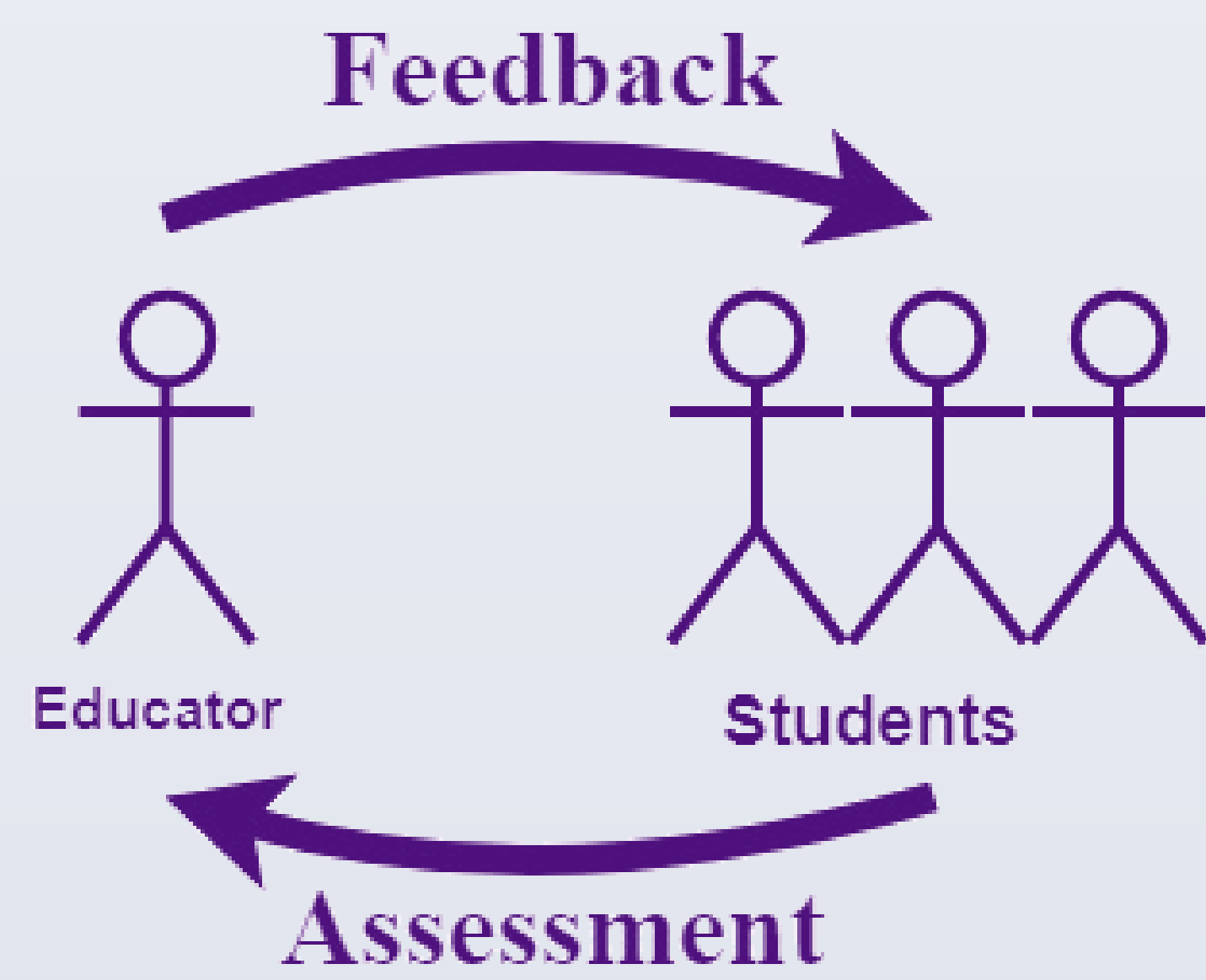


Introduction

- In the educator-student relationship feedback informs student performance (Hattie & Timperley, 2007) and assessment data informs educator instruction (Hattie & Timperley, 2007)
- Students prefer specific, individualized, and personalized feedback (Brown, 2007; Ferguson, 2011; Gibbs & Simpson, 2005; Owen, 2016)
- Students actually prefer no feedback over generic, copy and paste feedback (Ferguson, 2011)
- Balance positive and constructive feedback (Ferguson, 2011; Owen, 2016; Pazio, 2016)
- Timeliness is important (Ferguson, 2011; Gibbs & Simpson, 2005; Pazio, 2016)
- How can instructors improve feedback effectiveness?

