The Feedback on Feedback…

what lies at the top depends on you

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Some context for you
My history

Large-scale Summative Framework, Systems, Policies, Procedures, Stakeholders, extensive & comprehensive Communication Plan

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Feedback Frameworks

Summative	
	macro, meso, (and individual) levels
	end of course, coordinated, & mandatory
	policy
	how the data is used

Formative	
	individual level
	course and instructional design (Best Practice)
	emergent, responsive, highly relational, within the "fabric"
	how to integrate into practice and how the data is used

Building formative cultures of feedback:

What educational development elements are needed?

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Thinking about feedback as:

1. Part of instructional best practice
   ➢ e.g., learner perceptions/reflections

2. Part of SoTL or research in teaching and learning
   ➢ e.g., Formalized after interventions

3. Part of their own development as learner-educators
   ➢ e.g., mindsets, behaviours, affect, techniques, values, intentions, beliefs

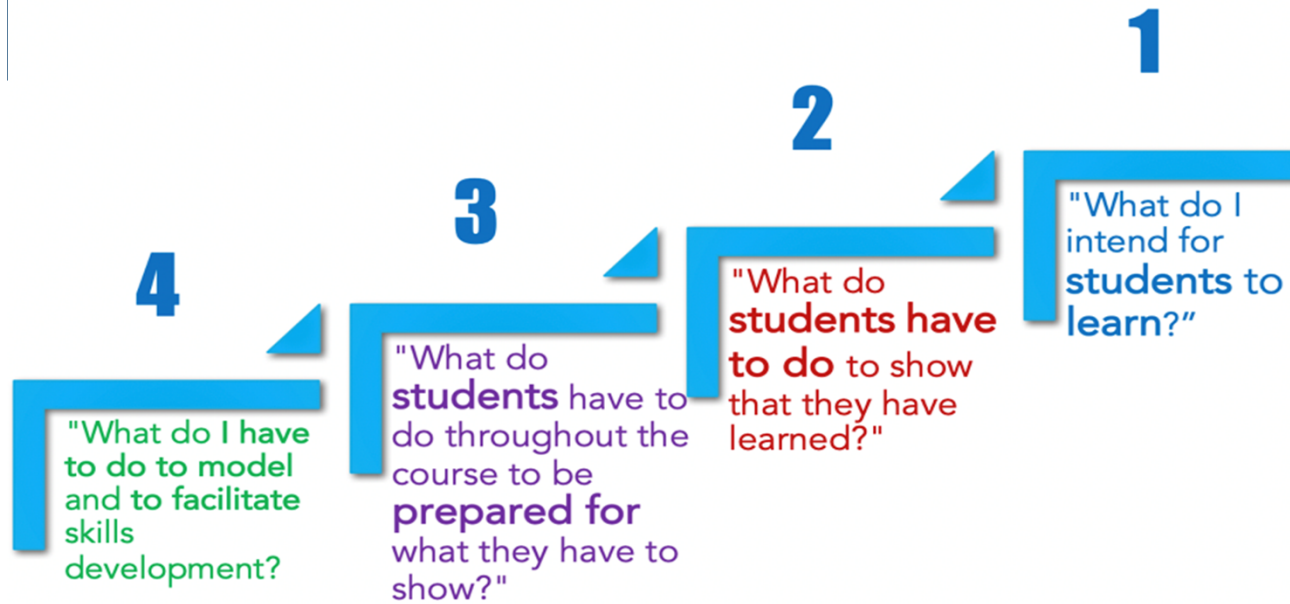# At the course and instructional design level

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Never underestimate the importance of…

A well-timed, well-placed, well-structured, and well-delivered question!

"Nobody ever asks 'How's Waldo?'"

1

"What do I intend for **students** to learn?"

2

"What do **students have to do** to show that they have learned?"

3

"What do **students** have to do throughout the course to be **prepared for** what they have to show?"

4

"What do I have to do to model and **to facilitate** skills development?

