



Feedback strategies: Engaging students in dialogue

Part 1: Annotating writing submissions

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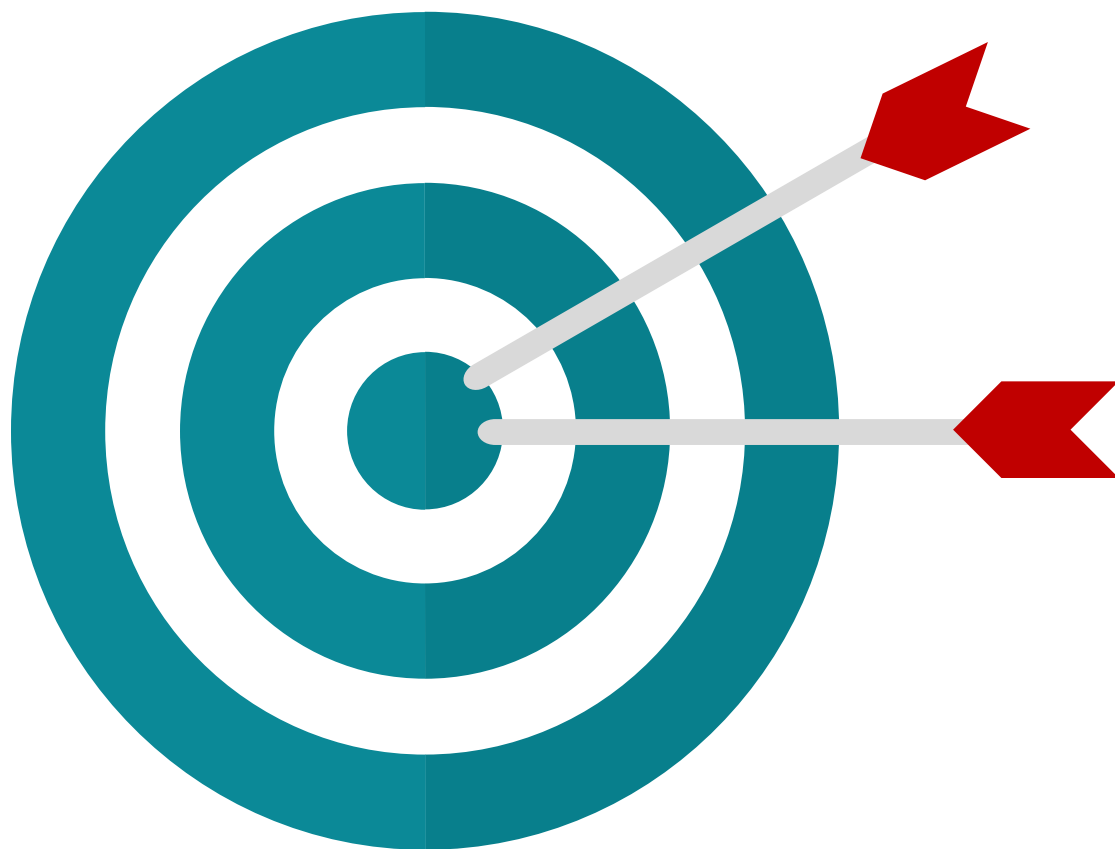
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How do you
define feedback?