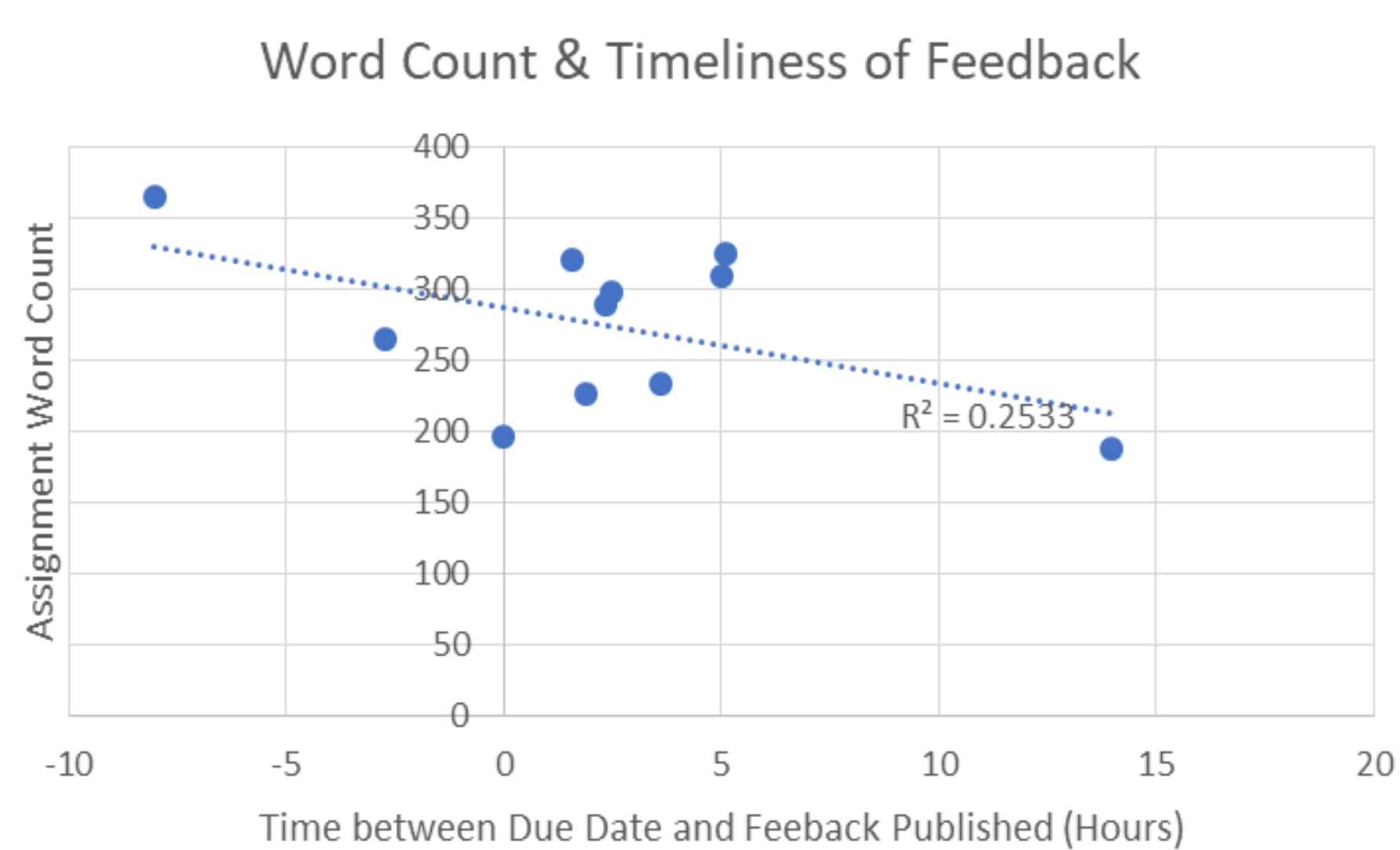


Classroom Analysis

Score
5 / 5

VS

Hi,
Good thoughts on why it is important to focus on the behavioral outcomes, perhaps more than imaging (need both).
Yes, drilling certainly accomplishes the repetition pieces!



Timeliness of feedback roughly correlates to an increase in word count in subsequent assignments.