Locating Formative Feedback as part of the learning journey of the course:
Backward Design (Wiggins & McTighe, 2005)
CATs (Angelo & Cross, 1993)

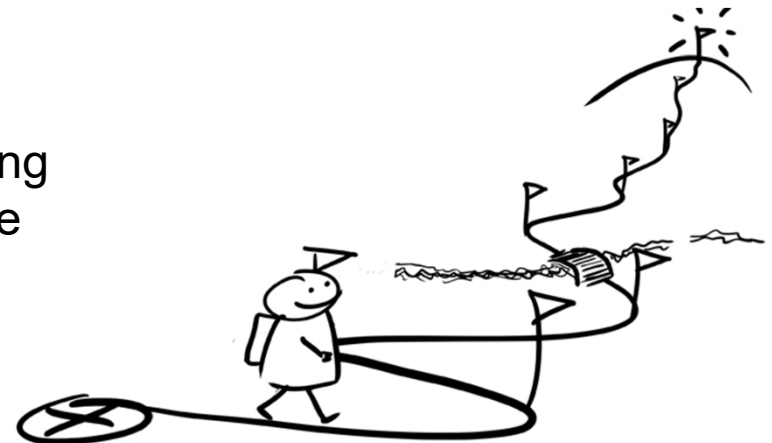Sheridan | Get Creative

EDUCATIONAL DEVELOPMENT

Questions that "prompt", teach, and support
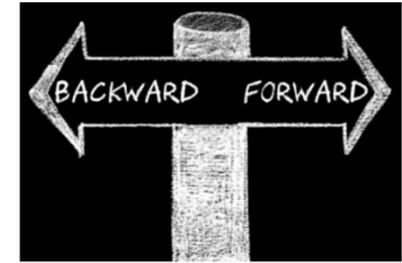
- The "pulse" q's, "weather report"
- Q's about *what* they're learning, *how* they're learning, ***and how the instructional techniques have facilitated their learning
- The process/technology to "prompt"

- ***Questions are scaffolded across time
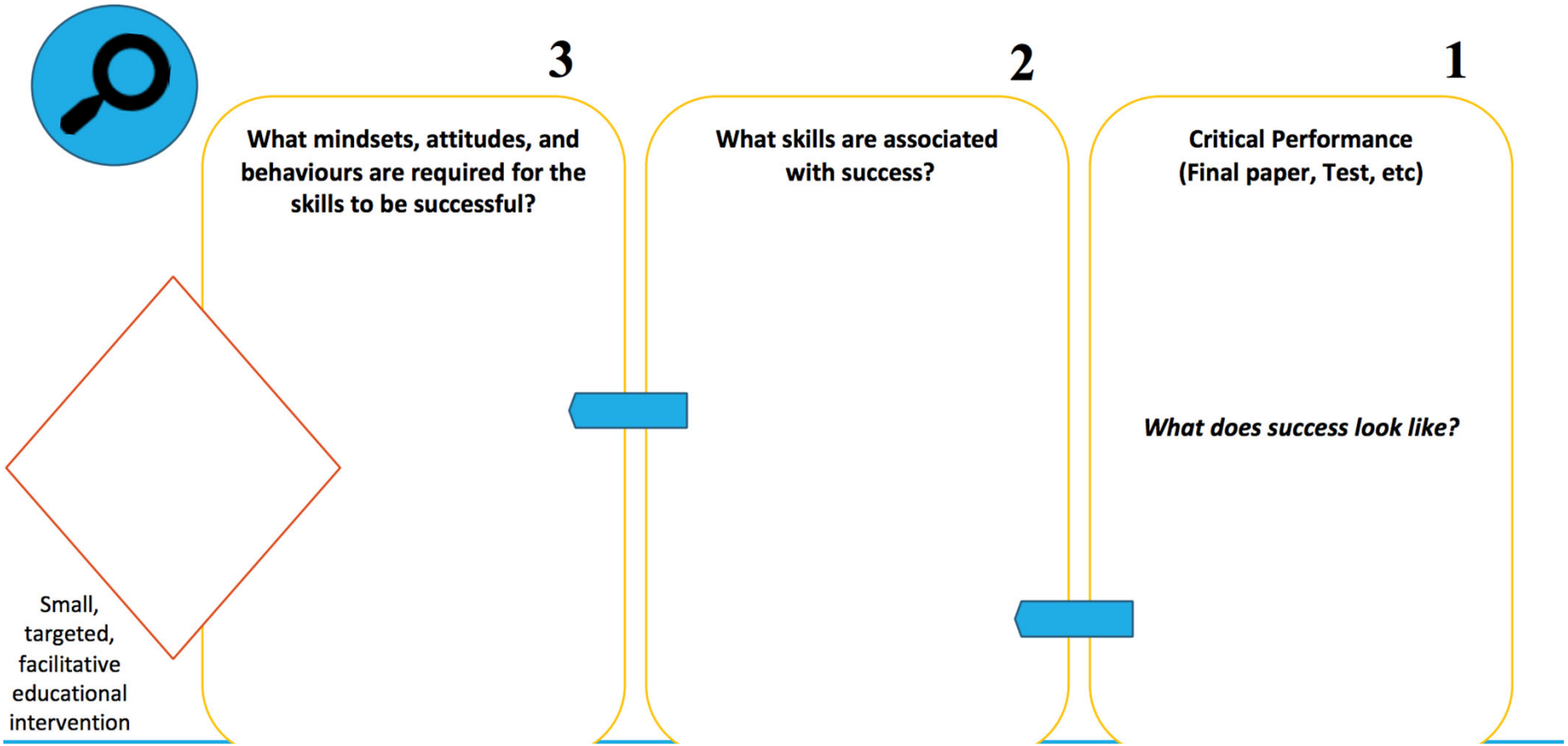- Faculty vary in their comfort with this

