1

00:00:16,851 --> 00:00:20,241

Okay. Can everybody see that? It looks good. Okay, great.

2

00:00:20,271 --> 00:00:26,661

Awesome. So let's go ahead and get started. Welcome to session three of the Reimagined Assessment Practicum.

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00:00:26,871 --> 00:00:30,691

Let's go ahead and get our little housekeeping details out of the way here.

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00:00:30,711 --> 00:00:36,860

We'd like to remind everybody that you can post any feedback you have for this session to the feedback

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00:00:36,861 --> 00:00:42,261

and insights board that you can access through the Reimagining Assessment Practical Campus site.

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00:00:42,441 --> 00:00:50,511

And we definitely appreciate any and all feedback that you have as we'll also be presenting this presentation during the winter and spring quarter.

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00:00:50,521 --> 00:00:55,580

So whatever you have to say, we will use to improve our session, and also the Feedback and Insight board has

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00:00:55,581 --> 00:00:58,641

been really helpful for our colleagues leading the practicum so that they can,

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00:00:58,821 --> 00:01:05,571

you know, access your thoughts, address your needs, make timely adjustments to the practicum structure and/or delivery as needed.

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00:01:05,571 --> 00:01:09,411

So please give us feedback on the feedback and insights board.

11

00:01:09,981 --> 00:01:19,310

We also just want to remind everybody about these super, super helpful 30 minute consultations with one of our teaching experts, Melissa Ko.

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00:01:19,311 --> 00:01:26,811

These are 30 minute sessions where you can talk about any aspect of alternative grading or assessment one on one with a learning expert.

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00:01:26,811 --> 00:01:30,321

And this is just one of the really amazing resources that the practicum has to offer.

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00:01:30,321 --> 00:01:33,831

So don't forget about those. All right.

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00:01:33,841 --> 00:01:39,561

Finally. welcome, everyone, and thank you for joining us for Core Session three.

16

00:01:39,681 --> 00:01:42,951

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

17

00:01:43,161 --> 00:01:47,721

So my name's Meaghan Fritz and I am a teaching track faculty member in the writing program.

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00:01:48,111 --> 00:01:52,431

I've been experimenting with ungrading in my classes since the fall of 2020.

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00:01:52,461 --> 00:01:55,491

I'll talk a little bit more about what that means for me later in the session.

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00:01:56,001 --> 00:02:03,141

But I'm delighted to be a part of this conversation, and that's going to explore the important role that feedback plays in any assessment system,

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00:02:03,741 --> 00:02:09,021

but especially in classrooms, experimenting with alternative assessment practices and process based learning.

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00:02:09,531 --> 00:02:11,421

So in addition to upgrading in my classrooms,

23

00:02:11,571 --> 00:02:18,351

I'm also working on a longitudinal study on the ethics of upgrading practices in the classroom with my colleague Lisa del Torto,

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00:02:18,351 --> 00:02:21,680

who's also joining us today and Kiki Zissimopoulos.

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00:02:21,681 --> 00:02:23,221

is going to be with us here, too.

26

00:02:23,241 --> 00:02:30,021

So, Lisa, Kiki and I are part of a faculty discussion group that focuses on alternative assessment and how we use it in our classroom.

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00:02:30,031 --> 00:02:35,871

So we've talked extensively, formally and informally about the role that feedback plays in our learning systems.

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00:02:36,141 --> 00:02:40,701

And we're looking forward to extending this conversation to all of you today.

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00:02:40,881 --> 00:02:45,111

So Lisa and Kiki, would you mind jumping in and introducing yourselves real quick?

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00:02:47,541 --> 00:02:50,541

Yeah. Hi, everyone. I'm Lisa del Torto. She.

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00:02:50,541 --> 00:02:58,011

Her pronouns. And like Meaghan, I'm also teaching track faculty in the Cook Family Writing program.

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00:02:58,311 --> 00:03:05,890

I teach several undergraduate writing classes, and these classes are all small seminar style and workshops.

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00:03:05,891 --> 00:03:09,891

Several classes with about 15 to 16 students per section,

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00:03:10,401 --> 00:03:17,601

and regular feedback is really essential for both promoting and assessing learning in all of those classes.

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00:03:18,111 --> 00:03:27,591

And my approaches really focus on feedback that's individualized and also implementable so that students can grow,

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00:03:27,621 --> 00:03:31,670

you know, along the dimensions of our course learning objectives.

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00:03:31,671 --> 00:03:38,511

And they can also notice and keep track of that, learning themselves as we go through the quarter.

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00:03:39,021 --> 00:03:42,051

And I'll pass the mic to Kiki next.

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00:03:43,301 --> 00:03:47,401

Everyone. My name is Kiki Zissimopoulos. I am also teaching track faculty.

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00:03:47,411 --> 00:03:52,801

I'm in the McCormick School of Engineering. So my role is actually half advising and half teaching.

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00:03:52,811 --> 00:03:59,351

I teach the first year design thinking and communication class that you may hear about.

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00:04:00,791 --> 00:04:05,801

I have been questioning grades, I think, since I was a college student, actually,

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00:04:06,671 --> 00:04:13,061

but I formally experimented with on grading starting in the winter 2022, informally before that.

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00:04:13,691 --> 00:04:18,431

And I'll share a little bit more about my approaches later on during the panel,

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00:04:18,881 --> 00:04:23,891

but I'm looking forward to exploring the role of feedback in the assessment process with you all today.

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00:04:24,461 --> 00:04:28,181

I'll hand it back to Meaghan. All right.

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00:04:28,191 --> 00:04:33,151

Thank you both. So let's go in and talk about how this is going to go today.

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00:04:33,161 --> 00:04:39,971

So we're going to begin by defining feedback and how feedback communicates information about learning differently than grades.

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00:04:40,301 --> 00:04:43,631

We're also going to get feedback as an important part of process based learning.

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00:04:43,691 --> 00:04:47,111

Right now, we're going to break down feedback into three different components.

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00:04:47,111 --> 00:04:52,240

So peer feedback and structure feedback and students' metacognitive self feedback will

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00:04:52,241 --> 00:04:56,711

explore how these different facets of feedback can be used to more effectively communicate

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00:04:56,711 --> 00:05:03,791

assessment, evaluate student work, and improve learning. Then we're going to transition into a panel discussion where Lisa,

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00:05:03,851 --> 00:05:11,021

Kiki and I will talk about the different ways that we practically implement several different elements of feedback into our classes in different ways.

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00:05:11,381 --> 00:05:17,140

So just a quick disclaimer here. So as part of the open educational resource element of this presentation,

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00:05:17,141 --> 00:05:21,551

which asks us to record and share things openly once the presentation is over,

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00:05:21,821 --> 00:05:28,571

how we're going to handle this is we're going to record the first part of the presentation and a panel discussion and the close of our remarks.

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00:05:28,571 --> 00:05:33,251

We're going to stop the recording, ask you to participate in a brief reflection exercise,

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00:05:33,431 --> 00:05:36,970

and we're going to open up the room and chat for questions regarding feedback.

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00:05:36,971 --> 00:05:44,531

So in order for us to have a more open conversation we'd like to wait to answer questions until we've stopped the recording of the session,

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00:05:44,801 --> 00:05:47,981

So please feel free to ask questions into the chat as we roll along.

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00:05:48,191 --> 00:05:53,201

And once we turn our recording off, we'll answer kind of all the questions and we'll do our best, I guess,

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00:05:53,201 --> 00:05:58,721

to answer all the questions that come up into the chat as they, as they come up and then open it up to full conversation.

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00:05:59,351 --> 00:06:01,751

So that's that's the system for today.

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00:06:02,501 --> 00:06:09,101

So I'm going to talk for just a few minutes about these different aspects of feedback before we dive into our conversation today.

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00:06:10,261 --> 00:06:14,221

So let's talk about defining feedback. What does feedback mean?

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00:06:15,061 --> 00:06:21,151

The Reimagining Assessment Practicum Right defines feedback as a process for helping a learner track how they're

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00:06:21,151 --> 00:06:27,001

progressing towards a goal and what developmentally appropriate actions will advance their work towards that goal.

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00:06:27,601 --> 00:06:31,531

The Stanford teaching comments defines feedback as strategies to help students

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00:06:31,531 --> 00:06:36,001

understand their own progress and learn in a spirit of growth and improvement.

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00:06:36,541 --> 00:06:41,161

And the Teaching and Learning Lab at M.I.T. defines feedback as thinking about where the student is going,

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00:06:41,401 --> 00:06:44,221

how the student is doing now, and what the next step is.

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00:06:44,311 --> 00:06:51,241

So basically, any learning center at any major university on the planet will have their definition of what feedback is somewhere on their website.

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00:06:51,241 --> 00:06:57,480

Right. But I think that the major commonalities among these differing definitions are first,

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00:06:57,481 --> 00:07:03,271

that the feedback communicates how students have and haven't reached the learning goals of the instructor.

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00:07:03,661 --> 00:07:04,470

And two,

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00:07:04,471 --> 00:07:12,091

that feedback ideally promotes a process based learning where students have the opportunity to take the information given to them by an instructor.

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00:07:12,271 --> 00:07:14,490

Or, as we're going to discuss in this presentation, right,

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00:07:14,491 --> 00:07:20,191

their peers or even their own self reflections and taking all that feedback to improve their learning.

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00:07:22,421 --> 00:07:25,601

So let's talk about how grades and feedback differ.

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00:07:25,811 --> 00:07:28,211

So when we first started planning this session,

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00:07:28,211 --> 00:07:34,451

we thought a long time about how grades and feedback communicate different information to students about their learning.

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00:07:34,721 --> 00:07:38,831

So the first topic we want to tackle today is why that is and how exactly feedback

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00:07:38,831 --> 00:07:43,451

communicates different information about student learning than grades alone can.

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00:07:44,441 --> 00:07:49,390

So research has shown that grades are not actually an accurate measure of learning, right?

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00:07:49,391 --> 00:07:57,311

So despite instructors best efforts, grading ends up being comparative, arbitrary and inconsistent largely.

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00:07:57,321 --> 00:08:04,341

So if you think about it, how we grade is based on our own kind of capricious determinations about what we think needs to be assessed.

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00:08:04,361 --> 00:08:07,420

Right. In even objective forms of assessment. Right.

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00:08:07,421 --> 00:08:12,881

Like tests, Right. Are based on selections of kind of arbitrarily chosen questions.

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00:08:12,881 --> 00:08:14,801

So there's this inaccuracy.

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00:08:14,801 --> 00:08:24,791

Even though instructor spends so much time trying to articulate and create these super equitable, straightforward assessment systems, right?

