While you are waiting…

What qualities are important in written feedback to build confidence and empower development?

Please contribute your suggestions to this session's Padlet:
https://padlet.com/set_admin/SETPresents18Jan2018

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Green-lighting feedback: Improving the effectiveness and efficiency of feedback on student writing

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ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that we live, learn and work on the traditional lands of the Xwsepsum (Esquimalt) and Lkwungen (Songhees) ancestors and families, who have lived, hunted, fished and gathered here since time immemorial, and who shared these traditional land resources with the neighbouring Scia'new (Beecher Bay) and T'Sou-ke (Sooke) Nations.

It is with gratitude that we now work and learn on these lands, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

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Agenda

A. Goal and outcomes
B. Activity #1
C. What does the literature say about feedback?
D. Traffic light: Stop, proceed with caution, proceed ahead
E. Activity #2
F. Green-lighting feedback
G. Why strive for green-light feedback
H. Examples of green-light feedback
I. Activity #3
J. Results and resources
K. Questions

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Session goal:

Participants will leave with specific examples of green-light feedback to apply to their own work.

Specific outcomes:

After taking part in this session, it expected that the audience will be better able to:

- appreciate the impact of feedback on student writing;
- reflect more fully on the challenges associated with red-light and yellow-light feedback;
- understand key considerations for providing green-light feedback.

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Activity #1

What qualities do you think are important in written feedback to build confidence and empower development?

What does the literature say?

For faculty members…

Providing feedback is complex, considerations include:

- Amount

- Usefulness

- Focus on grades

- Fairness (Careless, 2006)

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What does the literature say?

For faculty members...

Managing the volume of feedback is challenging due to:

- Class size

- High student to faculty ratio

- Communications-intensive classes (Ackerman & Gross, 2010)

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What does the literature say?

For faculty members…

Providing feedback that challenges, motivates, corrects, and encourages students can result in grading that is:

- Stressful
- Time-consuming
- Least rewarding of teaching activities (Stern & Solomon, 2006)

What does the literature say?

When receiving feedback, students can be:

- Emotionally vulnerable with many anxieties (Cameron, Nairn, & Higgins, 2009)
- Confused by language or symbols often used in feedback language (Séror, 2009) e.g., underlining, checkmark, X, "okay", "good"
- Lacking the necessary knowledge to know how interpret and act on feedback comments (Duff, 2010; Weaver, 2006)

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What does the literature say?

What do students want from feedback?

- Usable feedback that helps the student look beyond the specifics of the assignment to future skill development (Walker, 2009)
- Specific, timely, and constructive feedback (Hyland, 2013; Seror, 2009) that identifies the strengths and challenges in the work, provides explanations, and gives information on how to improve (Walker, 2009)

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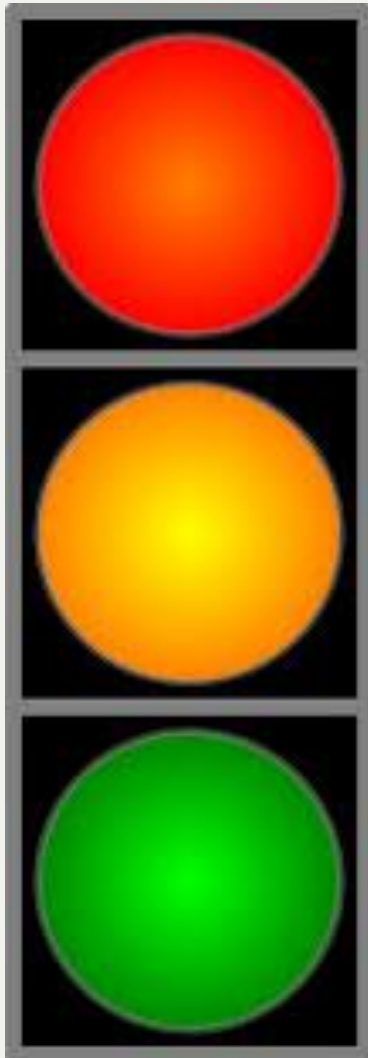
Red: Stop

- Stops the author due to a lack of information or the emotional impact of the feedback

Yellow: Proceed with caution

- Gives some information but isn't clear on how the author should move forward

Green: Proceed ahead

- Gives sufficient information for the author to know exactly what to do next time.

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Activity #2

A. In pairs or triads, discuss examples of red-light and yellow-light feedback.

Green-light feedback:

- Provides a constructive critique, not a personal criticism, that explains the experience of reading the work.

- Gives information that guides students to think critically about their works.

- Provides specific information to help students develop their writing skills.

- Encourages students to think of themselves as writers-in-development.

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Why strive for green-light feedback?

- Enable students to develop confidently as academic writers

- Save time marking

- Provide greater focus on marking content

- Encourage students to use the Writing Centre's services and resources

- Demonstrate ease of accessing resources

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Examples of green-light feedback

- "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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Activity #3

A. In pairs or triads, consider your examples of red- and yellow-light feedback. How could you transform them into green-light feedback?

Results

- More frequently directed students to resources due to increased awareness of what's available

- Employed a more efficient marking process

- Improved feedback to students

- Noticed fewer repeat problems in students' writing

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Resources

Instructor Resources

- "Commenting on Student Writing" (The Teaching Center, Washington University in St. Louis)

- "Five Steps to Providing Feedback on Writing"

- "Guiding Questions on Writing Concerns"

- "Help Guide to Giving Feedback on Student Writing"

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Thank you for joining us today.

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