



# Feedback strategies: Engaging students in dialogue

## Part 2: Submitting interactive cover sheets

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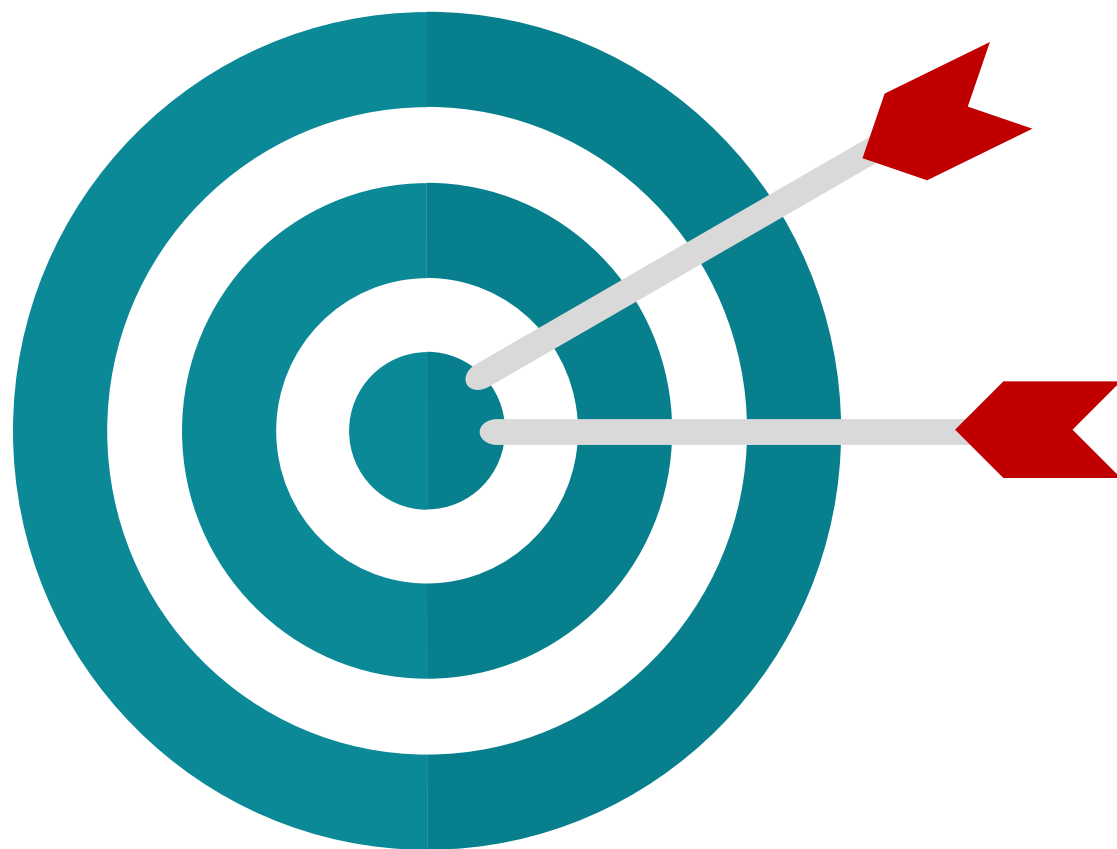
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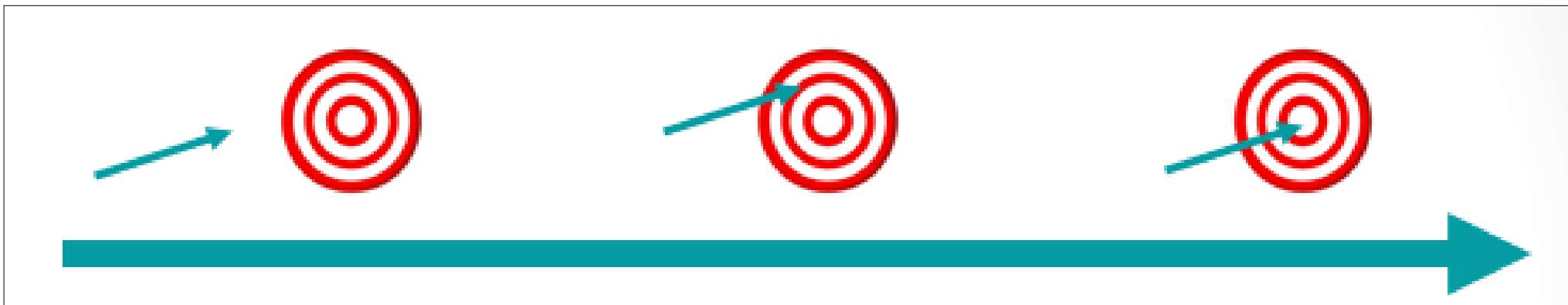
# Outcomes



