

# Acknowledgement



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We would like to begin by acknowledging that the land on which we gather is the traditional territory of the Coast and Straits Salish people. This university sits on the site of an old Lekwungen village. This region is covered by the Douglas Treaties.

# Giving Feedback on Student Writing



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# AGENDA



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Welcome

A Process of Change

Why

How

What

Other changes

Results

Giving Feedback

Why: Assumptions and outcomes

How: Five step process

What: Focus of feedback

Resources

Questions and Discussion



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Why...





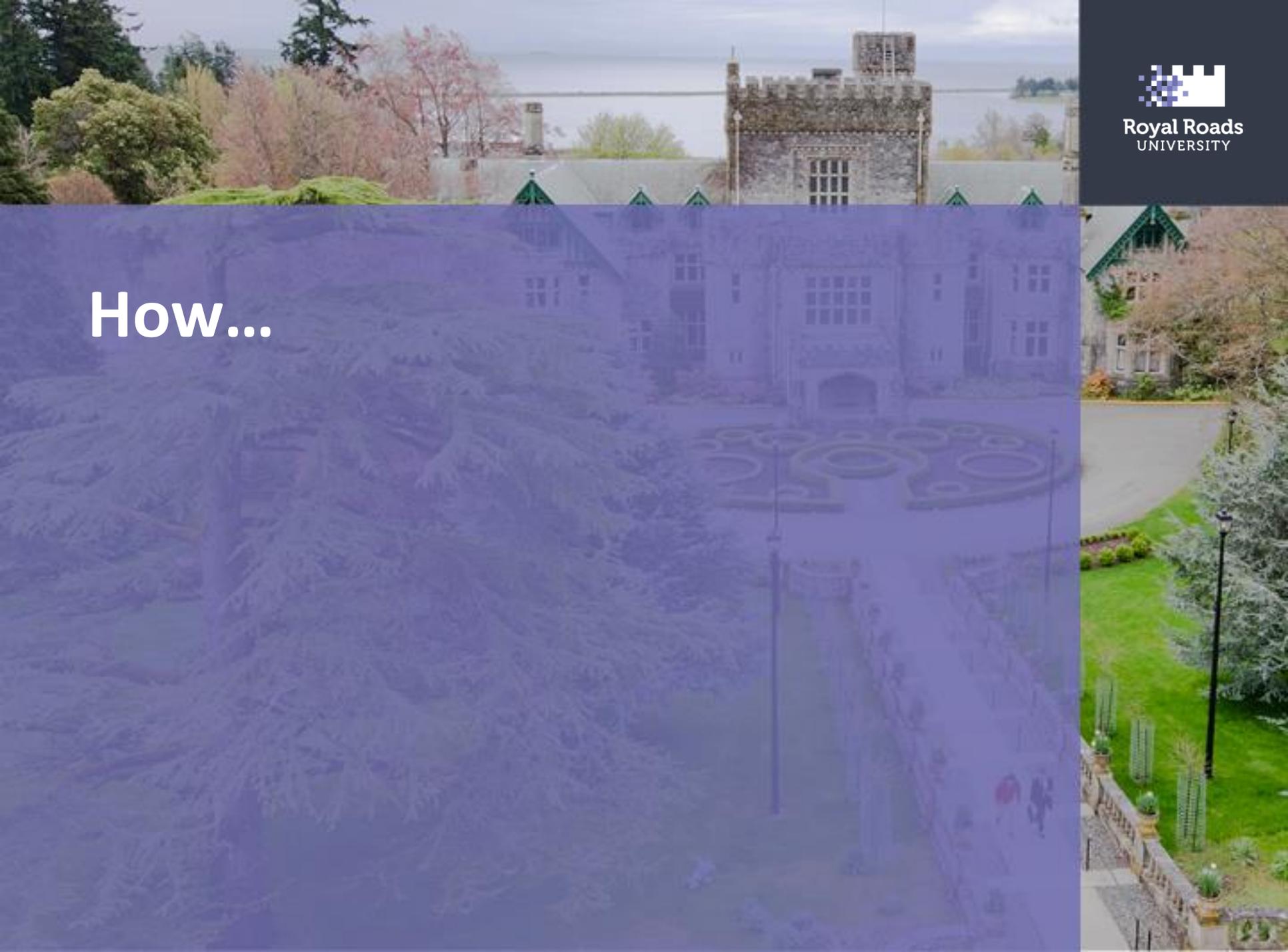
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- Save time marking
  - Provide greater focus on marking content
  - Show the wealth of resources that are available
- 
- Encourage students to use the Writing Centre
  - Demonstrate ease of accessing resources



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How...