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00:08:25,121 --> 00:08:27,640

Grades, they're inconsistent at the best.

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00:08:27,641 --> 00:08:34,961

Right grades also don't communicate the students learning as much as their capacity for following instruction.

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00:08:34,981 --> 00:08:39,071

That's what Jesse Stommel says, an assessment scholar.

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00:08:39,071 --> 00:08:45,011

Right. And another assessment scholar, Blum, echoes this thought that even with rubrics or something, that's where, again,

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00:08:45,011 --> 00:08:52,691

these these heartfelt documents where instructors are trying to to articulate and translate what they're looking for in assignments to students.

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00:08:52,691 --> 00:08:58,211

Right. Students kind of come to see rubrics or instructions as a formula for success,

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00:08:58,391 --> 00:09:02,231

something that they can just check the boxes and do to get the grade they want.

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00:09:02,241 --> 00:09:02,591

Right.

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00:09:02,591 --> 00:09:09,281

Rather than looking at those documents and information and instructors are trying to communicate as information they need to improve their learning.

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00:09:11,071 --> 00:09:15,961

It's been proven that grades don't communicate information effectively right. They're simultaneously.

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00:09:15,961 --> 00:09:18,521

Too simplistic and too complicated. Right.

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00:09:18,551 --> 00:09:24,891

So someone says that grades make something super complex like student learning into something numerical, right?

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00:09:24,901 --> 00:09:30,151

So an eight out of ten, or an 85%, which doesn't really give enough information.

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00:09:30,151 --> 00:09:38,821

Right. Versus grades can be way too complicated. You know, an A-minus, one of those those magic grades that kind of hovers between both areas.

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00:09:38,821 --> 00:09:44,911

Right. So these kind of win win grades give way too many credations.

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00:09:44,911 --> 00:09:53,461

They can be too complex for students. Blum talks about how if the purpose of grades is to convey a student's adequacy or excellence.

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00:09:53,461 --> 00:09:57,000

Right. Then grades don't do a very good job of that, right?

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00:09:57,001 --> 00:10:01,021

It's stepping back and thinking like what information is actually conveyed in an A?

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00:10:01,171 --> 00:10:04,741

What do we learn from an A? What do we learn from a GPA of a student?

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00:10:05,011 --> 00:10:11,551

And the answer I think is not that much. Not as much, I think, as students think these these grades deliver.

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00:10:12,391 --> 00:10:17,701

And finally, grades don't reflect a student's holistic learning context, right?

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00:10:17,701 --> 00:10:27,991

So there's a lot of idiosyncratic, subjective, emotional characteristics of learning that just are completely silenced in a grade.

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00:10:30,531 --> 00:10:34,101

So what's different then about feedback? How does feedback communicate differently?

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00:10:34,671 --> 00:10:39,141

So grades are signaling the end of a conversation.

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00:10:39,151 --> 00:10:42,650

Students get a grade, they move on to the next assignment most often,

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00:10:42,651 --> 00:10:49,461

right. But feedback continues a conversation, right, and helps guide future behavior.

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00:10:50,451 --> 00:10:55,701

The big difference that we're going to focus on today is the way that grades alone can kind of halt a conversation on

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00:10:55,701 --> 00:11:02,901

student learning rather than opening up a dialog between instructors students and their peers on how to improve and grow.

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00:11:03,561 --> 00:11:05,390

So broadly defined, again,

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00:11:05,391 --> 00:11:11,571

feedback is information given to students about their performance that guides their future behavior so it can set a path for

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00:11:11,571 --> 00:11:18,111

students and directs their attention to areas for growth and improvement and connects them with these future learning opportunities.

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00:11:18,111 --> 00:11:21,500

Right? At the same time, there's an evaluative component to feedback,

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00:11:21,501 --> 00:11:26,810

regardless of whether it's given with a grade. And effective feedback can tell students what they're they are not

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00:11:26,811 --> 00:11:32,001

understanding where the performance is going well or poorly and how they should direct their subsequent efforts.

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00:11:32,211 --> 00:11:37,551

So in this way, feedback is really essential to students learning and growth, right?

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00:11:37,761 --> 00:11:40,820

Traditional grading lacks these feedback loops.

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00:11:40,821 --> 00:11:46,711

If you all were able to attend Robert Talbert's keynote presentation, right.

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00:11:46,731 --> 00:11:52,941

He talks a lot about this opportunity for feedback loops, so feedback should inform students what they're doing well,

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00:11:52,941 --> 00:11:58,400

what they need to improve, guide them on how to act on that information and give them a chance to try again.

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00:11:58,401 --> 00:12:04,401

So it's this kind of iterative process, not just a one-off that a grade kind of tends to be.

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00:12:05,001 --> 00:12:12,981

And finally, I think one of the most compelling aspects of feedback, I think, is that it gives way to this dialog, right?

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00:12:13,671 --> 00:12:20,151

Jesse Stommel describes feedback as this mode of conversation between student and instructor and about the students learning, right?

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00:12:20,301 --> 00:12:25,161

So this exchange of instructor evaluation feedback coupled with the students,

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00:12:25,371 --> 00:12:30,200

maybe their self evaluation or conversation of where they think they need to improve.

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00:12:30,201 --> 00:12:38,421

in a document. Those things together. The instructors perspective and the students perspective helps open up a world of understanding

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00:12:38,571 --> 00:12:42,621

between the faculty and student about where the student is and where they need to improve.

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00:12:42,621 --> 00:12:49,821

It's it's a it is kind of a dialog. It's a co-constructive way of thinking about improvement and working through this feedback loop.

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00:12:51,571 --> 00:12:56,201

So we're going to talk about three different modes of feedback today.

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00:12:57,061 --> 00:13:06,061

Kind of four, I guess so. Instructor feedback, peer feedback, metacognitive self feedback and students' feedback to instructors.

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00:13:07,051 --> 00:13:10,831

So real quickly, let's let's start with instructor feedback.

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00:13:11,011 --> 00:13:15,481

We're going to talk about formative feedback and some of the feedback, right?

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00:13:15,961 --> 00:13:19,821

And so formative feedback is part of a process based learning curriculum.

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00:13:19,921 --> 00:13:27,241

Again, it informs students on what's good about their work, where they need to improve and actionable steps and opportunity for that revision.

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00:13:27,991 --> 00:13:30,811

It helps students see what they're understanding, what they're missing.

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00:13:31,111 --> 00:13:38,011

And again, doing this formative feedback as part of a feedback loop where students can comment on that is really effective.

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00:13:38,341 --> 00:13:43,081

So there's a lot of ways that instructors can provide formative feedback in their classroom.

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00:13:43,261 --> 00:13:49,560

This can be through synchronous learning conferences. Those can be one on one via Zoom, this can be one on one in office hours.

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00:13:49,561 --> 00:13:53,101

It can be one on one just in an in-person conferences.

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00:13:53,101 --> 00:14:01,350

Right? You can provide formative feedback by annotations and written notes on student work, audio memos to the students,

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00:14:01,351 --> 00:14:05,611

,thinking of ways sometimes to go beyond just the text for different learners and and for

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00:14:05,611 --> 00:14:09,240

instructors themselves who might prefer talking out loud or talking through their feedback.

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00:14:09,241 --> 00:14:13,951

Doing that via a video recording an audio memo is another way to get feedback.

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00:14:14,191 --> 00:14:21,301

Can also think about giving formative feedback in small group meetings rather than one on one with the student, especially if classes are larger.

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00:14:22,201 --> 00:14:31,740

There's all kind of ways to provide formative feedback in the classroom when we're thinking about tips for providing effective formative feedback.

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00:14:31,741 --> 00:14:36,390

Right? This is this is from Robert Talbert's book, Writing for Growth.

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00:14:36,391 --> 00:14:39,451

He talks about focusing on standards and growth.

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00:14:39,451 --> 00:14:43,801

Right? So think about feedback as not being the same thing as criticism.

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00:14:43,801 --> 00:14:49,751

Done right, feedback is an opportunity for solving a problem rather than criticizing.

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00:14:49,981 --> 00:14:53,971

And it puts the emphasis on problem solving rather than on the individual themselves.

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00:14:54,181 --> 00:14:57,691

So again, focusing on whatever the learning objective this learning standard is,

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00:14:57,751 --> 00:15:05,551

how the student may or may not be needing that and then giving them opportunity to grow or getting effective formative feedback.

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00:15:05,971 --> 00:15:09,331

It's important to ask questions and partner with the students.

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00:15:09,571 --> 00:15:18,001

One way to do this, of course, is to ask a lot of questions. So phrasing your feedback in terms of questions rather than absolutes is one way to

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00:15:18,001 --> 00:15:22,351

invite dialog and greater understanding between the learner and the instructor.

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00:15:23,461 --> 00:15:28,860

Giving feedback often or creating this culture of feedback is an important

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00:15:28,861 --> 00:15:33,240

way of establishing effective formative feedback practices in the classroom.

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00:15:33,241 --> 00:15:38,991

Right? So feedback doesn't just have to be for assignments, right?

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00:15:39,001 --> 00:15:45,691

It can be kind of any time in the class, can be during a class activity, during office hours, when classes are ending or beginning,

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00:15:45,691 --> 00:15:50,310

you can give kind of overview feedback to the whole class at one time in these different ways.

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00:15:50,311 --> 00:15:53,611

It doesn't have to just be for big formal assignments.

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00:15:54,241 --> 00:15:59,701

And then this idea of creating a climate in your classroom that invites feedback, right?

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00:15:59,731 --> 00:16:05,821

Making feedback and revision kind of a normalized part of the classroom and a normalized part of learning.

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00:16:06,481 --> 00:16:14,071

I think especially at Northwestern, students have lots of anxiety around perfectionism and having to be the best version of themselves at all time,

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00:16:14,071 --> 00:16:22,980

especially when their grades are at stake. And I think that cultivating a classroom that accepts revision and process as part of learning invites

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00:16:22,981 --> 00:16:27,561

students to kind of take some of that pressure off and lean into the learning process a little bit better.

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00:16:29,191 --> 00:16:37,980

There's a wonderful essay by our our lovely colleague here at Northwestern, Dr. Chris Riesbeck,

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00:16:37,981 --> 00:16:43,831

he's an associate professor in the Department of Electrical Engineering and Computer Science at Northwestern.

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00:16:44,551 --> 00:16:49,770

Chris is part of Kiki, and Lisa's, and my assessment group that we've been running with faculty members,

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00:16:49,771 --> 00:16:53,850

he has this great essay in the book, this collection on grading.

