

Online Academic Feedback

What is *effective* feedback?

Types of feedback: (Leibold & Schwarz, 2015)

- Corrective feedback – tells the learner toward the correct instructional outcome
 - Specific to the requirements of the assignment and content
 - Example: “The instructions ask for x, but x was not included.”
- Epistemic feedback – asks the student to dig deeper
 - Prompts/questions
 - Example: “Say more about how this concept relates to the point you make.”
- Suggestive feedback – gives the student advice/suggestions
 - Example: “After you describe the concept, giving a real world example would make it clearer for the reader.”

Characteristics of *effective* feedback: (Laureate International, 2016)

- Related to learning objective(s)
- Descriptive
- Specific
- Constructive
- Timely
- Frequent
- Actionable

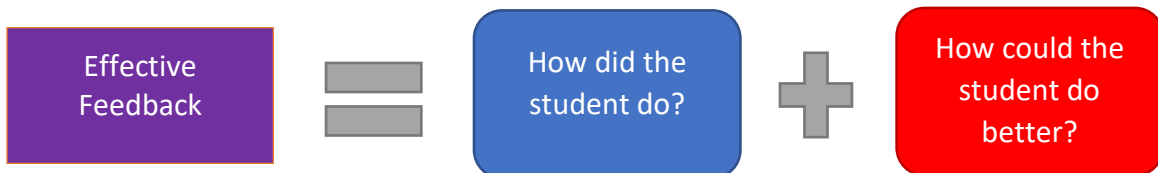


Image adapted from (Feedback, 2019)

Modes of online feedback:

Automated quizzes/exams:

- Usually give automated grade – review students’ scores and conduct item analysis for trends. Give feedback as warranted.

Written feedback:

- Comments/track marks
- Turnitin - QuickMarks
- Written summary note
 - State your understanding of the thesis/theme of their work.
 - Tell them specifically what they did well.
 - Tell them specifically what they can do to improve.

Audio/Video feedback:

- Turnitin – Voice Comments
- Screen share student work and speak using SnagIt or Camtasia (both available for free to all APSU faculty/staff)
- Zoom Rooms – one-on-one video conference for feedback (free for APSU faculty/staff/students)
- Can be effective when you see a theme in feedback emerging. If many students have the same misconception/make the same mistake/or struggle with the same topic, providing a mini-lesson and clarifying expectations via video can save time.
- *Note: Wood, Moskovitz, and Valiga (2011) found audio feedback was favored over written feedback by BSN & MSN learners in online courses.

Tips to Giving Feedback

1. Tell the students when and where to find feedback.
2. Use the student's name in the feedback (both written or audio).
3. End with a question or prompt to illicit thought, explanation, or clarification (Anderson, 2017)
4. Create a frequently used comments in a "feedback bank" word document. You can copy/paste these into your feedback and personalize as needed.
5. Use detailed rubrics. They can make giving feedback very easy! (Leibold & Schwarz, 2015).

References

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