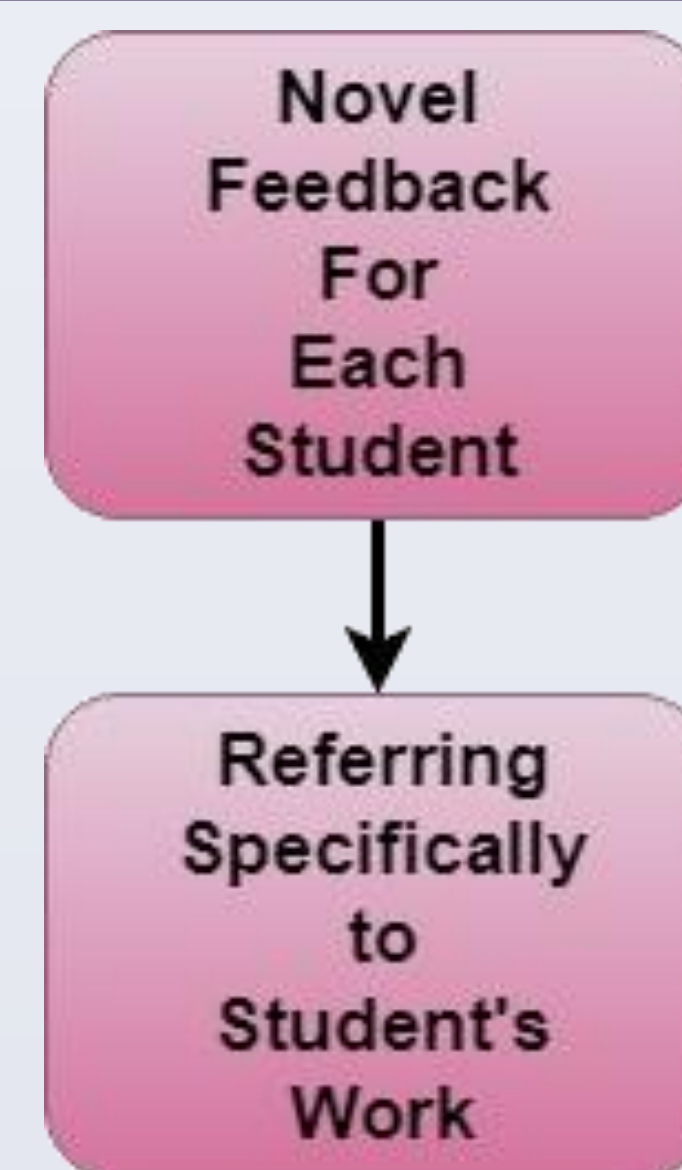
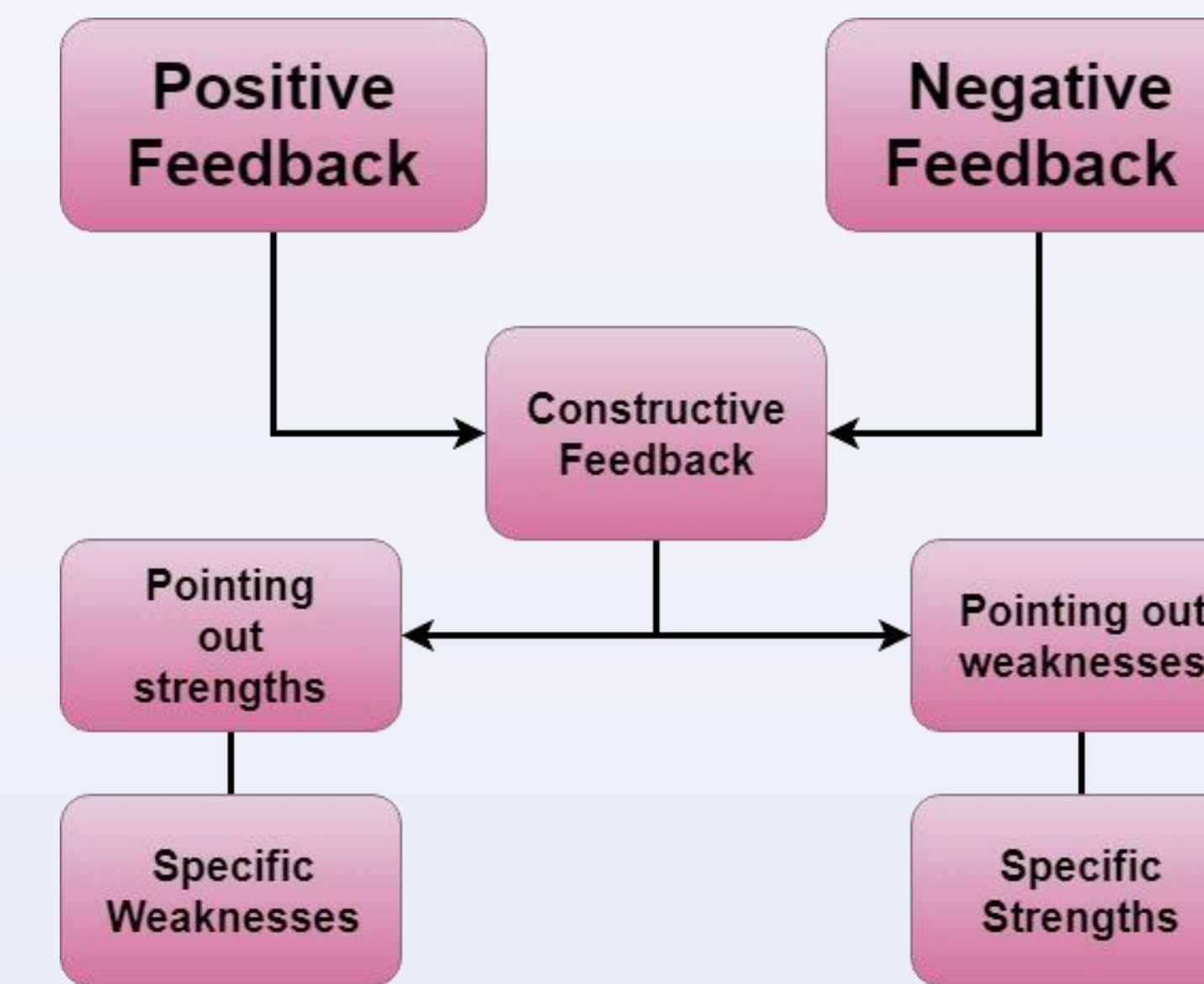
Survey

- 125 Participants
- Communication Sciences and Disorders Majors
- Undergraduate & Graduate Students

What adds value to individualized feedback?