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00:16:53,851 --> 00:16:58,711

I think you can't really see it, but, ungrading: why grading students undermines learning and what to do

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00:16:58,711 --> 00:17:04,980

Instead, he has this great essay where he talks about critique-driven learning.

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00:17:04,981 --> 00:17:07,831

So this is his way of thinking about formative feedback.

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00:17:07,831 --> 00:17:14,730

And what he did is he replaced grading with critiquing and continuous do-review-redo submission process.

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00:17:14,731 --> 00:17:22,141

So he that's how he set up a feedback loop for formative feedback in the classroom and it provides detail.

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00:17:22,771 --> 00:17:30,601

It's helpful. It gives easily read qualitative and quantitative view of students progress, accomplishments, strengths and weaknesses.

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00:17:31,321 --> 00:17:35,821

So that's a really lovely example that we can talk a little bit more about later.

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00:17:36,001 --> 00:17:41,101

That's useful, but I encourage everybody to read that essay in this book because it's really lovely.

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00:17:42,051 --> 00:17:46,311

All right. Let's talk a little bit about a summit, an assessment of the difference between formative and summative assessments.

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00:17:46,671 --> 00:17:54,381

So summative assessments provide students a way of understanding how they've demonstrated

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00:17:54,381 --> 00:18:00,680

that they've met a range of learning objectives at the end of a course or learning process,

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00:18:00,681 --> 00:18:07,941

right? These should align with course learning goals built upon prior formative assessments.

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00:18:08,541 --> 00:18:12,620

Summative assessments address how well the student's able to synthesize and connect

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00:18:12,621 --> 00:18:17,481

elements of learning from the entirety of the course into kind of a holistic understanding.

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00:18:17,491 --> 00:18:24,411

Right. And provide. Yeah, holistic understanding. So some examples of some of the feedback.

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00:18:24,621 --> 00:18:35,281

Again, our exams, presentations, projects, portfolios, these are kind of like the final product, I would say, of a learning goal, right?

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00:18:35,301 --> 00:18:43,791

The final product that it's done, it's revised, submitted, summative feedback, gives feedback on the whole process, the whole piece, right.

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00:18:46,481 --> 00:18:53,581

Let's see. So let's talk a little bit about peer feedback, right?

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00:18:54,451 --> 00:19:01,051

So peer feedback is is a student to student kind of feedback, right?

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00:19:01,891 --> 00:19:06,331

And peer feedback is another way of implementing feedback in a classroom.

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00:19:06,751 --> 00:19:10,351

That goes just beyond the instructor's feedback.

202

00:19:10,891 --> 00:19:15,151

So there are a lot of benefits of peer feedback.

203

00:19:15,151 --> 00:19:21,031

So peer feedback, it's been proven to promote student learning.

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00:19:21,121 --> 00:19:30,360

So as students give feedback on other students work, they start to understand and process the course material in a better way.

205

00:19:30,361 --> 00:19:37,020

And as they're getting feedback, they tend to internalize the feedback that they're getting so that they then learn those skills themselves,

206

00:19:37,021 --> 00:19:39,330

or at least it's in the back of their mind as they're doing their work,

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00:19:39,331 --> 00:19:43,981

whether that's on writing or or whatever, whatever they're learning in the class.

208

00:19:44,281 --> 00:19:47,970

It helps students, I think, understand how feedback communicates.

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00:19:47,971 --> 00:19:52,171

So when they have to actually be the ones to give other students feedback,

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00:19:52,171 --> 00:19:57,631

I think they start thinking more metacognitively about what feedback is and how it

211

00:19:57,631 --> 00:20:02,761

communicates and what's useful for both themselves and others to hear when giving feedback.

212

00:20:03,931 --> 00:20:10,140

Giving peer feedback in class, incorporating peer feedback allows students to augment their audience for their their work,

213

00:20:10,141 --> 00:20:15,901

whatever that is, whether it's a paper or a project beyond just themselves and the instructor.

214

00:20:15,901 --> 00:20:19,051

Right. And it gets a larger audience for students.

215

00:20:19,801 --> 00:20:28,281

Peer feedback increases student agency. So by showing students that what they think is important and what they, you know,

216

00:20:28,381 --> 00:20:34,770

suggestions that they have gives them agency in their own learning, but also in the learning of others in the classroom.

217

00:20:34,771 --> 00:20:42,541

And again, to kind of de-center the instructor as the the main hierarchical figure of learning in the class.

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00:20:42,541 --> 00:20:48,121

Right. All of a sudden that's expanded out then to other students in the class as well as themselves.

219

00:20:48,661 --> 00:20:54,570

Peer-feedback. This is something Kiki, Lisa and I talked a lot about really contributes to future professional development.

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00:20:54,571 --> 00:21:00,661

Students are going to be asked in the real world once they leave Northwestern and have their jobs, whatever that may be,

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00:21:00,871 --> 00:21:08,640

They're going to be asked a lot to give feedback and peer review kind of helps take those skills into their learning system.

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00:21:08,641 --> 00:21:12,511

It helps them develop those skills before they leave the campus.

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00:21:12,511 --> 00:21:18,961

Right. And finally, especially when doing group assignments, group projects,

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00:21:19,201 --> 00:21:25,890

peer feedback can really help professors in understanding the process between how students

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00:21:25,891 --> 00:21:31,981

are seeing each other working and how we as instructors can help see them working.

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00:21:31,981 --> 00:21:38,581

So it kind of demystifies a lot of the process when we can read how students are assessing each other and then we can intervene

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00:21:38,761 --> 00:21:47,881

in different ways and peer feedback doesn't have to just stick in the classroom with peer to peer tutoring in the classroom,

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00:21:47,881 --> 00:21:52,860

right? There's all different ways that Northwestern offers opportunities for community based feedback.

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00:21:52,861 --> 00:21:56,910

So peer evaluations is one way.

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00:21:56,911 --> 00:22:02,400

So this is another way of thinking of students, maybe even in the classes, evaluating each other.

231

00:22:02,401 --> 00:22:08,041

This is beyond peer review, which is just giving feedback, but actually evaluating each other's performance on things.

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00:22:08,041 --> 00:22:15,570

I tend to do this around the midterm and at the end of the quarter for my students thinking about how they're all engaging with the course,

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00:22:15,571 --> 00:22:22,171

we have like a community engagement guidelines, and I ask students to give each other specific feedback on what their peers are doing well

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00:22:22,171 --> 00:22:26,400

to improve the engagement of the class and what they could be doing a little bit better.

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00:22:26,401 --> 00:22:30,901

I do that at the midterms. They're kind of evaluating each other and learning from each other.

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00:22:30,901 --> 00:22:37,621

So taking the feedback into the evaluation assessment a little bit and giving students opportunity to do that,

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00:22:38,221 --> 00:22:39,781

but then also thinking outside the classroom.

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00:22:39,781 --> 00:22:44,701

So there's a lot of places on campus that offer peer to peer feedback in ways that go outside the classroom.

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00:22:44,701 --> 00:22:50,730

So the writing place is Northwestern's peer to peer writing center as well, has a lot of resources,

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00:22:50,731 --> 00:22:56,371

open tutoring where two students tutor each other on all different kinds of subjects.

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00:22:56,731 --> 00:23:03,241

And then, of course, these peer guided study groups are another way that students can engage with peers to learn from each other.

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00:23:03,241 --> 00:23:10,801

So peer feedback doesn't just have to be in your classroom. It can be a culture of feedback that you that we can nurture beyond the classroom to.

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00:23:12,881 --> 00:23:16,091

And then just a real quick note. Oh, no, sorry.

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00:23:16,101 --> 00:23:20,021

I'm getting ahead of myself. Let's go to Metacognitive self feedback first.

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00:23:21,491 --> 00:23:25,421

So metacognition, right, helps increase student learning.

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00:23:25,901 --> 00:23:32,741

Metacognition is self-reflection, self assessment. These feature prominently in a lot of alternative grading schemes.

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00:23:33,011 --> 00:23:42,311

And self-reflection. Right is the process whereby students reflect consciously and intentionally with intention right on their learning.

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00:23:44,021 --> 00:23:50,021

Self reflections helps students learn more deeply about the concepts of the course,

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00:23:50,351 --> 00:23:56,531

help them learn more deeply about themselves as learners, and gives them agency, right, in how they describe their learning to instructors.

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00:23:56,981 --> 00:24:03,581

And self reflection is another element of feedback that can be employed at multiple learning points throughout the quarter.

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00:24:03,851 --> 00:24:10,240

Again, it doesn't just have to be at the end of a big learning point unit exam or whatever you can think of,

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00:24:10,241 --> 00:24:16,661

like it's reflection in a first draft and a final draft, midterm self-reflection, final course reflections.

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00:24:18,431 --> 00:24:25,211

There's a lot of ways that self reflection is- it can be employed as a more equitable form of assessment of student work, right?

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00:24:25,421 --> 00:24:28,750

Students reflections can be used to guide the instructor's reading of their

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00:24:28,751 --> 00:24:34,121

assignments and allows for more individualized instruction from instructors.

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00:24:35,411 --> 00:24:43,811

So self-reflection, I think, is a really important point, important kind of feedback to consider in your grading schemes.

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00:24:44,561 --> 00:24:49,091

And finally, we've we've noticed at least Kiki,

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00:24:49,091 --> 00:24:56,051

Lisa and I in all of our learning that sometimes the self reflections that students produce, whether they be weekly,

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00:24:56,051 --> 00:25:01,751

mid term, end of term, are actually a lot more useful to us in terms of how we can self,

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00:25:02,171 --> 00:25:06,611

you know, how we can kind of self-correct redirect the course that are CTECs

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00:25:06,851 --> 00:25:14,410

A lot of the times what we're asking students to think about in terms of their self feedback and their self reflection gives a lot of information

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00:25:14,411 --> 00:25:23,081

to us about what's working in the course and what's not working in the course in a way more detailed way than we tend to get from the CTECs,

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00:25:23,081 --> 00:25:26,351

which are so limited in what they can, what students can communicate to us.

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00:25:27,221 --> 00:25:34,151

So this is another kind of helpful benefit in terms of using self feedback to actually improve your own courses as well.

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00:25:34,181 --> 00:25:38,591

Now, it's not just for student learning, it can help us a lot too.

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00:25:40,181 --> 00:25:50,021

Okay. I think I've talked enough at this point, so I'm going to stop sharing my screen, come back to you.

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00:25:50,771 --> 00:26:00,251

Okay, Wonderful. And what I'm going to do is we're going to kind of go through a couple different discussion questions that we've set up,

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00:26:00,551 --> 00:26:05,591

and I'm going to throw them in the chat so that you can keep track of where we're at.