- *Informal pilot data:*
    - What makes most sense when
    - Question type, mode of connection, and timing
    - *80%+ faculty say they have integrated these techniques

FF: as part of course and instructional design

3

What mindsets, attitudes, and behaviours are required for the skills to be successful?

2

What skills are associated with success?

1

Critical Performance (Final paper, Test, etc)

What does success look like?

Small, targeted, facilitative educational intervention

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At the faculty member level:

(faculty as learner-educators)

Let's get real for a minute...

"The good news is we're getting a lot of feedback. The bad news is we're getting a lot of feedback."
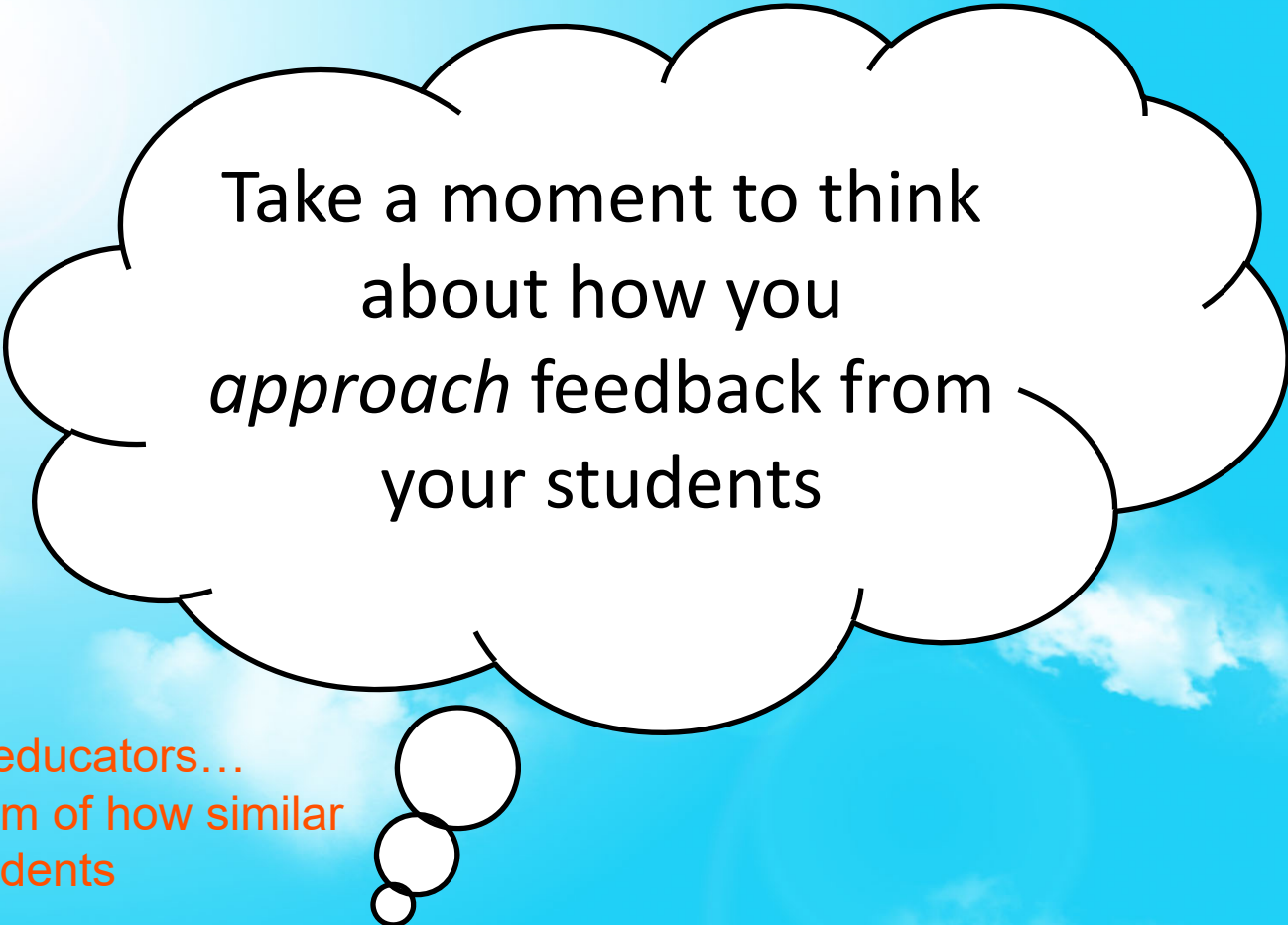
Reality check:

