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Learning from Failure: Making the Feedback Loop Work

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Learning from Failure:
Making the Feedback Loop Work

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GARDNER-W
UNIVERSITY

#FeedbackLoop

Conversation/Assessment Cycle

Feedback is a conversation between instructor and student that leads to mutual improvement.

Feedback is often viewed as a straight line - feedback to student. If feedback is interpreted as a loop, it can inform our own practice, instruction strategy, and curriculum design.

Move through the cycle, beginning with on-boarding students to the feedback process, concluding with assessment and modification to our own practice.

Writing Into the Presentation

http://bit.ly/2xCVPll

Reflect on your feedback practices. Consider:

- When do you give feedback?

- What is your primary feedback style? (corrective, questioning, or praise)

- What is your students' response to feedback?

Types of Effective Feedback

I DON'T ALWAYS SAY "GREAT JOB!"

BUT WHEN I DO, I AM SPECIFIC ABOUT WHAT WAS GREAT

- **Correction** - keep it limited - point out what needs to be fixed while providing a pathway for correction.

- **Leading Questions** - guide a student towards deeper thinking by asking questions that have students consider their position.

- **Positive Reinforcement** - praise that includes a specific, detailed explanation of what worked and why.

The "Big Shift"

Gaps - squishy areas for students

- Transitioning from assumptive thinking to open-ended inquiry
- Looking beyond questions with definitive answers
- "Fix my paper" mentality and wanting the "right" answer

Disjointment - broken areas in the instructional design

- Provide opportunity for the "process" by developing a feedback loop. Moving beyond feedback as passive commentary.
- "Think about" improvements rather than "fixing" the paper.

Writing Into the Presentation

http://bit.ly/2xCVPll
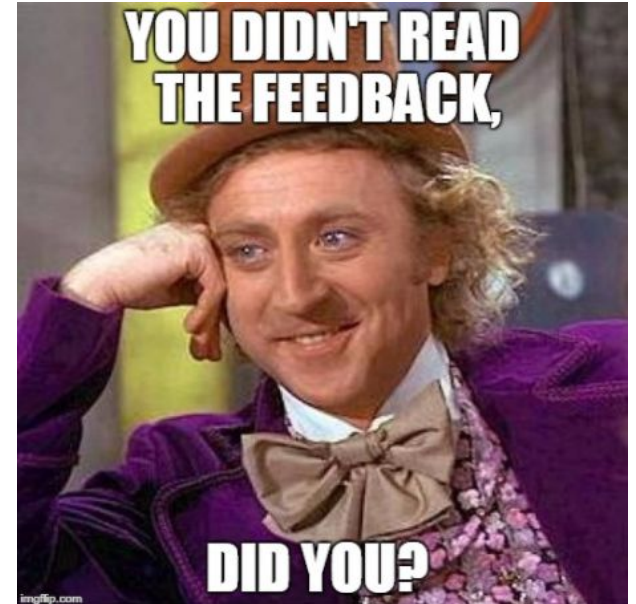
Identify "gaps" or "squishy" places in your students' learning.

Are there disjointments in your instructional design or practice you are trying to tackle?

Using Feedback to Tackle Disjointment

- **Coffee & Conversation -** discussion and recognition of "squishy places" and ineffectiveness of feedback strategies / lack of cohesion over collaborative feedback strategies - build around feedback / Close loop

- **Build Assessments Around Feedback -** practice the process, respond to feedback, strengthen topic selection/research question as a foundation for developing a research strategy.

- [Collaborative Google Docs](#) - overcoming guest syndrome, creating comfort zones, providing thoughtful feedback that can be accessed later

- **Assessment & Insight -** Get a better sense of what students are thinking, support reflective writing, engage students in scholarly conversation

Yay - we did it, but not really

- Students could demonstrate the ability to craft an inquiry statement/question from general to narrow.

- When transitioning into their discipline they were unable to expand their focus into the conceptual big ideas surrounding the specific point of inquiry.

- Squishy place - shifting away from primary text to deal with conceptual framework within the text.

- We had to restart the process.

- "Put ya thing down, flip it and reverse it" (Missy Elliott, 2002). We reversed the processes - RQ and then Concept Map - stretch out to a conceptual framework.

- Feed forward model preparing students for the feedback they will get on their annotated bibliography.

Squishy Places

Student Five's Research:

I am conducting my research on Instapoets, the newest online trend in poetry. I chose to look into the anthology of Rupi Kaur, *Milk and Honey*. I had previously looked into the role of the poet herself and the radical change she brought to poetry by choosing to upload her work to online websites and by writing in a simplistic style. Her work has been criticized by members of the literary community, claiming that her success had less to do with her skill and more to do with the platform she used.

