How Can I Enhance the Impact of Feedback in Online Classes?

Presented by:
B. Jean Mandernach, Ph.D.
Presenter Bio:

B. Jean Mandernach, Ph.D., is a Professor of Psychology and Senior Research Associate in the Center for Cognitive Instruction at Grand Canyon University. Her research focuses on enhancing student learning through assessment and innovative online instructional strategies. In addition, she has interests in examining the perception of online degrees and the development of effective faculty evaluation models.

Need tech help?

Please call our Customer Service department at (800) 433-0499 ext.2 or email them at support@magnapubs.com.
Our Agenda
To provide feedback in a manner that promotes maximum student learning.
Think about it...

What feedback strategies do you incorporate into your online teaching?

What feedback strategies are students most likely to use?

Instructors provide feedback
Students use feedback

Why?

<table>
<thead>
<tr>
<th>Interest</th>
<th>Context</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do they pay attention to it?</strong></td>
<td><strong>Do they understand it?</strong></td>
<td><strong>Do they know what to do with it?</strong></td>
</tr>
</tbody>
</table>
Attention

Incorporate a holistic approach to feedback.

1. Feedforward

Alternative Approaches

- Feedforward
- One-to-Many
- Peer-to-Peer
- Multimedia
Understanding the Cycle

1st Content  →  Assignment #1  →  Feedback

2nd Content  →  Assignment #2  →  Feedback

Feedforward Cycle

Content  →  Feedforward  →  Feedback  ←  Assignment

Feedforward Essentials

Promote success with support prior to assignment.
Feedforward

- Extra help for those who need it
- Resources

Guidance

- Tips and suggestions for success

Information

- Common pitfalls and errors

2. One-to-Many

The Feedback Challenge
One-to-Many Essentials

Create generalized feedback for each assignment

One-to-Many

- Informal social comparison
- Reflection
- Personal reflection on strengths & weaknesses
- Equal access to essential instructional resources
- Equality

3. Peer-to-Peer
Online Isolation

Limited opportunities for comparison and informal interaction

Cognitive benefits available via internalizing criteria, understanding examples and seeing common errors

Peer-to-Peer Essentials

Integrate opportunities for peer-to-peer feedback

Peer-to-Peer

- Understandable form
- Connection
- Support network
- Awareness of learning processes
- Metacognition

Language
4. Multimedia

Feedback Challenge

Utilize alternative to text-based feedback
Multimedia

- Promote attention
- Learning Styles
- Range of strategies
- Enhanced discussion
- Novelty
- Depth

Multimedia Tools

- Audio
  - VoiceThread
  - Audacity
- Video
  - YouTube
  - Eyejot
- Screencapture
  - Screencast-o-Matic
  - Jing
- Animation
  - Voki

Feedback Considerations

- Instructor
  - Experience
  - Ratio
- Student
  - Expectations
  - Experience
- Course
  - Course design
  - Assignment structure
- Institutional
  - Policies & guidelines
Final Thoughts

Impact

Proactively decrease need for summative feedback

Promote active processing of feedback

Increase the range and type of feedback

Encourage attention to feedback

Time

There is no such thing as good teaching without good feedback.

~Svinicki and McKeachie, 2011, pg. 108

We'd like to know what you think!

Our evaluation form is located here:
https://www.surveymonkey.com/s/JMmentor2