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00:26:07,511 --> 00:26:18,201

So let's see. So Lisa and Kiki and I are going to talk kind of practically about the particulars

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00:26:18,201 --> 00:26:22,240

of how we are implementing feedback into our courses and assessment systems.

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00:26:22,241 --> 00:26:28,431

So the first question I'm going to ask all of us to think about, come back to your chat.

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00:26:29,031 --> 00:26:34,831

Okay. So how does grading work in your class or classes?

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00:26:35,161 --> 00:26:39,481

And how do grading, assessment and feedback work together?

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00:26:39,961 --> 00:26:43,441

So, Lisa, do you mind taking us through this first one?

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00:26:46,391 --> 00:27:00,111

Sure. Yeah. So. My assessment approach really starts with an intention to center individual learning, to decenter

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00:27:00,111 --> 00:27:08,801

grades, and really to question the whole system of grades, and grading as kind of an ongoing process.

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00:27:08,811 --> 00:27:14,001

So I grade primarily around engagement and growth.

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00:27:14,121 --> 00:27:22,041

So engagement in this sense is: Are you the student doing the things I'm asking you to do throughout the quarter?

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00:27:22,041 --> 00:27:24,111

Are you submitting stuff, you know,

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00:27:24,141 --> 00:27:34,191

mostly roughly on time with academic integrity and contributing in some way to the learning community of the class?

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00:27:34,581 --> 00:27:41,041

And then what I'm looking at for the growth piece of it is are you making improvements, you know,

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00:27:41,091 --> 00:27:48,051

from one draft to the next, one assignment to the next and over the course of the full quarter.

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00:27:48,411 --> 00:27:57,441

So I keep traditional grades out of the class and away from students as much as possible throughout the quarter.

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00:27:58,311 --> 00:28:08,331

As everyone here knows, I do have to assign grades at the end of the quarter, but I don't put numbers or letter grades on any assignments.

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00:28:08,331 --> 00:28:18,861

Instead, the students get lots of feedback on all of those assignments and on canvas they get notations of complete or incomplete.

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00:28:19,371 --> 00:28:29,541

And all along the way, I'm making sure that students are getting a lot of qualitative and formative feedback so that they can take action on that.

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00:28:29,541 --> 00:28:37,401

For example, to revise a paper in between drafts or, you know, to transfer that learning from one assignment to the next.

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00:28:38,151 --> 00:28:45,581

And then the approach also. Provides for students multiple kinds and sources of feedback.

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00:28:45,581 --> 00:28:50,021

So, you know, as Meaghan talked about, in addition to getting feedback from me,

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00:28:50,021 --> 00:28:58,301

they're getting feedback from several peers and they're using self-reflection to review their own work and growth.

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00:28:58,301 --> 00:29:07,630

And all of that feedback might come in different forms, like sometimes it's written feedback, sometimes it's in face to face conversations.

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00:29:07,631 --> 00:29:09,461

Sometimes there's a combination of those.

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00:29:09,941 --> 00:29:21,791

And one of the documents that I shared with you in the Resources page on Canvas is an assessment memo for my college seminar,

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00:29:21,791 --> 00:29:28,931

which gives an overview of my approach and also shows how I explain it to students.

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00:29:28,961 --> 00:29:33,700

I'll also drop a link in the chat now, not that we should necessarily look at it now,

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00:29:33,701 --> 00:29:37,961

but just so that you can have that document and keep track of what we're sharing with you.

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00:29:38,321 --> 00:29:43,561

And I'll turn it over to Kiki next. Thanks, Lisa.

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00:29:44,311 --> 00:29:50,551

To give you a little context about my class, it is, as I mentioned, design thinking and communication.

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00:29:50,551 --> 00:29:54,541

So students work in teams of four to solve a real world problem.

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00:29:54,871 --> 00:29:59,521

So I'm assessing both at the individual level and at the team level.

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00:30:00,811 --> 00:30:07,051

I have a similar approach to Lisa, so I also use an assessment memo early in class,

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00:30:07,051 --> 00:30:13,950

and it outlines for students that their work is going to be assessed on engagement and growth in five categories.

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00:30:13,951 --> 00:30:20,991

And these five categories map on to the focus of the class, which are team process and team reflections,

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00:30:21,481 --> 00:30:26,191

their final deliverables, individual writing and peer feedback.

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00:30:26,521 --> 00:30:33,541

They have to do a graphics or a sketching portfolio and then their individual contribution and self reflections.

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00:30:33,901 --> 00:30:44,011

And so you'll notice here that I'm intentionally making reflection part of what I'm looking for and when I'm assessing them as well.

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00:30:45,661 --> 00:30:51,811

One modification I have made to the assessment memo is that I put that students have

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00:30:51,821 --> 00:30:58,501

ten days to resubmit incomplete work as a way to keep them on track.

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00:30:58,501 --> 00:31:03,931

So it provides a deadline for them. We discussed this memo in class.

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00:31:03,931 --> 00:31:11,191

I set aside time to discuss this approach, especially because I see many of these students in their very first quarter on campus.

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00:31:11,191 --> 00:31:16,591

And so I want to orient them that this may look different than some of their other classes at Northwestern.

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00:31:16,891 --> 00:31:26,551

And I give them space to question the approach to express concerns and to express how they think it might be beneficial for them.

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00:31:26,551 --> 00:31:33,240

So, you know, taking class time to center assessment and talk about assessment also,

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00:31:33,241 --> 00:31:43,171

I find it creates a nice tone to the start of class and feedback is provided throughout the quarter in the same way that Lisa mentioned,

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00:31:43,471 --> 00:31:50,341

either writing, written, verbal peer feedback.

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00:31:50,641 --> 00:31:55,321

And I'll talk a little bit more about the specifics of that with the next question.

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00:31:56,311 --> 00:32:01,341

But with that, I think I'll pass it over to Meaghan. Yeah.

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00:32:01,371 --> 00:32:07,340

Thank you both so much. So in my classes, I feel a lot of what Lisa and Kiki are doing.

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00:32:07,341 --> 00:32:14,751

So I try to keep grades away from students as long as possible until the end of the quarter, when I'm required to give students a grade.

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00:32:15,411 --> 00:32:17,771

So I don't give grades as we go throughout the class.

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00:32:17,771 --> 00:32:22,131

And I don't ask students to think about their work in terms of grades as we go throughout the class.

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00:32:22,731 --> 00:32:27,891

So I give lots and lots and lots of formative feedback. So instead of letter grades, I'm giving just feedback.

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00:32:28,881 --> 00:32:34,701

And I do that both written and verbally, and I follow this process-based learning system again.

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00:32:34,941 --> 00:32:38,961

I feel Kiki and Lisa, right, where students write a first draft. I ask them to peer review.

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00:32:39,141 --> 00:32:43,731

They meet with me one on one to go over the writing, and then I ask them to revise.

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00:32:44,331 --> 00:32:47,631

And I ask that for that to be a meaningful revision.

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00:32:47,631 --> 00:32:53,421

So there should be a big change between the first draft and the second draft, it's not just like moving a sentence or two around there.

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00:32:53,481 --> 00:32:59,841

It requires a lot of rethinking, a lot of reworking. And if I don't feel like students have quite gotten that - I teach a lot of first year students,

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00:32:59,841 --> 00:33:05,031

so sometimes they don't quite know what it means to revise, I think, especially for the college level -

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00:33:05,331 --> 00:33:09,561

So I also will allow students, I'll just send it back and be like, Hey, let's talk this over again.

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00:33:09,861 --> 00:33:15,141

This is why I don't feel like this has a substantial enough revision, and I'll give them opportunities to do it again.

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00:33:15,801 --> 00:33:21,680

I'm not as organized as Kiki I can't keep up with like, what if I give them ten days to do it?

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00:33:21,681 --> 00:33:24,830

I just give them time to do it and it can be on their timeline.

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00:33:24,831 --> 00:33:30,351

Otherwise I just forget about when it's due. So that's just me as a frazzled instructor.

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00:33:32,001 --> 00:33:35,181

But I also ask students, so they revise,

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00:33:35,331 --> 00:33:38,691

I also ask students to self-reflect at a lot of stages in the process.

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00:33:38,691 --> 00:33:41,781

So after the first draft, I ask them to reflect on what- how they think they did,

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00:33:41,781 --> 00:33:45,590

what they want to work on, what they want my help with, what they want their peers' help with.

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00:33:45,591 --> 00:33:48,731

As we go into peer review and discussion about the work, Right.

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00:33:49,011 --> 00:33:52,511

And then I ask them to do a reflection on the revision. What did they-

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00:33:52,551 --> 00:33:55,131

How did they revise? What did they learn by revising.

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00:33:56,091 --> 00:34:00,951

And I'll talk a little bit I'll talk a lot about this later, actually, when we talk about self-reflection in more detail.

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00:34:00,951 --> 00:34:01,580

But, like Kiki,

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00:34:01,581 --> 00:34:09,441

that's a really meaningful part of my class, and learning how to reflect meaningfully as one of my big learning objectives for the class.

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00:34:10,371 --> 00:34:15,470

I actually have students write out their own individual learning plan for my classes with their

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00:34:15,471 --> 00:34:19,941

own goals set within my particular learning goals of the class so they can personalize it.

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00:34:20,241 --> 00:34:21,801

And so as they're doing these reflections,

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00:34:21,801 --> 00:34:28,851

I'm asking them to look back at their larger goals for the class and connect what they've learned via assignments to their larger learning goals.

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00:34:29,841 --> 00:34:37,271

But we'll talk about that in a little bit. Let's talk a little bit more practically, Kiki and Lisa.

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00:34:37,281 --> 00:34:40,281

Let's type our second question to the chat here.

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00:34:40,671 --> 00:34:44,781

So literally, practically, how do you as an instructor give feedback?

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00:34:44,781 --> 00:34:50,131

Which methods do you use when how often those kind of things?

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00:34:50,151 --> 00:34:58,640

Kiki, do you want to jump in first? Absolutely. So I mentioned that students, I give them space to express concerns early in the quarter.

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00:34:58,641 --> 00:35:03,771

And one concern that often comes up is if you're not giving me a grade, how will I know how I'm doing?

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00:35:04,431 --> 00:35:07,160

And my response to them is you will get lots of feedback.

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00:35:07,161 --> 00:35:13,671

And so what that looks like in my class is students do primarily submit their work in Google Docs or Google Forms,

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00:35:13,671 --> 00:35:18,171

and Google Docs provides me with a nice way to just directly comment on their work.