I also looked into the content in her poetry. She discusses her role as a woman, a woman of color, and what it was like to grow up in an immigrant family.
I've been curious as to the role of the Instapoets in the literary community and the implications they hold for an evolution within poetry itself, or the role Rupi Kaur has by bringing her own experiences into the spotlight.
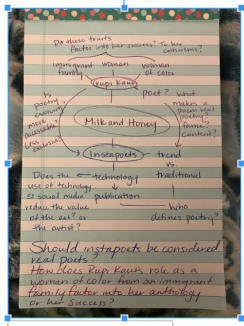

Student One Bib Questions:

I am trying to find an article on how Christmas was impacted from the poem *Twas the Night Before Christmas*. Did the names of the reindeer and the hanging of stockings and St. Nicholas coming down the chimney originate from the poem? Was there anything practiced on Christmas Eve before this poem, or no, stories of Santa on Christmas Eve originated from the poem? I would also like to see what traditions that were born from the poem are still in practice today.

I am also trying to find if there are any article on significant symbolism or messages from the poem to the people in that time period.

Both of these goals seem rather impossible to find… Below is a picture of my concept map. The core lines in blue are my focus points for my paper. THANK YOU!! *I found sources! I no longer need help! Thank you!*
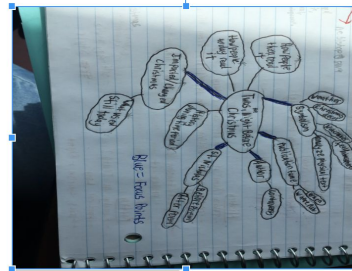
In line | Wrap text | Break text

Hannah Allford
9:11 AM Sep 17   Resolve

I know you've gathered some strong sources for this bibliography, and I'm reading over your concept map and attempting to "piece" together your
Show more

Yes I think so, I will look for some sources that have reference to more "traditional" works. The only problem I have been encountering is the fact that this is such a new concept. There are not many scholarly works on this topic yet.

Comments above copied from original document

Hannah Allford
7:35 PM Sep 15   Resolve

Here, this question seems to question the nature of the relationship between the context of the poem and the culture surrounding it; your next question appears to investigate the impact of the poem on the culture following your text. The first appears most likely "more" to the purpose of our preceding paper, but the second isn't necessarily unrelated.

Either question can include discussion/textual evidence of symbolism of your poem. If you see this comment in time, would you mind providing a final research question that you were able to conclude from your research?
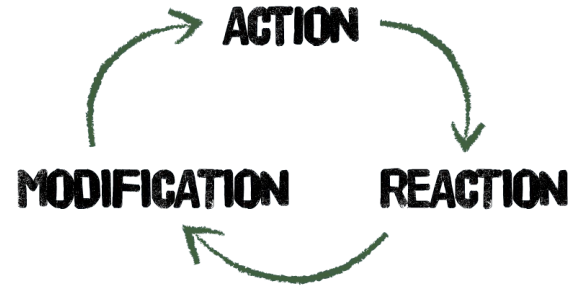Show less

12:22 PM Sep 16

I did turn in my final draft before I saw your feedback, but my final research focus topic will be: This poem will be examined through the author history, publication history, textual analysis/symbolism, and the impact it had on Christmas.

Hannah Allford
1:43 PM Sep 16

Feed Forward

ACTION → REACTION → MODIFICATION

"Instead of rating and judging a person's performance in the past, we focus on their development in the future… helps people see opportunities for growth—ways they could take on new opportunities and roles" (Gonzalez, 2018)

Scholarship as Conversation - challenging ideas, modeling as a form of feed forward

Work in Progress - Identifying transitions into the threshold - "oh did you mean?" - new idea of flexibility.

Race
↳ diff ethnicities relationship
↳ Slavery

Social Structures

HARLOTS
TV Show on Hulu

judicial
male — Secret society
power w/o power
Agency & Power

gender & sex
defined
class

1700's

Constrained

micro/macro-cosms
↳ large social context
↳ "Whore" context
↳ "BDSM" Context

Layers/Connotations/Expectations
Disruptions
-Subversions/manipulations

Gender/Sex/Sexuality

Social Class — access to $$

Business
female?

Social Class

morals
Social religious

Sex worker/Harlot
madam
Bawdy House

up/married class

How are traditional Eng[?]
expectations of gender and
sex disrupted by the prevalent
Social Views depicted in the
show Harlot?

How are female representations of power
addressed & defined by social class
& occupation in Harlots?

Benefits of Closing the Loop

Feedback becomes part of the assessment cycle - identify gaps and disjointments and make changes based on evidence.

Opportunity to "live" the process, differentiate instruction, take a student-centered approach to instructional design.

Personal growth - stepping outside of established roles, deeper collaboration, connection with students, thoughtful teaching.

Student growth - "ah-ha" moments become more visible, provide support for understanding and transferability.

Writing In to the Presentation

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Identify a collaborative partner at your institution.

List a creative modification you might make to your shared practice.

References & Readings

Black, Harrison, Lee, Marshall, Wiliam, 2003 - Assessment for Learning: Putting it into Practice

Elbow & Belanoff, 2002 - Being a Writer: A Community of Writers Revisited

Earl, 2012 - Assessment as Learning: Using Classroom Assessment to Maximize Student Learning

Gonzalez, 2018 - Moving from Feedback to Feedforward

Mauk & Metz, 2016 - Inventing Arguments

Sommers, 2012 - Responding to Student Writers

**All memes were created by the presenters using https://imgflip.com/memegenerator