Outcomes



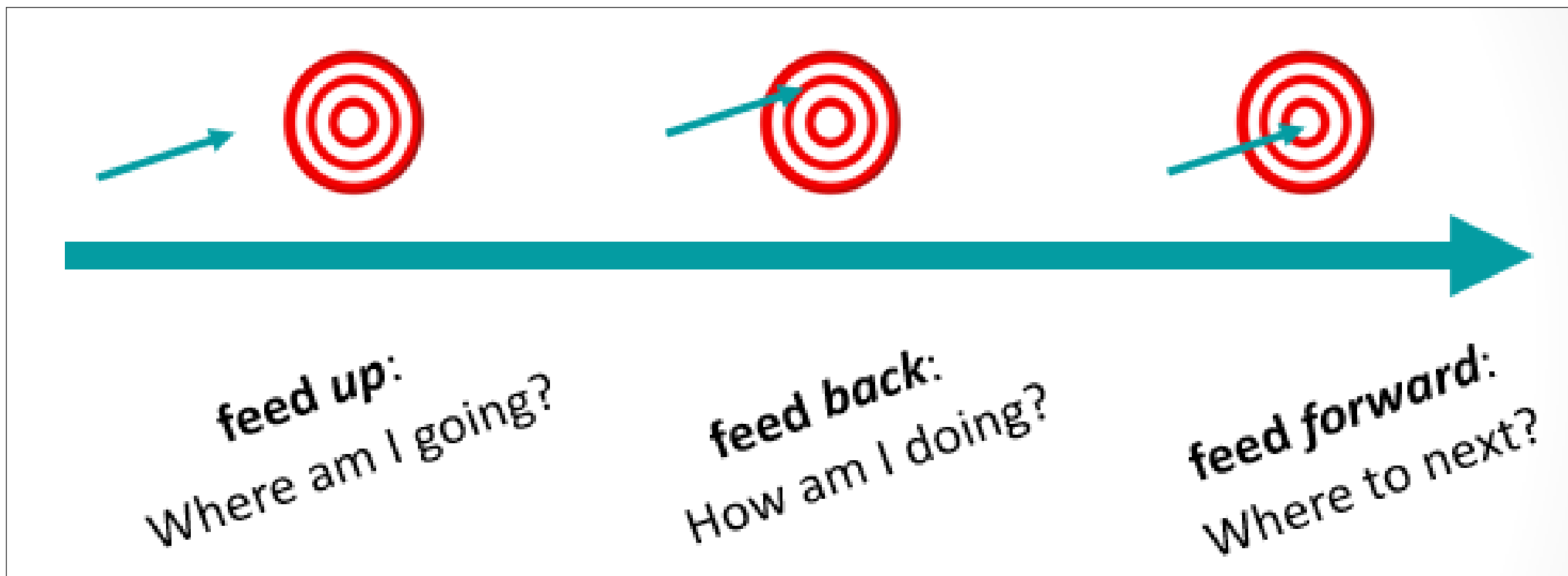
Be aware of an expanded conception of the feed in 'feedback'

Be able to implement feedback strategies appropriate for your students' learning context that engage these students in dialogue

Do you think your students read your feedback comments?



A dialogue approach to feedback



(Hattie & Timperley, 2007; Sadler, 1989)

With a dialogue approach, students are more likely to ...



- Understand how to improve writing
- Act on comments
- Meet expectations
- Develop independence



(Nicol, 2010; Nicol & Macfarlane-Dick, 2006)



Annotating writing submissions

Annotations are a way for students to show where and how they have addressed criteria in their assignments by using, for example, [square brackets, highlights, and comments] written in the margins. Students annotate their assignments prior to submission.



Carolyn Samuel, Dr.
See what we mean?



Research paper with student annotations

Biological clocks

Life in modern, technological societies is built around timepieces. People set clocks on radios, microwave ovens, VCRs, and electric coffee makers. Students respond to bells that start and end the school day as well as dividing it into blocks of time. Almost everyone relies on clocks to manage time well. While carefully managing the minutes and hours each day, individuals are often encouraged or forced by current styles of family and work life to violate another kind of time: their body's time. [Biological clocks, which are also known as circadian cycles, are a significant feature of human design that greatly affect personal and professional lifestyles]

Circadian cycles are in tune with external time cycles such as the 24-hour period of the earth's daily rotation as signaled by the rising and setting of the sun. In fact, says William Schwartz, professor of neurobiology and a researcher in the field of [chronobiology (the study of circadian rhythms)], "All such biological clocks are adaptations to life on a rotating world" (Lewis, 1995). The term [circadian," which is Latin for "about a day,"] describes the rhythms of people's internal biological clocks. Usually, humans set their biological clocks by seeing these cycles of daylight and darkness. Carefully designed studies conducted in caves or similar environments that let researchers control light and darkness have shown that most people create cycles slightly over 24 hours when they are not exposed to natural cycles of day and night (Allis & Haederle, 1989; Enright, 1980). Researchers have found that human perception of the external day-night cycle affects the production and release of a brain hormone, melatonin, which is important in initiating and regulating the sleep-wake cycle.

[A group that suffers greatly from biological-clock disruptions consists of people whose livelihoods depend on erratic schedules. This situation affects 20 to 30 million U.S. workers] whose work schedules differ from the usual morning starting time and afternoon or early evening ending time (Weiss, 1989). [Charles Czeisler, director of the Centre for Circadian and Sleep Disorders at Brigham and Woman's Hospital in Boston, reports that 27% of the U.S. workforce does shift work (Binkley, 1990).] Shift work can mean, for example, working from 7:00 a.m. to 3:00 p.m. for 6 weeks, from 3:00 p.m. to 11:00 p.m. for 6 weeks, and from 3:00 p.m. to 7:00 a.m. for 6 weeks. Many shift workers endure stomach and intestinal-tract disorders ...