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00:35:19,401 --> 00:35:28,851

And I am able to, you know, ask questions, start a conversation, provide feedback, and then I will mark their work as,

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00:35:28,851 --> 00:35:37,311

as Lisa said, is complete or incomplete with instructions on what they would need to do to convert an incomplete into a complete.

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00:35:39,021 --> 00:35:41,631

So that's one way is just directly in Google Docs.

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00:35:42,321 --> 00:35:50,901

I either ask them to resubmit their work into the same assignment, but there are some cases - and I think I'm still working out the balance here -

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00:35:51,201 --> 00:35:57,381

There are some assignments where I put a second version, like there is a separate assignment.

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00:35:57,381 --> 00:36:04,881

This is version two of this document. So the resubmission is actually built in as a separate assignment for them.

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00:36:05,361 --> 00:36:09,021

So in some cases it's just resubmit to the same assignment on canvas.

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00:36:09,231 --> 00:36:14,151

In some cases it's resubmit to, when you see version two, do.

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00:36:15,021 --> 00:36:19,821

And like I said, I'm still kind of working out the balance of when it's better to do which of those.

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00:36:21,201 --> 00:36:27,140

Another way that we give feedback is that twice during the quarter we meet individually

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00:36:27,141 --> 00:36:34,041

with each team and in those team meetings I find that verbal feedback works best.

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00:36:34,281 --> 00:36:41,420

And so it is a conversation and verbal feedback about the documents they have submitted for that meeting, and students are required

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00:36:41,421 --> 00:36:49,641

to take notes and kind of submit what they have learned and what they're going to work on between one meeting and the next meeting.

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00:36:52,581 --> 00:37:01,431

I have also been. Surprised at, you know, when I'm using this model where there is no grade and just the feedback,

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00:37:01,431 --> 00:37:06,681

how eager students are to make changes and fix things.

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00:37:06,681 --> 00:37:09,881

So they'll ask like, wait, can I resubmit my work?

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00:37:09,891 --> 00:37:15,101

So there's a little bit of at the beginning of the quarter, like they're trying to figure out, like, were you serious when you said that?

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00:37:15,381 --> 00:37:23,030

Wait, I can resubmit? And they comment that, that extensive feedback that they get is critical to their learning.

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00:37:23,031 --> 00:37:29,660

And so I think I'll close with two student quotes that I have that have come in through these self-assessments.

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00:37:29,661 --> 00:37:35,810

So one student said "One of my favorite aspects about ungrading is the frequent feedback I receive.

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00:37:35,811 --> 00:37:42,501

I can use the reflections and suggestions from the professors to directly edit my work and not only fix mistakes,

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00:37:42,501 --> 00:37:48,591

but remember the corrections for next time. So I don't make the same mistakes again with a traditional grading scale.

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00:37:48,591 --> 00:37:54,891

Feedback on individual work is not always available, so there's not an opportunity to directly enhance my skills."

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00:37:55,881 --> 00:37:58,911

And then I'll offer you a second quote from a slightly more skeptical student.

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00:37:59,851 --> 00:38:06,521

The student said, "It grew on me. I didn't expect to feel motivated to complete assignments to the best of my ability,

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00:38:06,531 --> 00:38:12,711

but the ungrading and feedback and correction model actually makes me do my best on every assignment."

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00:38:13,611 --> 00:38:17,691

And so I think the I'll I'll close with those two student voices.

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00:38:18,351 --> 00:38:25,231

I will pass it off to Lisa. Yeah, I love those quotes.

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00:38:26,611 --> 00:38:34,680

So I give, as I mentioned, feedback, both in real time conversations with students as well as in writing.

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00:38:34,681 --> 00:38:41,491

But I don't necessarily do both for the same assignment or at the same point in one assignment,

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00:38:41,941 --> 00:38:46,881

for example, for the major writing assignments that students have.

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00:38:46,891 --> 00:38:56,101

I'm giving feedback on the first drafts in conversation during one on one conferences, and then I give feedback on the final drafts in writing.

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00:38:56,101 --> 00:39:03,301

So for those one on one draft conferences, by the time students come to me for those meetings,

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00:39:03,721 --> 00:39:08,251

they've actually already gotten feedback on their first drafts from at least three peers.

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00:39:08,671 --> 00:39:14,461

So when I sit down with them one on one, we talk about that feedback that they already have.

393

00:39:14,941 --> 00:39:19,080

I offer some additional suggestions to them to improve their drafts,

394

00:39:19,081 --> 00:39:27,481

and then I help them to synthesize everyone's comments and figure out how to implement all of that into a final draft.

395

00:39:28,531 --> 00:39:38,520

Those conferences are typically around 15 to 20 minutes each, and I do those about 2 to 3 times per quarter,

396

00:39:38,521 --> 00:39:41,131

depending on the class, depending on what the assignments are.

397

00:39:41,731 --> 00:39:49,531

And I find it really helpful to give students some structured ways to prepare for those conferences.

398

00:39:49,891 --> 00:39:59,161

So I'm going to post a link in the chat and this also is going to be in the Canvas Resources section.

399

00:39:59,611 --> 00:40:07,711

This is a conference prep form that I use and you'll see if you take a look at that form now or later,

400

00:40:08,161 --> 00:40:13,831

you'll see in the form that I ask students to basically just take some notes in

401

00:40:13,831 --> 00:40:19,531

advance of their conference about questions like what's working well in your draft?

402

00:40:19,531 --> 00:40:22,441

What do you want to work on? What questions do you have for me?

403

00:40:22,861 --> 00:40:30,841

And I see this as a way of sort of preparing them to have a real conversation with me about their writing

404

00:40:31,201 --> 00:40:38,160

rather than the kind of interaction where where I might be positioned as like the feedback giver,

405

00:40:38,161 --> 00:40:41,851

right? And a student's only role is to receive that feedback.

406

00:40:41,851 --> 00:40:44,580

I'm trying to get them away from that.

407

00:40:44,581 --> 00:40:52,111

And so giving them some way to prepare for it so that they can come in and engage in a conversation really helps.

408

00:40:52,741 --> 00:40:56,071

And then with the final drafts, as I mentioned, you know,

409

00:40:56,361 --> 00:41:05,521

I give written feedback for those on canvas and I have kind of a formula that I follow just to organize my written feedback,

410

00:41:06,571 --> 00:41:10,141

which helps to make it all more manageable for me too.

411

00:41:10,151 --> 00:41:15,781

So I try to do I usually start with three or four strengths of the final draft, right?

412

00:41:15,781 --> 00:41:20,191

Which might include like even strengths of the process that they've gone through.

413

00:41:20,551 --> 00:41:24,771

Things that I notice about changes that they've made that have improved the draft.

414

00:41:25,651 --> 00:41:32,730

And then I'll do a section with another two or three things that they could improve if they were either to continue

415

00:41:32,731 --> 00:41:39,891

iterating on this paper or I might sometimes frame that as like things to keep working on in their future writing.

416

00:41:40,921 --> 00:41:47,011

And then I'll also when I do those, I'll also include a brief section of feedback for the class overall.

417

00:41:48,811 --> 00:41:56,431

And it might be anything from, you know, you've completed all the assignments so far and I see real growth, right? To

418

00:41:58,021 --> 00:42:01,581

there was one that I just wrote a couple of days ago that was something like, you know,

419

00:42:01,591 --> 00:42:05,701

I really appreciate all the insightful comments you make during class discussions.

420

00:42:05,701 --> 00:42:11,070

And I also notice that you've got these two assignments missing. Please be in, you know, two other assignments missing.

421

00:42:11,071 --> 00:42:19,470

Please be in touch with me about making those up. And then I end it with some sort of invitation to reach out if they want to discuss it.

422

00:42:19,471 --> 00:42:25,261

And I think, you know, I'm focusing more on kind of the bigger assignments.

423

00:42:25,261 --> 00:42:32,461

There's a lot more I could say about, you know, quicker feedback that I give on smaller assignments, but don't want to take too much time for that.

424

00:42:32,461 --> 00:42:35,340

Now, if that comes up in Q&A, that would be great.

425

00:42:35,341 --> 00:42:44,970

But I think the last point probably I want to make for this question is that it can be really time consuming to do all of this,

426

00:42:44,971 --> 00:42:48,481

but there are a lot of ways to make it manageable.

427

00:42:48,931 --> 00:42:57,861

So one example is, you know, when we have those draft conferences, I'm not commenting on everything that I would improve in the draft, right?

428

00:42:57,871 --> 00:43:04,981

I'm choosing a few things that I think will make the biggest difference in the one week that they have between one draft and another,

429

00:43:05,281 --> 00:43:10,561

which means I can reasonably get through an individual conference in 15 or 20 minutes.

430

00:43:11,581 --> 00:43:20,571

I also used to do a lot more one on one conferences at other stages of their projects, for example, when they're working on a research paper, right?

431

00:43:20,581 --> 00:43:24,691

There's a point where they have a. Bunch of research notes.

432

00:43:24,691 --> 00:43:33,391

They have annotated bibliographies, and they have to figure out how to get from there to a first draft of a paper.

433

00:43:33,721 --> 00:43:39,931

I've converted those now to community feedback sessions or group conferences where I meet with three

434

00:43:39,931 --> 00:43:46,201

or four students at a time and their peers and I will give ideas to help each student move forward.

435

00:43:46,201 --> 00:43:49,410

And I've found that those actually save a good amount of time,

436

00:43:49,411 --> 00:43:54,091

right? A group of three students takes about 30 minutes, a group of four about 40 minutes.

437

00:43:54,481 --> 00:44:00,931

Whereas when I used to do those as individual conferences, it was like a good 15 to 20 minutes per individual student.

438

00:44:01,291 --> 00:44:07,321

So lots of little, you know, lots of little tricks like that for making it all manageable.

439

00:44:08,341 --> 00:44:15,150

And again, I'd be glad to talk about any more of that, any of the more details of that in the Q&A.

440

00:44:15,151 --> 00:44:20,021

But I want to pass it back to Meaghan now. Yeah.

441

00:44:20,071 --> 00:44:23,591

Thank you so much. Lisa, I'm obsessed now with that group conference idea.

442

00:44:23,601 --> 00:44:31,730

That's a great idea. I'm going to do that going forward. So I just to again, to echo a lot of what Lisa said, So for feedback,

443

00:44:31,731 --> 00:44:35,381

I'm using - for the first time, this quarter, I'm trying to do everything in Canvas.

444

00:44:35,391 --> 00:44:45,111

I used to be old school. I would give everybody in track comments in a word document and then email it back to them as a PDF individually.

