**From monologue to dialogue: Improving written feedback processes in mass higher education.**

*Take notes in the appropriate place for your jigsaw component.*

**#1) Establishing a context for feedback dialogue** *(bottom of page 504 through 506)*

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| **Implications from Research** | **Strategies** |
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**#2) Adapting teacher feedback to learners’ needs** *(pages 507 and 508)*

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| **Implications from Research** | **Strategies** |
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**#3) Continuing the dialogue: the role of peers** *(bottom page 508 to mid page 509)* **AND**

**Research and practice: peer critiquing** *(midway page 509 through midway page 510)*

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| **Implications from Research** | **Strategies** |
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**#4) Continuing the dialogue: the role of peers** *(bottom page 508 to mid page 509)* **AND**

**Research and practice: collaborative assignment production** *(midway page 510 through 511)*

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| **Implications from Research** | **Strategies** |
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**#5) Continuing the dialogue: the role of peers** *(mid page 508 to mid page 509)* **AND**

**Research and practice: exposing students to others’ dialogues** *(page 511 through 512)*

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| **Implications from Research** | **Strategies** |
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**Recommendations for good written comments from research**

Written feedback comments should be:

* *Understandable:* expressed in language that students will understand. Much feedback uses a disciplinary discourse that is difficult for students, particularly beginning students, to decode. Try to write comments in plain language and provide explanations where disciplinary or technical terms are used.
* *Selective:* commenting in reasonable detail on two or three things that the student can do something about. Provide enough detail that students can understand what the guidance means as comments often seem cryptic to students without overwhelming students with too much information.
* *Specific:* pointing to instances in the student’s submission where the feedback applies. For example, highlight a positive feature, explain its merit, and suggest that the student do more of that.
* *Timely:* provided in time to improve the next assignment. Multistage assignments can address some of the issues with timeliness as it allows drafting with feedback provided on the draft.
* *Contextualized:* framed with reference to the learning outcomes and/or assignment criteria. Feedback is most effective when it helps students identify the gap between their current performance or understanding and the targeted learning.
* *Non-judgmental:* descriptive rather than evaluative, focused on learning goals not just performance goals. Try to ensure that students perceive comments as descriptive rather than evaluative or authoritarian. One approach is for the teacher to reflect back to the students the effects of the writing, in other words, how the teacher has interpreted what is written (e.g., ‘here’s what I see as your main point…’). This allows students to see the difference between their intention and the effects that are produced.
* *Balanced:* pointing out the positive as well as areas in need of improvement. Be cautious about gratuitous praise, students are able to discern whether the praise was earned.
* *Forward looking:* suggesting how students might improve subsequent assignments. Examples include suggesting goals to focus on in future assignments or specific strategies that might apply. Some feedback sheets include an ‘action-point’ box where the instructor can outline the specific actions that would lead to greatest improvement on the next assignment. Comments should help students find alternative ways of looking at the problem rather than simply highlight misunderstandings.
* *Transferable:* focused on processes, skills and self-regulatory processes not just on knowledge content, this will allow students to more easily transfer their learning to new contexts.