

Teaching Tune Ups

Feedback as Dialogue
Feb 25, 2020

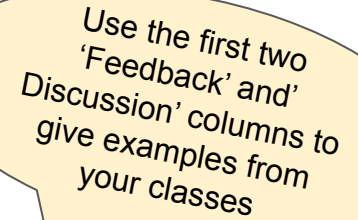
Updated
for online
content

How do we provide quality, actionable **feedback**?

What do we do to foster **discussion** within our classrooms?

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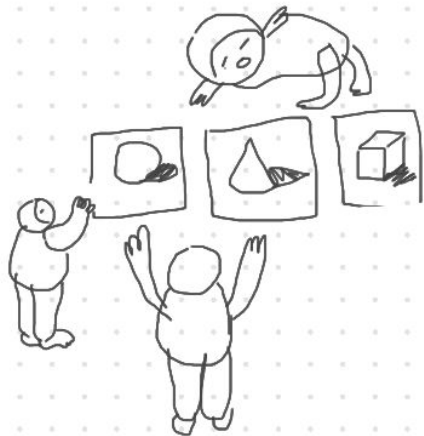
Use the first two
'Feedback' and
'Discussion' columns to
give examples from
your classes

Thinking back to our previous Tune Ups, what are some ways that we've talked about using **FEEDBACK** and **DISCUSSION** in our classrooms?

(Think about our UDL, Assessment, and Active Learning sessions)

Next is the [Jamboard](#) used to collect our thoughts!

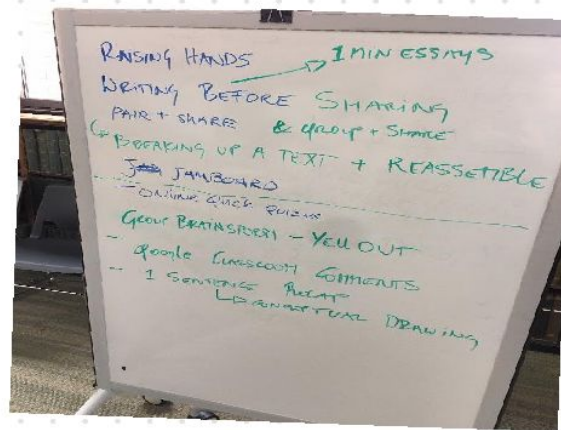
Digital
story



Jigsaw

Pair and
share

FEEDBACK



Self-evaluation
and guiding
ones own
critique

Writing 1
min essay
before
sharing

Instructional challenges to discussion when in coding example, syntax is strict. In journalism example, practice has rules of engagement that are strict.

Discussion as reflection in real time that gives teaching feedback in a certain sense.

Foster a sense of mutuality so that peer feedback becomes part of discussion.

from classroom exercises that utilize different modes. In my class learning motifs (connected to journalism) include interviewing one another, responding with discussion to a lecture presentation that generates

Create a sense of belonging

It is more circular and less linear

Allow each student to have a voice

DISCUSSION

Encourage visual students to articulate ideas verbally

Foster interaction between the students towards a more collaborative atmosphere

Raise the intellectual stakes of the class room

Frame other subjects being covered in the curriculum

Encourage unstructured play within a structured subject matter

DIALOGUE!

Feedback

Discussion

Formative
assessment

“Engagement”

self-assessment

Drafting

Peer review

Instructor
feedback

Think-pair-share

Word Cloud

Journal

Jigsaw

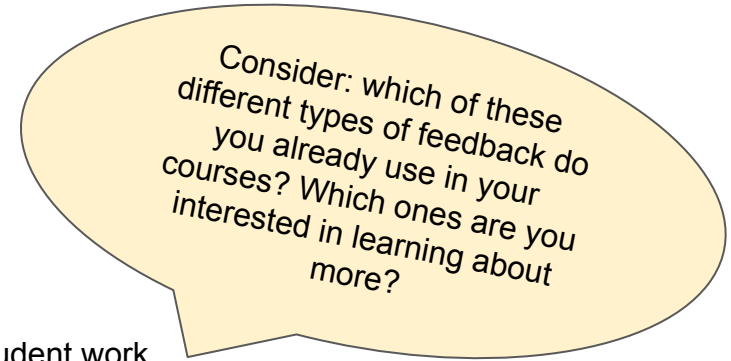
Bloom’s
taxonomy

“**Feedback** should be embedded within curriculum design to facilitate opportunities for students to engage with feedback and carry out productive **dialogues** about academic work”

(Carless, 2016).