445

00:44:45,111 --> 00:44:50,421

And I realized that students hate checking their email. So I was like, okay, this quarter I'm going to try to do everything in canvas.

446

00:44:50,691 --> 00:44:55,010

And I think it's working. The only thing that drives me crazy is I can't tell if they've seen it and

447

00:44:55,011 --> 00:44:58,820

depending on their notifications and the way they had them set up for Canvas,

448

00:44:58,821 --> 00:45:01,851

I don't always know if they're notified when I'm writing back to them.

449

00:45:02,421 --> 00:45:05,181

So that's something that I'm playing with and learning this quarter.

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00:45:05,451 --> 00:45:13,731

But I again teach writing, so I'm doing a lot of written feedback in canvas and I do lots and lots of in text comments.

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00:45:14,421 --> 00:45:23,240

I'm not one of those - For me, it takes a million years for me to write the really smart chunk of text letter at the end that gives high level:

452

00:45:23,241 --> 00:45:27,981

Here's what you need to work on, boom, boom, boom, I do that much better verbally in conversation with the student.

453

00:45:28,221 --> 00:45:36,741

So I do lots of kind of in text comments when I'm giving work, giving feedback on written work, and I try to make them very question based, right?

454

00:45:36,741 --> 00:45:38,900

Like, "Oh, what do you mean? Here I'm a little confused.

455

00:45:38,901 --> 00:45:44,211

How does this relate to the sentence above, or what is the sentence doing differently than the sentence above things like that?"

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00:45:44,211 --> 00:45:49,101

They're just asking questions of the students instead of trying to say, you know, this is good, this is bad.

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00:45:49,401 --> 00:45:55,251

Although I do spend a lot of time when I'm giving feedback on student assignments,

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00:45:55,431 --> 00:45:59,301

calling out what I think they are doing well, especially in something like writing.

459

00:45:59,301 --> 00:46:03,290

I think it's such a tough discipline. Students are often really discouraged about their writing.

460

00:46:03,291 --> 00:46:06,771

I think it's important to call out what students are doing effectively.

461

00:46:07,461 --> 00:46:12,080

I think that it's just as important as it is for them to know what they're doing well as it is for what they need to work on.

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00:46:12,081 --> 00:46:19,071

So I try really hard to have a positive kind of critique, and I'm calling out good things as often as I'm calling out suggestions.

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00:46:20,781 --> 00:46:28,580

I've tried doing memos. I had an injury a couple quarters ago that coincided exactly with

464

00:46:28,581 --> 00:46:32,241

when I was getting the students' first drafts back so I couldn't type with my right hand.

465

00:46:32,961 --> 00:46:38,120

So I had to do voice memos to students where I kind of talked through their paper with them.

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00:46:38,121 --> 00:46:42,831

And I found that students actually really liked that. It was really difficult for me.

467

00:46:42,921 --> 00:46:49,311

I am not a super verbal person. I'm not the most articulate person in my words, as you all probably noticed by now.

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00:46:49,521 --> 00:46:52,611

I am much more coherent, much clearer when

469

00:46:52,631 --> 00:47:00,460

I have time to write it out and think it out to students. So I think that my written feedback is more valuable in some ways than the

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00:47:00,461 --> 00:47:04,100

voice memos, or at least it's harder for me to do a voice memos.

471

00:47:04,101 --> 00:47:09,080

So I try to supplement that, then by, with all my written feedback that I get to students, especially on the first draft.

472

00:47:09,081 --> 00:47:13,111

So they get written feedback on a first draft, and then they come to my office, right?

473

00:47:13,131 --> 00:47:17,331

And we have a one on one conference where we can talk about things conversationally.

474

00:47:17,341 --> 00:47:19,281

Mine are a little bit more directed, I think.

475

00:47:19,281 --> 00:47:26,511

Than it sounds like Lisa's conferences are. I am kind of the feedback giver in those moments because I'm asking students

476

00:47:26,961 --> 00:47:35,181

throughout the quarter to really assess themselves and really give the agency to them in how they're evaluating their work.

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00:47:35,751 --> 00:47:41,631

I like to give be a little bit more directed in the way that I'm giving feedback in between the first draft and the revised drafts,

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00:47:41,631 --> 00:47:45,170

because I'm afraid if I'm too loosey goosey, they're like, What am I learning at all?

479

00:47:45,171 --> 00:47:50,571

So I use the conferences as a time where I can be a little bit more directed in terms of the feedback that I'm giving.

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00:47:50,901 --> 00:47:54,621

But at the same time, I try to make that conversational with the students.

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00:47:54,621 --> 00:48:00,471

So my favorite conferences, of course, are ones where, you know, I suggest a question or suggest an idea,

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00:48:00,681 --> 00:48:05,420

and students take it in a completely different direction than they would have in the paper anyway.

483

00:48:05,421 --> 00:48:09,681

So between the two of us talking together, something, something new emerges from the conversation.

484

00:48:09,681 --> 00:48:13,131

So ideally that's what happens in the conferences.

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00:48:14,781 --> 00:48:21,371

I also get feedback on students revised drafts, and what I try to do is give kind of a summative assessment where I write,

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00:48:21,441 --> 00:48:25,071

you know, how I think that they grew throughout that assignment based on what they're saying.

487

00:48:25,341 --> 00:48:30,410

I also try to give feedback for future assignments, and when I'm doing it the best,

488

00:48:30,411 --> 00:48:36,441

I'm looking back at their learning goals for this specific assignment that they have in their learning plans and trying to connect to them.

489

00:48:36,441 --> 00:48:40,910

This is how I think you might work towards this going forward as the quarter goes on.

490

00:48:40,911 --> 00:48:44,571

These are things where I think you made a lot of progress already. Keep working on this.

491

00:48:44,811 --> 00:48:51,051

So I try to give, you know, not just kind of summative "this is what you did," but also formative.

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00:48:51,051 --> 00:48:54,201

"Here's what you can do going into future assignments."

493

00:48:56,211 --> 00:49:00,530

I've also started using complete and incomplete in canvas.

494

00:49:00,531 --> 00:49:02,511

That's just the best way that I've found.

495

00:49:03,531 --> 00:49:09,890

I try to like I tell my students, as long as they finish the assignments according to the criteria, they've done it.

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00:49:09,891 --> 00:49:13,161

That's all they need to do, right? There's no that's basically right.

497

00:49:13,161 --> 00:49:17,511

There's no there's no bells and whistles to go through.

498

00:49:17,511 --> 00:49:23,251

So I started marking complete versus incomplete. And then if they get an incomplete, they know that they need to go back and fix it.

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00:49:24,961 --> 00:49:32,131

I ask students in terms of feedback to do a midterm kind of self-evaluation, which again, we'll talk about when

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00:49:32,131 --> 00:49:40,020

we get into self-evaluation time. But I also then ask, I meet with students one on one around the midterm and give feedback kind of, again,

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00:49:40,021 --> 00:49:44,220

summative-formative-summative on how I think students have been performing in the class so

502

00:49:44,221 --> 00:49:50,041

far in conversation with their own self reflection and feedback for going forward.

503

00:49:51,541 --> 00:49:58,311

But yeah, I think that's that's kind of how I do it. We're good to go into kind of a sub question here.

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00:49:58,321 --> 00:50:04,501

So how do students typically respond to the feedback that we give them?

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00:50:04,501 --> 00:50:10,741

So getting feedback instead of grades, for example? Let's see, I think you were first on this one.

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00:50:15,151 --> 00:50:22,891

Yeah, I think I may have covered this actually with the two student quotes, so I may have already answered that question before.

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00:50:23,641 --> 00:50:27,501

But generally, you know, students respond very well.

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00:50:27,511 --> 00:50:30,601

They say that it reduces their stress.

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00:50:32,221 --> 00:50:38,221

I can actually pull I'll just pull one more student quote that I have. "The class

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00:50:38,221 --> 00:50:42,391

structure that focuses on growth rather than the grade helps me learn more effectively.

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00:50:42,631 --> 00:50:50,221

I could be more proactive in my own learning and growth, and it helps me follow the iteration process rather than trying to be perfect every time."

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00:50:51,481 --> 00:50:57,541

So I think what I wanted to communicate there with that quote is that what I see from students is

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00:50:57,541 --> 00:51:05,310

that they are focused more on the process and the iteration and the emphasis of the design process,

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00:51:05,311 --> 00:51:09,481

which is. You know, prototype, test, revise.

515

00:51:10,231 --> 00:51:15,871

And so I'm kind of seeing that with their learning as well, which is in the best case scenario.

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00:51:15,871 --> 00:51:23,131

What I hope I would see and I think I will pass it to Lisa.

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00:51:26,401 --> 00:51:30,601

Yeah. So everything you said, Kiki really rings true for me, too.

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00:51:30,601 --> 00:51:38,521

And I know also from talking to you, Meaghan, about this, that my students have similar responses to yours as well.

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00:51:38,521 --> 00:51:45,631

So. So I think I'll just add one thing here that I've started to notice that it seems really cool to me.

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00:51:45,631 --> 00:51:55,161

In the past couple of years I've been hearing from students and then also reading in some of their written comments

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00:51:55,711 --> 00:52:06,451

So it seems to be that this community focused feedback approach, in combination with avoiding traditional grades on assignments,

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00:52:06,901 --> 00:52:17,191

might be shifting actually how much they pay attention to engage with and value the feedback

523

00:52:17,191 --> 00:52:22,531

they're getting from people other than me as the instructor slash giver of grades.

524

00:52:23,761 --> 00:52:31,320

So I pulled a quote that came up recently in a student's mid-quarter feedback that I wanted to read to you.

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00:52:31,321 --> 00:52:38,221

So this is in response to a question about how they're experiencing our feedback and assessment system.

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00:52:38,731 --> 00:52:44,551

And the student wrote. The system has been really supportive for growth.

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00:52:44,551 --> 00:52:50,101

In particular, while my experience has still been one of hard work and difficult projects.

528

00:52:50,431 --> 00:53:00,571

The growth has been pretty unique. The reduced power of the teacher as a greater allows useful feedback from my peers in addition to teacher feedback.

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00:53:00,931 --> 00:53:05,611

In this way I have constantly focused on improvement from various perspectives,

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00:53:06,061 --> 00:53:17,311

so I am interpreting this to mean that this system that's focused on feedback and not grades facilitates for

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00:53:17,311 --> 00:53:25,201

students more meaningful peer review because the instructor's relative power as reviewer is repositioned.

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00:53:25,831 --> 00:53:32,640

And that in turn I hope, makes all the feedback that they're asked to give, which is a significant amount,

533

00:53:32,641 --> 00:53:39,781

and all the feedback that they're receiving really worth the time and effort that everyone puts into it.