- Talked to Theresa
- Explored the resources available
- Read writing tips in Crossroads
- Checked resources for specific issues as needed
- Asked Theresa if I could not find reference to a specific issue





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What...





“Please make sure your formatting is consistent with the APA manual and check the Writing Centre [APA Help Guide](#) for clarification.”

“Please review the Writing Centre resource on how to write an [academic paragraph](#).”

“Use the [past tense](#) for introducing citations.”

“Check the following resources for paraphrasing vs using direct quotes: [Quoting, Summarizing, and Paraphrasing](#) and [Paraphrases](#).”



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**Other changes...**





- Provide tips in the Weekly Bulletin
- Discuss general challenges in class-wide forums
- Refer individual students to Writing Centre
- Include link to Writing Centre PPT on academic paragraphing (my personal favourite)





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As a result of the change...



- Directed students to resources more often because I know what is there
- Employed a more efficient marking process
- Improved feedback to students
- Noticed fewer repeat problems



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# Giving Feedback

Why: Assumptions and outcomes

How: Five step process

What: Focus of feedback

Resources

# Why: Assumptions and Outcomes

- Provide a constructive critique, not a personal criticism, that explains the experience of reading the work.
- Give information that guides students to think critically about their works.
- Provide information to help students develop their writing skills.
- Encourage students to think of themselves as writers-in-development.





# How: Five Steps to Providing Feedback

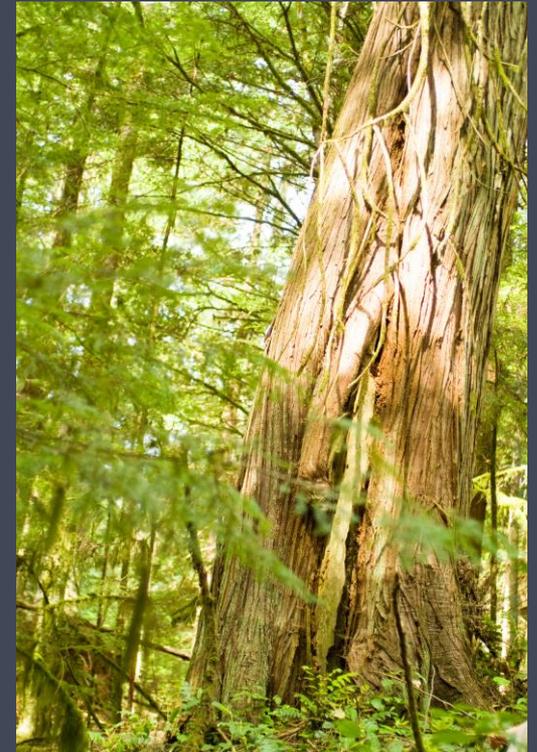
1. Approach the work as a reader, not a grader by encouraging, providing information, and asking questions.
2. Prepare summative comments.
3. Take time away from the work.
4. Reread the feedback to check for tone, accuracy, typos, missing information, and conciseness.
5. Send the feedback with a preface that explains the approach and an offer of a conversation to answer any questions.





# What: Topics to Address in the Feedback

- Find a balance between focusing on the writing and the content
- [“Commenting on Student Writing”](#)
- [“Guiding Questions on Writing Concerns”](#)
- [“Help Guide to Giving Feedback on Student Writing”](#)
- Sample student essay with feedback





# Resources

- Session resources
  - [“Five Steps to Providing Feedback on Writing”](#)
  - [“Commenting on Student Writing”](#)
  - [“Guiding Questions on Writing Concerns”](#)
  - [“Help Guide to Giving Feedback on Student Writing”](#)
  - Sample essay with feedback
- [“Instructor Resources”](#)
- [Writing Centre website](#)
- Contact the Writing Centre if looking for information/resources





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