In the intro,
I'm trying to
go from general
to specific

time in society
time in the
individual

thesis statement

2 main ideas

definition

definition

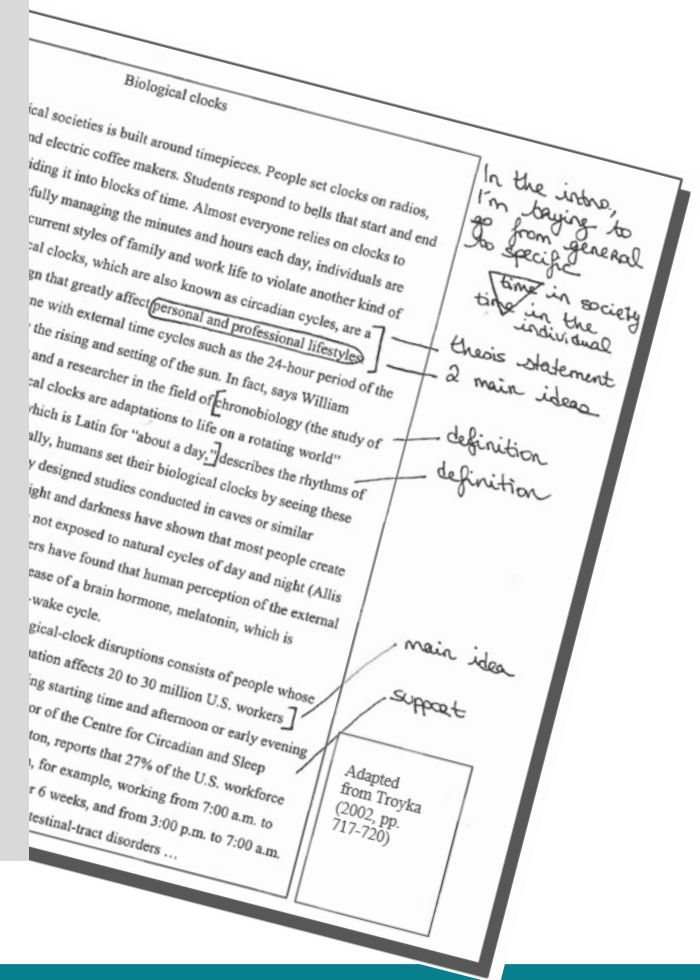
main idea

support

Adapted
from Troyka
(2002, pp.
717-720)

Example: Research paper instructions

1. In the right margin, explain the structure of your introduction.
2. Put square brackets around your thesis statement and write *thesis statement* in the right margin.
3. Circle the part of your thesis statement that lets readers know the main ideas you will address in your paper.
4. Put square brackets around any definitions and write *definition* in the right margin.
5. Within the body paragraphs, put square brackets around each sentence that introduces a main idea and write *main idea* in the right margin.
6. Put square brackets around every instance of support for your main ideas and write *support* in the right margin.



Example: Lab report instructions

1. Annotate your report according to the following instructions:
 - a. In the abstract, put square brackets around each of the following sections and label them in the right margin:
 - ◆ Experimental method
 - ◆ Purpose of the experiment
 - ◆ Results
 - ◆ Conclusions
 - b. In the body of the report,
 - ◆ For each figure and table, highlight in yellow where in the report you refer to them.
 - ◆ Highlight in green your first in-text citation and write the citation style (e.g., ACS, CSE) in the margin.



Lab report abstract with student annotations

Abstract

[To feed on materials that are healthy for them, flies (order Diptera) use taste receptors on their tarsi to find sugars to ingest. We examined the ability of blowflies to taste monosaccharide and disaccharide sugars as well as saccharin]. [To do this, we attached flies to the ends of sticks and lowered their feet into solutions with different concentrations of these sugars. We counted a positive response when they lowered their proboscis to feed]. [The flies responded to sucrose at a lower concentration than they did of glucose, and they didn't respond to saccharin at all. Our results show that they taste larger sugar molecules more readily than they do smaller ones. They didn't feed on saccharin because the saccharin we use is actually the sodium salt of saccharin, and they reject salt solutions.] [Overall, our results show that flies are able to taste and choose foods that are good for them.]

Purpose

Method

Results

Conclusion

Think about the writing assignments you ask your students to do. What could you ask them to annotate?



Resources

Teaching and Learning Knowledge Base:

- Feedback strategies: Engaging students in dialogue
- Strategy 1: Annotating writing submissions

TLS consultation request form





References

- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Nicol, D. (2010). From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education, 35*(5), 501-517. <https://doi.org/10.1080/02602931003786559>
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- Sadler, R. (1989). Formative assessment and the design of instructional systems. *Instructional Studies, 18*(2), 119-144.