534

00:53:41,221 --> 00:53:44,961

And Meaghan, I'll pass it back to you next. Yeah.

535

00:53:44,961 --> 00:53:46,340

And just to kind of add on to that,

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00:53:46,341 --> 00:53:55,341

I think that sometimes students can be a little skeptical about how ungrading or alternative assessment is going to work for them in the class.

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00:53:56,241 --> 00:54:03,201

And I found that especially in the way that I get feedback as it as we get through the quarter,

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00:54:03,261 --> 00:54:09,531

students kind of ease in and they realize once we get through that first assignment that I'm not actually going to pull the rug out from under them,

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00:54:09,531 --> 00:54:14,571

that this is just how the class is going to work, that they're going to get feedback and they're going to have opportunity to revise it.

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00:54:15,051 --> 00:54:22,970

And once they revise it, as long as they have revised well and reflected about it, like that's it, we move on to the next assignment.

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00:54:22,971 --> 00:54:29,991

And I think that sometimes it takes students an assignment to kind of get into that groove and to really, kind of, trust the feedback.

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00:54:30,231 --> 00:54:36,211

But I find that going into other subsequent assignments, then I really see the growth, right?

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00:54:36,291 --> 00:54:39,350

So between the first assignment, the second assignment, the third assignment, and you know,

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00:54:39,351 --> 00:54:46,970

between the first assignment and the midterm reflections, I see them kind of trusting that, "Oh, all I need to do is learn" All I need to do,

545

00:54:46,971 --> 00:54:52,881

it's like a ton of work and a lot of critical thinking for them to implement feedback, right, in a constructive way.

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00:54:53,061 --> 00:55:00,981

But I think that once they can just trust that the feedback is there to guide them and it's not punitive and it's there to help their learning.

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00:55:00,981 --> 00:55:05,421

And once they get through that first round, I found they really,

548

00:55:06,711 --> 00:55:10,401

I don't know, just enjoy the process a lot more and trust the process a lot more.

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00:55:11,851 --> 00:55:22,771

Okay, so let's hop to peer review, because that's kind of a thorny thing sometimes it might be worth talking about.

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00:55:24,391 --> 00:55:35,011

So our next question is going to be how does peer review or community based feedback work in your classes logistically, practically, pedagogically?

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00:55:35,311 --> 00:55:39,701

Lisa, you want to start with this one. Yes.

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00:55:39,711 --> 00:55:46,251

So I'll start with the basic structure of my community feedback process.

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00:55:46,881 --> 00:55:53,781

So it requires that for every major assignment, students get feedback from me,

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00:55:54,291 --> 00:56:01,221

from a stable peer review team of three or four students who are working together all quarter,

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00:56:01,551 --> 00:56:05,991

and then also from one or two other students who they don't work with regularly.

556

00:56:06,561 --> 00:56:14,391

And I have a pretty prescribed procedure to follow once they have a first draft in place.

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00:56:14,781 --> 00:56:25,371

So that draft gets submitted on canvas and then with the using the peer review function on Canvas, it gets distributed automatically to me.

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00:56:25,371 --> 00:56:29,241

And to that all the members of that stable peer support team,

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00:56:30,291 --> 00:56:39,530

each teammate then reads the others' drafts and they fill out a form answering some questions for each teammates draft.

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00:56:39,531 --> 00:56:43,430

I'll come back to that form in a minute and I'll share a sample with you.

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00:56:43,431 --> 00:56:53,871

Also, they send those forms to their teammates and to me, and then they actually have them meet outside of class for a peer review discussion.

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00:56:54,921 --> 00:57:02,481

At some point after that discussion, usually a day or two later, is when they're meeting with me for those one on one conferences that I talked about.

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00:57:02,721 --> 00:57:13,791

And then they work on revisions. And that form that I mentioned is something that I call a community feedback and reflection form or CFR form.

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00:57:15,411 --> 00:57:17,390

Link is in the chat now.

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00:57:17,391 --> 00:57:29,691

So the form includes questions about the paper draft, you know, including questions about process content, organization, academic integrity.

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00:57:30,231 --> 00:57:36,921

It's specifically not set up like a rubric because I really want it to function as a way to

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00:57:36,921 --> 00:57:44,181

help students give and receive meaningful qualitative feedback without points or grades.

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00:57:44,631 --> 00:57:50,540

So they complete these forms for their peers, first drafts, and when they do the forms,

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00:57:50,541 --> 00:57:55,671

I tell them that they should just take brief notes in response to each question.

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00:57:56,181 --> 00:58:01,611

I really I don't want it to be overwhelming or so burdensome that they just won't do it.

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00:58:02,841 --> 00:58:08,361

But also the the notes on the former, just a starting point point for that peer feedback, right.

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00:58:08,361 --> 00:58:15,691

When they get together for a real time conversation about it, they can use those notes they've written as a basis for that conversation.

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00:58:17,031 --> 00:58:21,980

And then also during that week when they're in between drafts,

574

00:58:21,981 --> 00:58:32,811

I try to get them to connect during class time with one or two other students who aren't on their regular peer support team.

575

00:58:33,201 --> 00:58:44,241

And I'll give them, you know, like 20 minutes during class one day to quickly look at like one small piece of a partner's paper.

576

00:58:44,451 --> 00:58:50,871

And then I'll give them a few guided questions that they can chat about during class time.

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00:58:50,871 --> 00:58:57,230

I don't probably want to take up too much time to talk in in detail about that now,

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00:58:57,231 --> 00:59:05,271

but that's another document that I've posted in the resource section on canvas, just an example of how to do that.

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00:59:05,781 --> 00:59:14,091

And then all along the whole quarter, one of the things that I'm really trying to emphasize about the community feedback model is this idea that.

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00:59:15,401 --> 00:59:21,221

They're going to grow as writers when they get feedback from a community of readers, but also that,

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00:59:21,451 --> 00:59:27,401

you know, critically engaging with others, with other people's writing is going to improve theirs as well.

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00:59:28,701 --> 00:59:37,470

Meaghan. Yeah. Lisa and I have such similar ways of doing peer review that I won't add to too much here, except for that.

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00:59:37,471 --> 00:59:45,331

One of the things that I try to do because I have writing center training in me and I help direct the writing place here on campus.

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00:59:45,631 --> 00:59:51,480

One of the things that I do to help introduce peer review in my class is I actually assign an article that we assign to the writing

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00:59:51,481 --> 01:00:00,141

tutors at the Northwestern writing place to to get them started on how to give feedback on writing rather than edit writing.

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01:00:00,151 --> 01:00:02,821

So it's this kind of canonical piece in writing center studies,

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01:00:02,821 --> 01:00:09,571

and I get that to my students and ask them to consider what helping a student on feedback or helping a

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01:00:09,571 --> 01:00:14,371

student with feedback during peer review looks like versus just editing for like a small comma or something.

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01:00:14,371 --> 01:00:20,431

You know, grammar things. Again, students I find often aren't comfortable with peer review at first because they don't know how to do it.

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01:00:20,461 --> 01:00:24,991

So I spend a little bit of time introducing ways of giving feedback to students.

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01:00:25,651 --> 01:00:33,091

So that's kind of something different that I do. And I know, Kiki, you have a different system of doing this on the design side of things.

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01:00:33,091 --> 01:00:36,111

Would you jump in? Yeah, absolutely.

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01:00:36,951 --> 01:00:44,691

So in the design portion of of design thinking and communication, we implement peer review.

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01:00:44,701 --> 01:00:49,610

And one thing I want to say here is, you know that you might do is,

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01:00:49,611 --> 01:00:53,451

is peer review like, you know, that's the, the technique I'm using is peer review.

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01:00:53,451 --> 01:00:58,850

But what I find particularly important is how you implement that and how you as an instructor

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01:00:58,851 --> 01:01:03,921

talk about that because it shapes the way in which the students engage with peer review.

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01:01:04,611 --> 01:01:10,580

And so by that I mean when I am introducing, they do peer review two primary times,

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01:01:10,581 --> 01:01:19,161

one on their prototype and then one on their poster, which is communicating their their final design.

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01:01:20,271 --> 01:01:25,121

When I presented to the class, I say our goal here is to elevate all teams, right?

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01:01:25,131 --> 01:01:32,360

We are where we are a group of people that are somewhat experts in this topic,

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01:01:32,361 --> 01:01:39,621

but we haven't been working specifically on the ideas that this team is working on so we can see their blind spots or we can see,

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01:01:39,831 --> 01:01:47,121

you know, what they might have missed. And so our role here is to help and elevate all of the work that our peers are doing.

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01:01:47,121 --> 01:01:50,720

And I think the reason I bring that up is I think it's important as an instructor

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01:01:50,721 --> 01:01:55,071

to frame the role of peer reviews that students kind of understand.

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01:01:55,071 --> 01:01:59,031

It's not a competition that we're here to provide support.

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01:01:59,301 --> 01:02:02,510

And I also tell students that they are running the show.

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01:02:02,511 --> 01:02:05,301

And so I don't jump in with my own feedback.

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01:02:05,301 --> 01:02:14,840

I want to put the peer feedback front and center so I am quiet and then I wait out the awkward silence until people start chiming in and then it just

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01:02:14,841 --> 01:02:19,521

snowballs from there and they have a really engaging conversation and going back

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01:02:19,521 --> 01:02:24,531

and forth with each other about the design or the poster design or whatnot.

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01:02:24,531 --> 01:02:28,220

So that's, that's the kind of primary way it works.

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01:02:28,221 --> 01:02:36,661

And so it's in, in class live peer feedback. Meaghan? Yeah.

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01:02:37,201 --> 01:02:41,551

So I think I want to make sure that we have time to get to everybody's questions and things.

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01:02:41,551 --> 01:02:46,791

So we're going to kind of wrap up here with the question on self-reflection.

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01:02:46,801 --> 01:02:50,880

So the last of the three major feedback types we we talked about,

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01:02:50,881 --> 01:02:57,451

So what role does self-reflection or metacognitive self feedback and self-reflection play in your assessment system?

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01:02:57,751 --> 01:03:01,231

And I think I'm designated to go first on this one.

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01:03:02,341 --> 01:03:06,751

Self-reflection plays kind of an outsized role in my classes for sure.

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01:03:07,081 --> 01:03:13,531

So as I mentioned earlier, I asked my students to create an individual learning plan for the class.

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01:03:13,891 --> 01:03:22,081

And this is a big document. And actually I'll I'll go ahead and throw my current version in the chat so you can see it.

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01:03:22,081 --> 01:03:27,931

It's also on the campus page under resources for this session.

