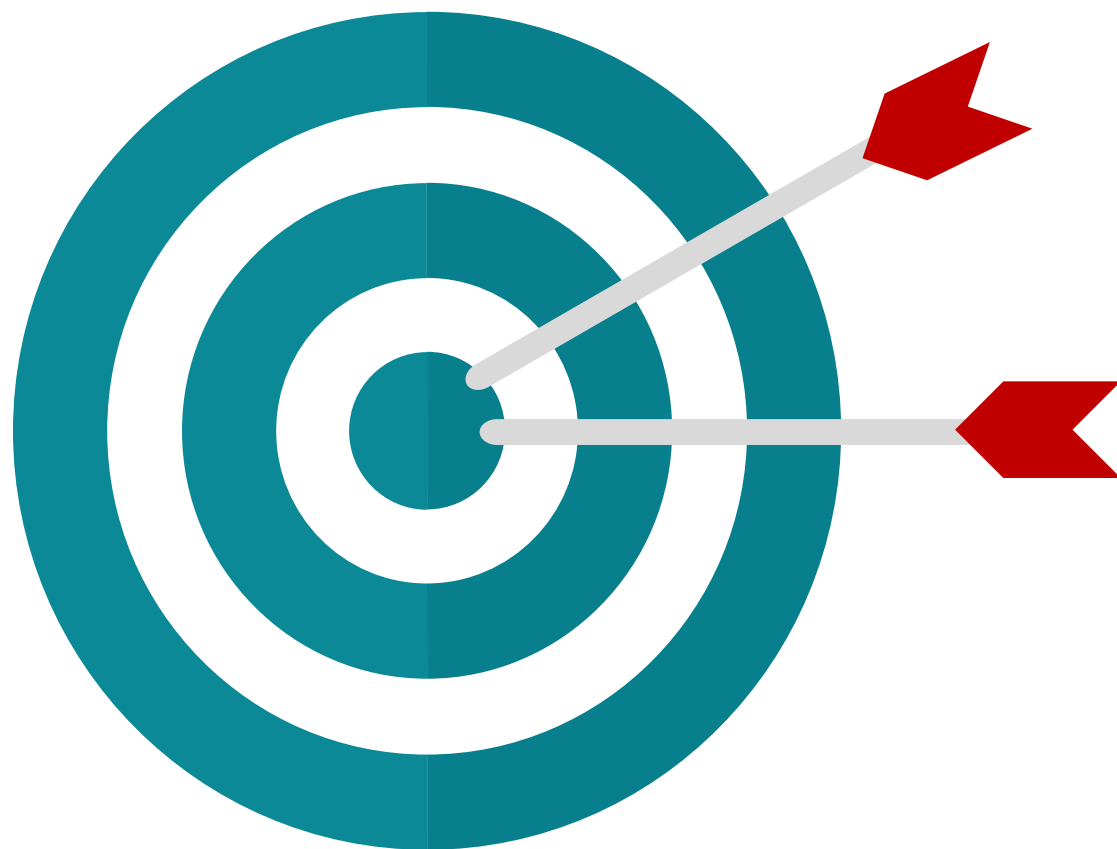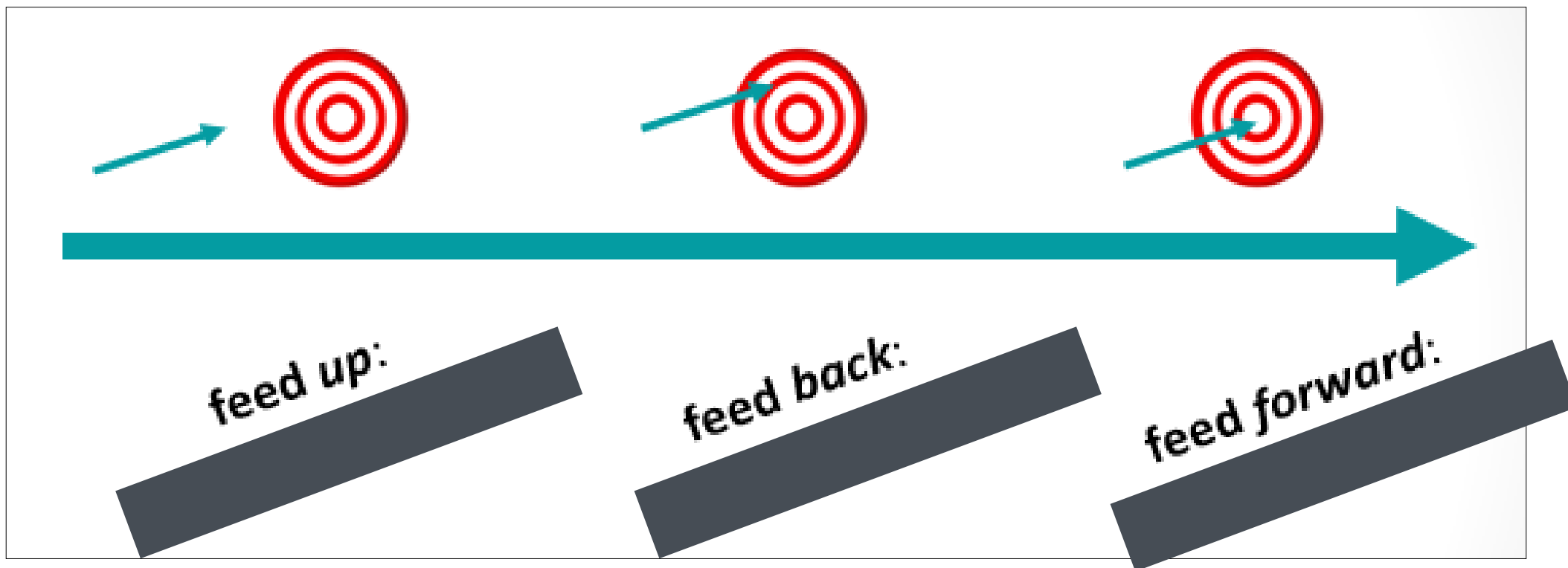McGill | Teaching and Learning Services

