

## **Module 4A: Feedback And Grading Transcript**

### **Slide 1**

Hi everyone, this is Ed Queen, an instructional designer at Johns Hopkins University, Engineering for Professionals. Welcome to this presentation on Feedback and Grading. After viewing this video, you'll be able to explain the importance of feedback in the online classroom, define what is meant by "meaningful feedback," identify examples of meaningful feedback, and list some tips for providing feedback to your students.

Let's get started.

### **Slide 2**

Why is feedback more critical than ever now that you're teaching online? Just as teaching online can make it difficult for you as an instructor to gauge your students' comprehension, in other words, whether or not they "get it," the online environment can also make it difficult for students to get a sense for how they're doing, whether they're on the right track, so-to-speak. This is why it's important to provide timely, meaningful feedback that is provided often and for both graded and ungraded activities.

Because of the nature of the online platform, students can tend to feel disconnected from you. By providing timely, meaningful feedback, you can help students identify course corrections to be made early on, which will ultimately help them be more successful in your class.

### **Slide 3**

Let's take just a moment to talk about timely feedback. Here are a few actual student comments on course evaluations. I'll give you a moment to pause the video and read through them.

As you can see, especially from the last comment, receiving timely feedback from their instructor is very important to the students. As the last comment highlights, the effects on students of not receiving timely feedback can be compounded over time.

So what exactly do we mean by timely feedback? Well, by now you should've already set the expectation for grading turn around time in your syllabus under the section titled Grading, as shown here. By default, one week from the assignment's due date is generally a reasonable turnaround time. The real key is to make sure you provide feedback in time to prevent students from repeating errors on future assignments.

And remember, if something comes up that precludes you from meeting your feedback turn-around time, be sure to post an announcement or otherwise notify the students when they can expect your feedback so that they can plan accordingly.

#### **Slide 4**

Now that we've covered timely feedback, let's talk about what I mean when I say "meaningful feedback." Meaningful feedback refers to any comments, suggestions, or questions that promote higher-level thinking in your students as you evaluate their work, whether it be discussion board postings, problem sets, exams, or other coursework. In other words, feedback is meaningful to the students when it provides them the opportunity to further develop their knowledge and skills.

Perhaps the best way to really define meaningful feedback is to provide some examples of what it is, and what it is not.

#### **Slide 5**

Feedback, especially when you're grading any type of activity, can be provided in a variety of ways. One example of feedback that is not meaningful is shown here: a red X next to a problem completed by the student. While the red X provides a certain level of feedback to the student by letting them know they incorrectly solved the problem, it does not help them know why they got the problem wrong. In other words, this minimal feedback does not promote higher-level thinking or help the students to be as successful as possible.

On the other hand, let's look at the same example, but this time with meaningful feedback provided. I'll give you a moment to read the feedback—feel free to pause the video if you need to.

Notice in this example, the feedback provided by the instructor explains why the student got the problem wrong, thus helping the student to think critically about her work, and to perform better the next time she encounters this type of problem.

#### **Slide 6**

Before I wrap up this video, I'd like to just take a few moments to provide some tips for feedback. I already provided a couple major tips earlier in the video: feedback should be timely and meaningful.

You should also set reasonable expectations for yourself. For example, it might be very tempting to respond immediately to a student email. By doing so, however, you might set an unintended expectation for yourself to the students, which is that you'll respond immediately to every email that comes through.

Speaking of setting expectations, by now, you've probably already stated in your syllabus how and when you'll provide feedback to your students. The next tip is simply to stick to what you've stated in your syllabus. Believe me, students will notice if you say that your policy is to return assignments with feedback within one week and it takes you ten days.

And finally, a good rule of thumb for turnaround time on communications between you and your students is 24 hours on weekdays and 48 hours on weekends. For example, if you get an email from a student on Tuesday at 8:00PM, it would be helpful to respond by 8:00PM on Wednesday.

### **Slide 7**

In this presentation, I've covered the importance of feedback in the online classroom, discussed what is meant by "meaningful feedback," provided an example of meaningful feedback, and given some tips for providing feedback to your students.

This concludes this video; thanks for watching!