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01:03:28,501 --> 01:03:32,251

But I asked students, basically I have learning goals for the course, right?

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01:03:32,251 --> 01:03:38,851

Five different course learning goals. And what I do in this document is I copy and paste them into a template and I ask

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01:03:38,851 --> 01:03:42,691

students basically to think about their strengths and weaknesses in each area.

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01:03:42,691 --> 01:03:47,941

So they're their perceived strengths and weaknesses. So I ask them to assess where they think they are right now, where they've been in the past,

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01:03:47,941 --> 01:03:51,721

where they think they are now, and what they want to learn, particularly in this class.

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01:03:51,961 --> 01:03:56,551

And the way that I - the reason why I like to do this learning plan is that it gives

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01:03:56,551 --> 01:04:01,200

students an opportunity to think about what they really want to get out of the class.

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01:04:01,201 --> 01:04:07,621

And some students come in with all different levels of reading expertise, thinking expertise, writing expertise.

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01:04:07,621 --> 01:04:12,810

Right. And this allows - and maybe some students are really strong readers, and that's that's something they need to focus on super hard in my class,

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01:04:12,811 --> 01:04:17,221

but they really want to improve on their speaking skills or presentation skills or writing skills.

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01:04:17,461 --> 01:04:24,120

The learning plan allows them space to make their own goals within what I'm hoping they're going to get out of the class.

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01:04:24,121 --> 01:04:27,211

So it allows them to kind of individualize what they're hoping to learn in a way

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01:04:27,211 --> 01:04:32,311

that I could never really articulate or learn on my own without this document.

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01:04:33,331 --> 01:04:38,431

And what I do is, they fill out this document. This is the first quarter that I've asked them to

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01:04:38,431 --> 01:04:42,931

do it broken it up, so I'd traditionally ask them to write this entire document in the first week.

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01:04:42,931 --> 01:04:47,551

And they don't like that because it's very hard to think this hard and reflect in so many different questions.

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01:04:47,551 --> 01:04:55,080

And I've gotten lots of feedback from many small group analysis from the Searle Center with my classes that ILP's too long,

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01:04:55,081 --> 01:05:04,990

It takes too long in the first week, so I've broken it up into manageable chunks, so I ask them to bring little parts of it completed to class.

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01:05:04,991 --> 01:05:10,771

So we talk about it with their peers. We do stuff in class and it gives them maybe two full weeks to get through it rather than the first week.

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01:05:10,771 --> 01:05:15,571

And that's that seemed to be working this quarter. We'll see. I have an SGA tomorrow, so we'll see what they think.

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01:05:17,191 --> 01:05:23,310

But in addition to the ILP, what students do for me is they write these kind of process letters every week.

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01:05:23,311 --> 01:05:28,291

So I call them their Sunday summaries, and it's just some kind of short, informal prompt I have.

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01:05:28,651 --> 01:05:32,761

I'll ask them something about what they learned in the week. Tie back to the ILP.

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01:05:32,941 --> 01:05:39,060

Where did you make progress this week? Where do you still need to work? I often ask them to think about their engagement in terms of participation.

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01:05:39,061 --> 01:05:42,091

How did you participate in class? How did you foster community this week?

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01:05:42,451 --> 01:05:46,140

And they just write these informal letters to me and I write back to them each week.

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01:05:46,141 --> 01:05:54,541

That's really fun for me to do that. It's a really informal way for me to just, you know, communicate individually with students.

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01:05:54,541 --> 01:05:59,371

I think they appreciated, especially in these big, big classes, they don't always get that kind of individualized attention.

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01:06:00,331 --> 01:06:04,230

And then I asked students to do a midterm reflection. So we're coming up on that this week.

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01:06:04,231 --> 01:06:10,771

I ask them to go back into their ILP in a different color, choose three of the different goals and assess where they are,

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01:06:10,771 --> 01:06:15,061

where they fend what they want to do the rest of the quarter. So that's kind of fun.

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01:06:15,301 --> 01:06:19,410

And then finally, at the end of the quarter, they had their big self reflection, final self review,

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01:06:19,411 --> 01:06:24,781

self assessment, and I asked them to basically it's like it's like the ILP in reverse.

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01:06:24,781 --> 01:06:32,791

So they assess themselves rather than setting their goals. And they're usually really fine as students to set their own grading scale.

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01:06:32,791 --> 01:06:37,950

So I give them like my baseline expectations for the course, basically everything that's in the syllabus.

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01:06:37,951 --> 01:06:40,560

And I asked them to add their own assessment.

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01:06:40,561 --> 01:06:45,791

How will they know when they've learned and what what constitutes an A and a B, which is really fun for them to read.

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01:06:45,791 --> 01:06:50,280

And we have a final conference and we talk about it, and that's kind of how it works.

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01:06:50,281 --> 01:06:56,161

So it's really completely built into the structure of my class self review and self assessment,

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01:06:56,791 --> 01:07:01,711

which is how I've kind of mitigated a lot of that uncertainty that might come from not having grades in the class.

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01:07:01,711 --> 01:07:03,120

So even though they're not getting grades,

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01:07:03,121 --> 01:07:09,181

we're kind of constantly every week reflecting on learning and they're getting feedback from me and formally and informally.

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01:07:10,931 --> 01:07:15,410

Lisa Do you want to join in? Yeah.

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01:07:15,411 --> 01:07:23,720

So I have students doing self-reflection and self assessment for all of the major individual assignments

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01:07:23,721 --> 01:07:30,291

and then also broader self reflection and assessment of their learning at a few key points in the quarter.

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01:07:30,771 --> 01:07:43,271

So for those individual assignments, they reflect on both a first draft and also a final draft by completing those forms that I showed you earlier,

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01:07:43,281 --> 01:07:46,941

those community feedback and reflection forms for their own papers.

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01:07:47,901 --> 01:07:52,310

And then they also bring those reflections to their conferences with me.

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01:07:52,311 --> 01:08:00,081

And I think that these assignment level reflections help them to see how their paper,

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01:08:00,081 --> 01:08:05,691

like an individual assignment, a paper, has grown from one draft to another,

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01:08:06,081 --> 01:08:12,230

and then also thinking a little bit bigger what lessons they've learned about

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01:08:12,231 --> 01:08:20,011

writing or research in the process of working on that paper and then around weeks.

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01:08:20,031 --> 01:08:28,820

I usually do this around weeks four, eight, and then during finals week they do a bigger picture reflection and assessment of

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01:08:28,821 --> 01:08:36,051

their growth and engagement along the broad categories of learning objectives.

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01:08:36,051 --> 01:08:45,140

So, for example, they're discussing how they've grown as writers, as researchers, as readers over a matter of weeks.

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01:08:45,141 --> 01:08:46,941

And in these reflections,

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01:08:46,941 --> 01:08:57,531

I also ask them to give themselves a course grade and to write a couple of paragraphs justifying and explaining that grade to me.

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01:08:58,611 --> 01:09:04,430

Kiki I know you do those kinds of reflections as well in our approach, and that is very similar.

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01:09:04,431 --> 01:09:09,621

So I don't want to overlap too much. So I think it makes sense maybe to hand off to you now.

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01:09:10,541 --> 01:09:19,961

Sure. So in my class, the way I often describe the self-assessment is to say, you know,

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01:09:19,961 --> 01:09:27,791

one of the things we're learning in this class is how to make evidence based decisions that will lead to the final prototype.

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01:09:27,801 --> 01:09:30,220

And then the same thing applies with their learning.

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01:09:30,221 --> 01:09:36,701

So what we're doing, ungrading, you're doing this self-assessment, but I want those self assessments to be evidence based.

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01:09:36,701 --> 01:09:42,400

I want them to be to say I'm I think I deserve an A because of X, Y,

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01:09:42,401 --> 01:09:49,361

and Z and have concrete things to show to show me that kind of demonstrate their learning.

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01:09:49,661 --> 01:09:56,681

And so the way this works is that throughout the quarter they're filling out a design journal where I ask questions, you know,

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01:09:56,681 --> 01:10:03,431

what did you learn about, what are your thoughts about, read this article and explain, you know,

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01:10:03,431 --> 01:10:10,571

so they have this really nice running document of their thought process of what they've learned,

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01:10:10,991 --> 01:10:17,980

how they've changed their mind throughout the quarter and then in weeks four, seven and then at the end of the quarter,

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01:10:17,981 --> 01:10:26,381

I say look back at that document as a reminder of what you've learned and then do the self-assessment which asks them to say,

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01:10:26,381 --> 01:10:29,921

you know, what would, what grade would you give yourself if you had to and why?

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01:10:30,551 --> 01:10:32,801

And what do you think are the top things you've learned?

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01:10:32,951 --> 01:10:38,051

And so I have these sort of checkpoints at week four, week seven, and then at the end of the quarter.

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01:10:38,621 --> 01:10:44,950

And so I'm trying to to mirror, you know, we're doing this evidence based decision making for the design process,

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01:10:44,951 --> 01:10:50,831

but also this evidence based decision making for your grades as well.

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01:10:51,101 --> 01:10:59,111

And it provides me, the last thing I'll say about this is, I feel like I have gotten to learn to know my students so

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01:10:59,111 --> 01:11:07,391

much better in in reading what they write in these reflections and reading through their their design journals.

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01:11:07,571 --> 01:11:09,101

And I'll just drop in the chat.

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01:11:09,101 --> 01:11:18,371

The first link is the assessment I use in weeks four and seven, and then the second link is the end of quarter self assessment.

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01:11:20,321 --> 01:11:25,981

And I think I will leave it at that. Wonderful, Lisa, Kiki,

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01:11:26,001 --> 01:11:30,451

I think we've reached the end of what we were going to kind of talk about, all three of us together.

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01:11:30,451 --> 01:11:35,970

So I think we should go ahead and move into just kind of a self reflection for everybody.

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01:11:35,971 --> 01:11:38,791

We'll just do a quick this will only take two or 3 minutes.

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01:11:38,791 --> 01:11:46,501

We want you to think about or have time to think about how do you currently implement feedback in your classroom?

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01:11:46,771 --> 01:11:52,921

And then no matter what your teaching context or the size of your course, what's one area, whether that's instructor feedback,

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01:11:52,951 --> 01:12:01,680

peer feedback, some metacognitive self feedback, etc. that you would like to change, experiment or implement in your classroom?

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01:12:01,681 --> 01:12:04,741

Maybe brainstorm a couple ideas for what that might look like.

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01:12:05,101 --> 01:12:13,441

And then in the next 2 or 3 minutes, we'll just open up our conversation to the group and we'll answer any questions that you may have.