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

feed up:

feed back:

feed forward:

(Hattie & Timperley, 2007; Sadler, 1989)

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With a dialogue approach, students are more likely to …

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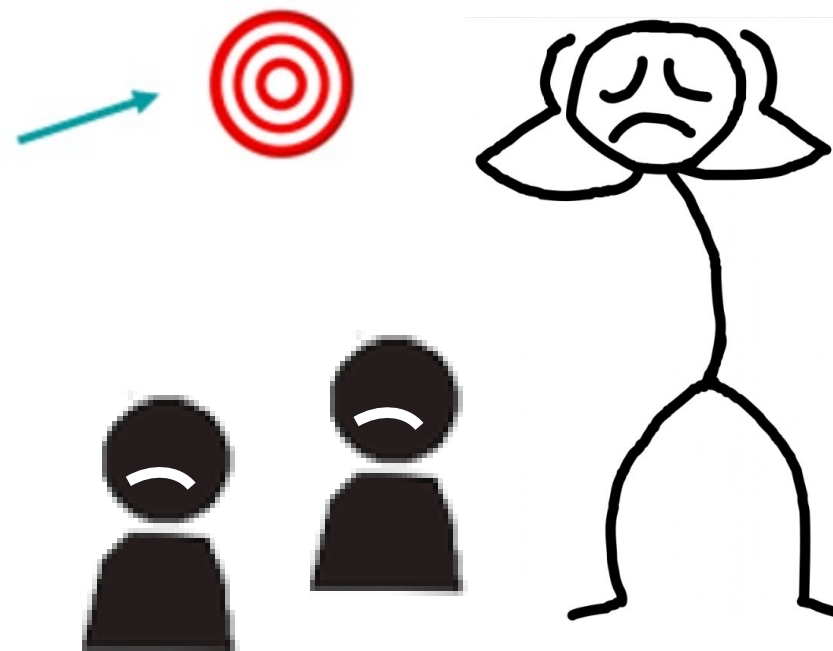- Act on comments
- Meet expectations
- Develop independence

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

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Imagine this scenario ...

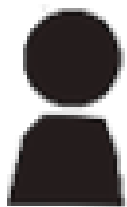A **feed up** strategy

1. Co-constructed criteria from scratch

Example: Assessment criteria

❑ Thesis statement is clear

❑ Thesis statement responds to research question

❑ Evidence is provided

❑ Sources are cited

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Procedure

(1) Read

(4) Write
and (5) Refine

Instructor

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2. Student-translated criteria

Criteria ↓	Instructors' descriptions of performance standards
Organization - structural development of idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; sentences are not convoluted; transitions are used to enhance organization. (Excerpt from Research Paper Rubric, n.d.) [8]
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. (Excerpt from Rubric for Research Paper, n.d.) [9]

Excerpts from Cornell University (n.d.) and Winona State University (n.d.)

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Student-translated criteria

Criteria ↓	Instructors' descriptions of performance standards	Student-translated description of performance standards
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Excerpts from Cornell University (n.d.) and Winona State University (n.d.)

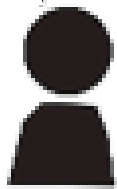McGill | Teaching and Learning Services

Preparation

Provide students with
   a) assignment instructions,
   b) a detailed rubric,
   c) a blank rubric template, and
   d) examples of student writing (anonymous)

Procedure

(1) Translate

Why have students collaborate on assessment criteria?

1. Clarify assignment expectations
2. Clarify the language that describes the criteria
3. Empower students
4. "Level the playing field"

What questions do you have for us?

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