...because...
- One sentence that was not specific enough was...because...
- One idea that you have not fully illustrated with a specific example is...
- I think you could have written more about....because...
- I wasn't sure what you meant when you....because...
- I don't think you needed to include...because...
- I think you could have used transitional words in the following places...
- One type of grammar and/or punctuation error I noticed in your draft was...Here is one example of this type of error:

- 5) You should be writing feedback to yourself, making notes on what you might want to improve on your own paper.

**Note:** *In order to receive credit for having participated in the feedback workshop you must provide feedback to all members of your group. Your responses need to be detailed and specific. For instance, your feedback statements might look something like the ones below:*