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# Northwestern Reimagining Assessment Practicum



# Reimagining Assessment Practicum (RAP) Feedback and Insights Board - 2023 Fall

INSTRUCTIONS: Please share your thoughts and feelings below. Please specify which Core Session or Recommended Session, if/when applicable. If you have a Padlet account and would like to remain anonymous, please log out of Padlet before posting. If you have a concern that requires immediate attention, please contact [practicum@northwestern.edu](mailto:practicum@northwestern.edu). | PURPOSE: The purpose of this Padlet is to collect formative feedback and insights about the practicum sessions for making decisions in the short- and long-term. This allows colleagues leading the practicum to easily access the information, address your needs, and make timely adjustments to the practicum structure and/or delivery as needed.

💡 A helpful, important, interesting, meaningful, and/or useful thing that I learned is \_\_\_\_.

+

? A question that I still have that needs addressing is \_\_\_\_.

+

👍👏 Do you have any specific feedback for any of the CORE SESSIONS? If so, please share below and specify which session.

+

👍👏 Do you have any specific feedback for any of the RECOMMENDED SESSIONS? If so, please share below and specify which session.

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Add section

# Feedback and Insights Board





Melissa Ko, PhD (RAP Consultant)

<https://calendly.com/mesako/rap-consult>



# Core Session 3

What types of  
feedback  
can we use to  
assess and  
promote learning?

# Agenda

- I. Definition of “feedback”
- II. How feedback communicates information to students differently than grades
- III. Instructor feedback
- IV. Peer feedback
- V. Students’ metacognitive self-feedback (and feedback to instructors)
- VI. Panel discussion with Lisa, Kiki, and Meaghan
- VII. Reflection exercise
- VIII. Q&A

# Defining Feedback

The Reimagining Assessment Practicum defines feedback as:

*A process for helping a learner track how they are progressing towards a goal and what developmentally appropriate actions will advance their work towards that goal.*

The Stanford Teaching Commons defines feedback as:

*Strategies to help students understand their own progress and learn in a spirit of growth and improvement.*

The Teaching + Learning Lab at MIT defines feedback as:

*Thinking about where the student is going, how the student is doing now, and what the next step is.*

## The Differences between Feedback and Grades (Grades)

Research has shown that:

- Grades don't accurately measure learning (Blum, 2016; Feldman, 2019; Kohn, 2011; Schinske & Tanner, 2014)
- Grades don't communicate a student's learning as much as their capacity for following instructions (Stommel, 2020)
- Grades don't communicate information effectively; simultaneously too simplistic and too complicated (Stommel, 2020); don't provide adequate information (Blum, 2020)
- Grades don't reflect a student's holistic learning context (Stommel, 2020)

## The Differences between Feedback and Grades (Feedback)

- Grades signal the end of the learning conversation; feedback continues the conversation and helps guide future behavior.
- Effective feedback tells students “*what* they are or are not understanding, *where* their performance is going well or poorly, and *how* they should direct their subsequent efforts” (Ambrose et al., 2010)
- Traditional grading lacks “feedback loops.” Feedback:
  - Informs students what they are doing well and what they need to work on
  - Guides students how to act on that information
  - Gives them a chance to try again
- Feedback “gives way to a dialogue—one that is necessarily emergent and subjective” (Stommel, 2020)



# Different Modes of Feedback

**Instructor feedback**

**Peer-feedback**

**Metacognitive self-feedback**

**Students' feedback to instructors**

# Instructor Feedback (Formative)

- Some ways of providing formative feedback (Columbia CTL; Stanford TC):
  - Synchronous learning conferences (in-person or via Zoom)
  - Annotations and written notes on student work
  - Audio memos to the student
  - Video recordings
  - Small group meetings
- Tips for providing effective formative feedback (Talbert, 2023; Columbia CTL):
  - Focus on standards and growth
  - Ask questions/partner with students
  - Give feedback often/create a culture of feedback
  - Keep feedback data-driven
  - Don't assume you're right!
- Northwestern case study (Riesbeck, 2020):
  - Professor Chris Riesbeck Critique-Driven Learning

# Instructor Feedback (Summative)

- Summative feedback happens at the end of the learning process and aims to show students how well they have met the learning goals of an assignment, unit of material, or course overall
- Examples of summative feedback (Stanford TC):
  - Exams
  - Presentations
  - Projects
  - Portfolio

# Peer-Feedback

## Benefits

- Promotes student learning (Hughes, Gillespie, and Kail, 2010)
- Helps students understand how feedback communicates
- Augments audience
- Increases student agency
- Contributes to future professional development
- Assists professors in seeing process (especially in group dynamics) (Stommell, 2020)

## Community-Based Feedback

- Peer evaluations
- Think outside the classroom!
  - The Writing Place
  - ASLA
  - Peer-guided study groups

# Metacognitive Self-Feedback

- Self-reflection is the process whereby students consciously and with intention, reflect on their learning
- Self-reflection enables students to:
  - Learn more deeply about the concepts of the course
  - Learn more deeply about themselves as learners
  - Have agency in how they describe their learning to instructors
- Self-reflection can be employed at multiple learning points:
  - First-drafts and final drafts
  - Midterm self-reflection
  - Final course self-reflection
- Self-reflection can be more useful to instructors than CTECs!



Panel Discussion!

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