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

# A dialogue approach to feedback



Match the type of feed on the left with the corresponding question on the right.

- |                 |   |                      |
|-----------------|---|----------------------|
| 1) feed up      | → | a) How am I doing?   |
| 2) feed back    | → | b) Where to next?    |
| 3) feed forward | → | c) Where am I going? |

(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)

## Predict: What is an **interactive cover sheet**?

A sheet with:

- a) criteria listed for the student to check off and submit (like a checklist) with their paper
- b) questions the instructor poses to guide the student's writing and that students submit with their paper
- c) questions the student poses to the instructor and submits with their paper



# Interactive cover sheets (ICS)

... a single page on which students have identified specific aspects of their work they would like comments on and which they submit attached to the front of their writing assignments (Bloxham & Campbell, 2010)



# Sample 1

## Interactive cover sheet

Robin Soto

ID 260012345

Sociology 301

Title: *Biological Clocks*

Initial submission: February 23, 2018

## Questions

1. I'm trying to use sources better so they support my arguments. How did I do? And did I integrate them properly?
2. I always have trouble writing introductions. Does my introduction include what a reader expects to see?
3. What's one thing I should focus on improving when I revise my paper for the next submission?
4. Is there anything I did really well?



# Example: ICS instructions

1. When you have finished writing your assignment, type identifying information on a blank page:
  - Interactive cover sheet
  - Assignment submission date
  - Your name
  - Your McGill ID number
  - Course name and code
  - Title of your paper

This information should take up no more than a quarter of the page. Do not double space.

2. Below the identifying information, write at least two questions that address particular aspects of your work to which you would like the instructor to respond.
3. Attach the interactive cover sheet to the front of your submission.

# Sample 2

## Interactive cover sheet

Kim Fox

ID 260054321

Biology 301

Title: *Blowflies Respond to Different Sugars*

Initial submission: March 12, 2018

## Questions

1. Did I give too much background information?
2. Can you tell me if I provided the right amount of detail in my experiment description?
3. How well did I integrate supporting sources?

## What is a meaningful question?



1. Is this paper long enough?
2. Did I provide enough detail in the explanation of the context?
3. I still don't understand why we are using primary sources. Am I using them correctly in this paper?
4. Last time you said my conclusion was actually a summary. Did I do better this time?
5. What do I have to do to get an A?
6. Should there be a comma before "because"?
7. Did I accurately summarize Carmen (2015)? If not, what did I misunderstand?
8. You said we needed to provide three arguments in favour of the hypothesis, but I could only find two. Is that okay?

# Help students pose meaningful questions by providing ...

- The assessment criteria for the writing assignment
- Examples from previous students of well-written and poorly written questions
- Class time to generate and discuss questions
- Structured opportunities for feedback from peers



Which of your assignments would lend itself well to an ICS?



# References

- Bloxham, S., & Campbell, L. (2010). Generating dialogue in assessment feedback: Exploring the use of interactive cover sheets. *Assessment & Evaluation in Higher Education*, 35(3), 291-300.  
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