Carless' "Ways of Embedding Feedback":

- **Guidance as Feedback**
involve students in generating criteria or rubrics; showing student work
- **Peer Feedback**
sensitize students to what good performance looks like; differences between their work and that of others
- **Technology Facilitated Feedback**
discussion forums; electronic voting systems to collect students' views and promote peer discussion
- **Internal Feedback**
inner dialogue or self-monitoring in which students are engaged when they are tackling a task
- **Dialogic Written Feedback**
students can be asked to state those aspects on which they would most like to receive feedback, include a summary of how students have addressed previous comments that they have received



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FIDeLity Feedback (Fink, 2013).

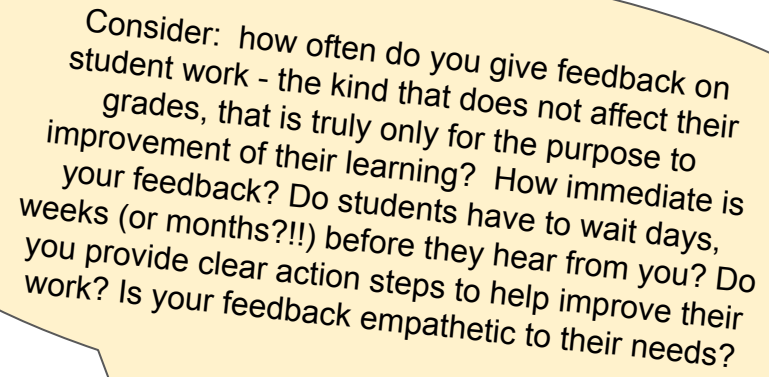
It's a dialogue with the learner.

Frequent means in every class, or at least once a week.

Immediate occurs very close to the time when the learning activity occurred.

Discriminating - evaluative and actionable based on clear criteria.

Loving means it's caring, information that helps improve the work and learn, it uses empathy and personal understanding.



Consider: how often do you give feedback on student work - the kind that does not affect their grades, that is truly only for the purpose to improvement of their learning? How immediate is your feedback? Do students have to wait days, weeks (or months?!!) before they hear from you? Do you provide clear action steps to help improve their work? Is your feedback empathetic to their needs?

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Using these **feedback** styles, how could you imagine them as frameworks for **dialogue** within your classroom?

- Self-Critique
- Round Robin
- Peer Review
- Shout Out

Self Critique:

An intentional, self-reflective practice to evaluate work based on internal or external criteria.

Take it online with:

- A prompted forum discussion
- VoiceThread or online journaling
- Image documentation of the process on Digication or other portfolio-based platform

As *dialogue*:

Encourages students to engage in an *internal dialogue* that helps them as they delve back into classroom assignments in order to make meaningful work.

Round Robin:

A display of projects (results or progress) to a rotating group of jurors or guests.

Take it online with:

- A Zoom/Meet meeting in whole or small groups
- Milanote, Padlet, or other digital interactive pin-ups
- A forum-based critique, asynchronous format

As *dialogue*:

Helps students to see the feedback they get from outside viewers as part of the *conversations* they have about their work. Students can also decide to incorporate this feedback (or not) as they revisit their semester projects.

Peer Review:

a non-hierarchical practice of feedback.

Take it online with:

- Email or chat between students
- Zoom breakout rooms
- Asynchronous small group work

As *dialogue*:

Helps students to not only enter into a practice of *taking care* with one another's work, but also as seeing their work *in concert with* that of their classmates.

Shout Out:

short positive comments or references designed to highlight or acknowledge a contribution

Take it online with:

- Stars, hearts, up-likes on a classroom comment board
- Interactive markup tools on Zoom

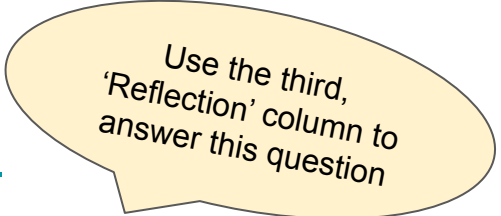
As *dialogue*:

Students use the quick and immediate feedback of the shoutout as way to kickstart further discussion about the larger project

Reflection - it's your turn:

How can we imagine these classroom **dialogues** scaffolding the space for **reflective** practices?

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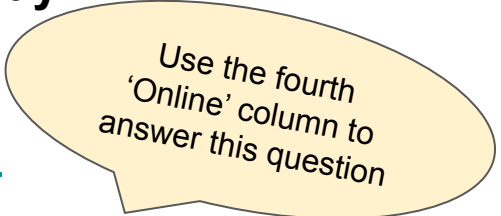


Use the third,
'Reflection' column to
answer this question

Online Considerations - it's your turn:

How has your **feedback as dialogue** practices changed or shifted since the sudden move to fully distance/online learning? What has changes in a positive way?

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Use the fourth
'Online' column to
answer this question