

Suggestions for providing feedback

<http://www.gvsu.edu/idel/>
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Strategies:

Give frequent, early, positive feedback that supports students' beliefs that they can do well.

- Quality responses in the part of the instructor tend to increase the quality of the work submitted from the students.
- The longer students have to wait for feedback, the weaker the connection to their effort becomes, and the less likely they are to benefit.
- Give specific examples from their work, rather than overall general comments.

Create an atmosphere that is open and positive.

- Thank the student, address their name, and say something positive about his or her work before discussing areas that need to be improved.
- A positive message provides encouragement and makes students feel that they really are part of the learning community ... and that the class can take on personal meaning for them.

Scaffold assignments.

- Assigning tasks that are relatively easy in the beginning and get progressively difficult provides students with opportunities for success, which builds confidence.

Make feedback another part of the learning process.

- In addition to instructor feedback, ask students to provide feedback. Students can monitor and provide feedback to other students, as well as compare their work to criteria.
- Engage students in review of their own work and others. This can be very effective using peer reviews/project partners.

Use rubrics when appropriate.

- Rubrics provide criteria against which students can compare their learning.
- Even better, involve students in developing rubrics. Rubrics help students focus their effort.

Help students get it right.

- If students know you want to see them succeed, and you're willing to help explain how, their learning improves.
- Give students opportunities to improve, try again, and get it right. This might not be appropriate with every assignment, but allowing resubmissions goes a long way in helping student's master course content.

"If you give them good, strong feedback at the beginning that's very personal, constructive, and helpful, the quality of their work [will be better] for the whole semester. If they know that somebody really cares about what they're doing and [makes] that personal connection, they will work to that expectation."

Dr. Rosemary Cleveland,
College of Education and 2018
Winner of the Teaching with
Technology Award.

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Several tools allow for personalized feedback. Review <http://www.gvsu.edu/elearn/help/> for Blackboard tutorials and documentation. You can also schedule individual consultations with the instructional designers from IDeL for more assistance.

Additional tools for creating audio feedback:

<https://recordmp3online.com/>

<https://vocaroo.com/>

- Blackboard's email can even be found in the Grade center!
- Blackboard's Grade center comments/Inline Grading for online assignment submissions
- Blackboard's private journal tool
- Blackboard's rubric tool
- Techsmith Relay and Ensemble video for video feedback
- Vocaroo or recordmp3online.com for audio feedback

References

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