Some of the **exact same variables** that our students experience with receiving feedback are exactly what faculty experience with receiving feedback

*the relationship to feedback is *human*, and thus often the same
FL: understanding, capacity, and dispositions*** David Carless

There is a human element here…

Take a moment to think about how you *approach* feedback from your students

faculty are learner-educators…
Good to remind them of how similar they are to their students

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A developmental approach:

1. *evidence-based* teaching: teaching values, beliefs, and intentions
    - ❖ *What evidence do you have that your philosophy of teaching comes to life in your classrooms?*
    - ❖ Modeling this out for students*

2. "Checking in" versus "Feedback"

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Think about individual courses as mini "systems" and overall teaching practice as a "system"
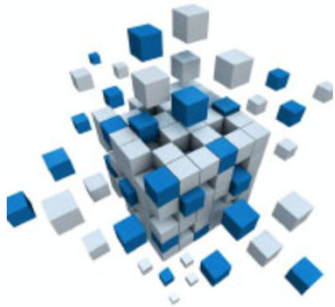
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woven into the fabric of course, instructional design, and delivery processes

are

teaching values, beliefs, and intentions that influence how they approach design process, expectations for themselves, and learners, etc

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FF: as part of teaching development work

Create a "program of self-research" or teaching development evidence within courses

Formatively & Summatively

lect **within** a course and **across** courses

- Commonalities and differences will emerge

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FF: as part of course and instructional design

Teaching Philosophy:

- **Faculty member: "create an environment within my courses where students feel comfortable to approach me with their questions…"**
- Evidence-based narrative
- *One level:* ask q's that gauge values
- *Next level:* ask thematically-related item bank items within the formative process
  - Formative and Summative data to support over time

When you have submitted questions for your course evaluation, you are finished.

You must click SAVE before using the Preview button below to view your questions on the evaluation form!

Preview Questionnaire   View Optional items ▾   All options ▾

A. Professor Interaction & Approachability with Students
▾ Show Section

B. Course Documents
▾ Show Section

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My Plan for My Teaching Evidence

My Core Teaching and Learning Values and Principles:

- 1.
- 2.
- 3.
- 4.

Type of Course (if applicable)

- 1.
- 2.
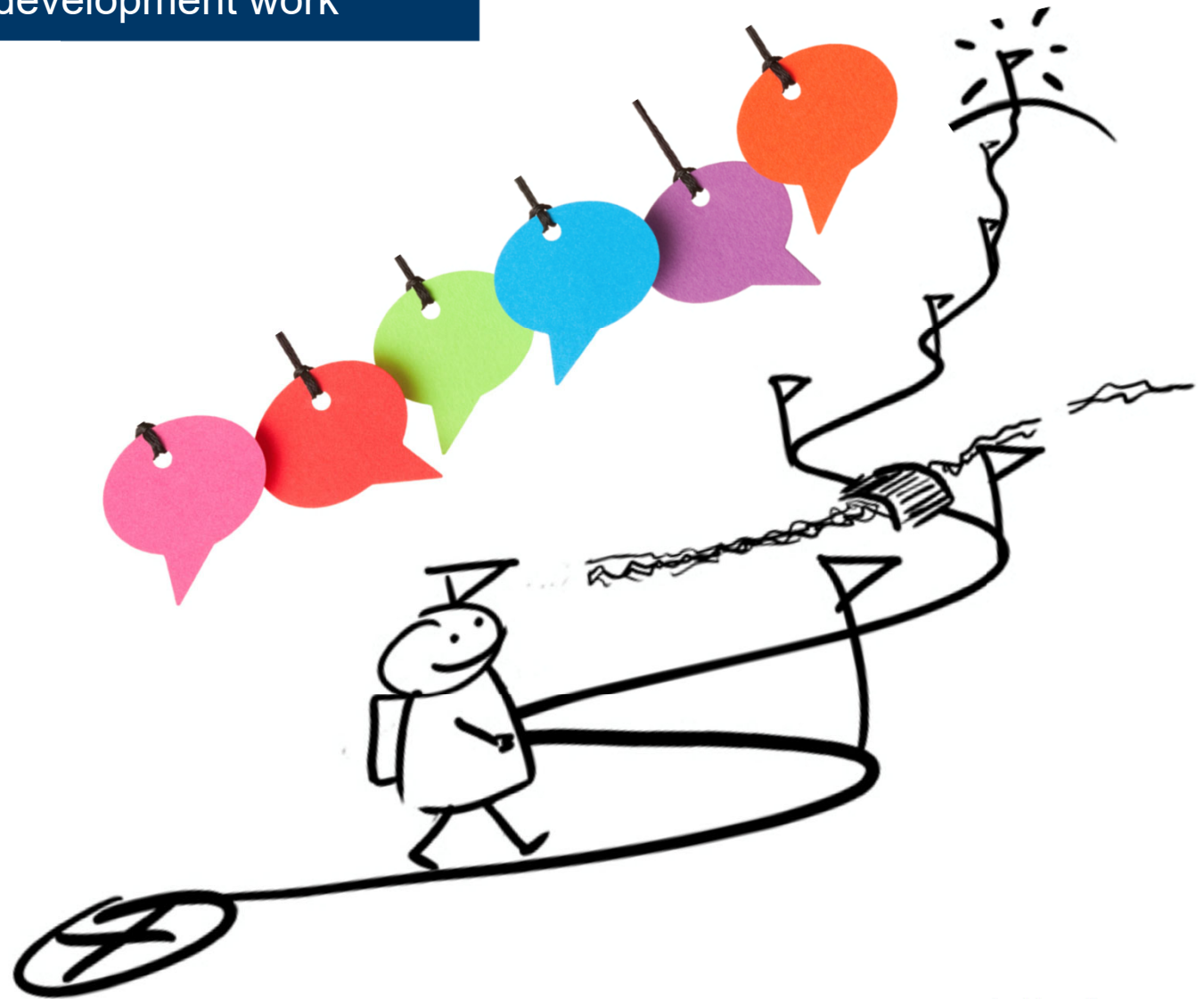
Assessment Items (Formative & Summative)

1.

2.

3.

4.

Your Overall Data

	Item #1	Item #2	Item #3	etc
Course 1				
Course 2				
Course 3				

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integrate both formative and summative feedback processes into one intentional design process

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What educational development elements are needed?

Elements that *position* formative feedback as part of:

- good course and instructional design
- faculty teaching development (learners themselves)
- overall "culture of feedback" within a course (linking to summative processes)
- as part of institutional strategic priorities*
  - *Teaching Awards*
  - *Early response; First-year experience*
  - *Inclusive and accessible pedagogy*

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Happy to chat:

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