“It gives me a framework for what **I am doing well** and what **I need to improve upon.**”

“Suggestions for improvement, the **assurance** that you are understanding the material, **explanations when things are wrong.**”



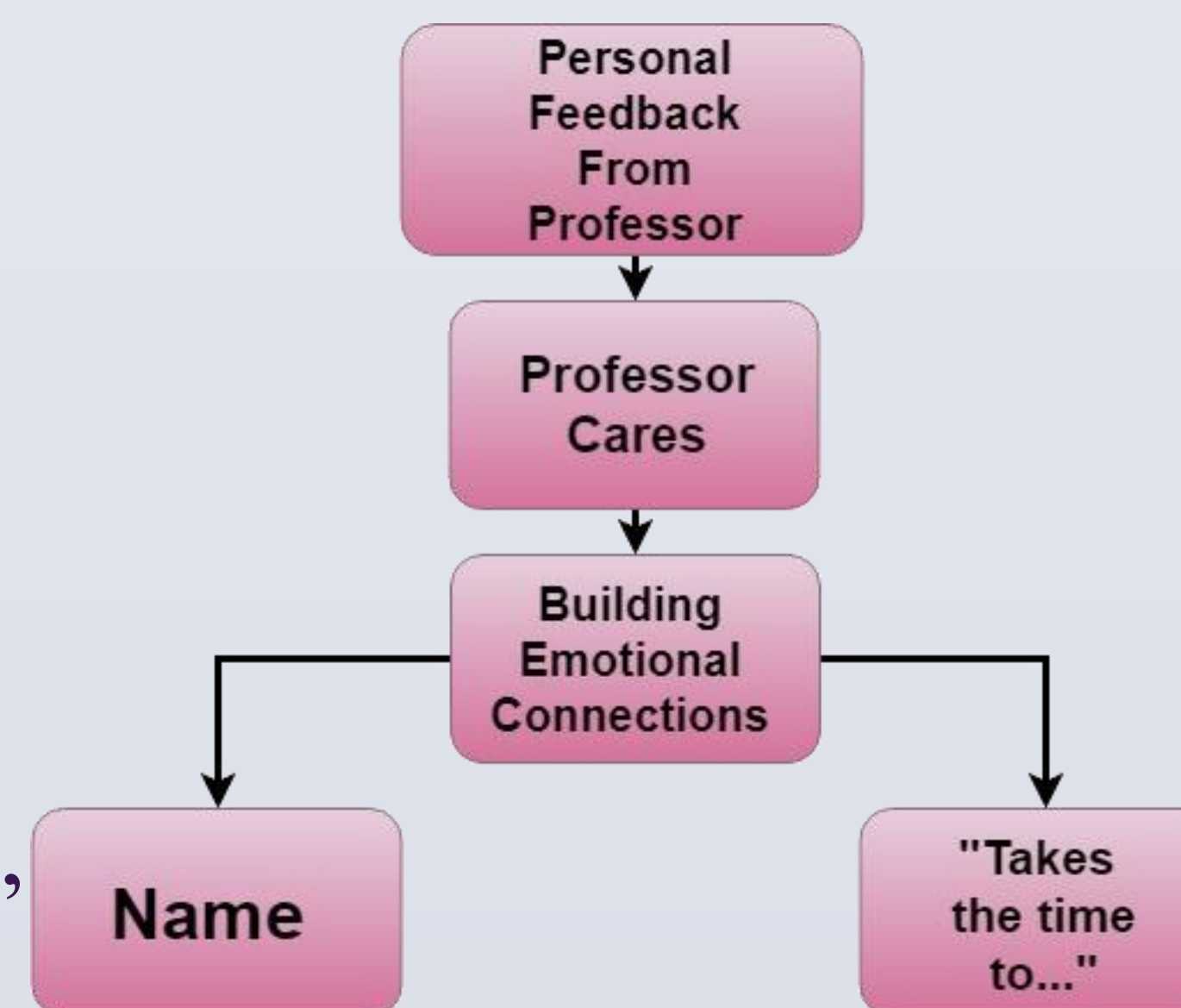
“Meaningful responses that are **tailored to the individual** rather than sounding generic.”

“When specific **examples from my completed work** are **highlighted** and thoroughly explained.”

“**Put my name in** the feedback. It makes it so much more personal.”

“It is a **connection** between the student and professor.”

“...it makes me feel valued, that the instructor **took time to read and comment** on what was submitted.”



Motivation



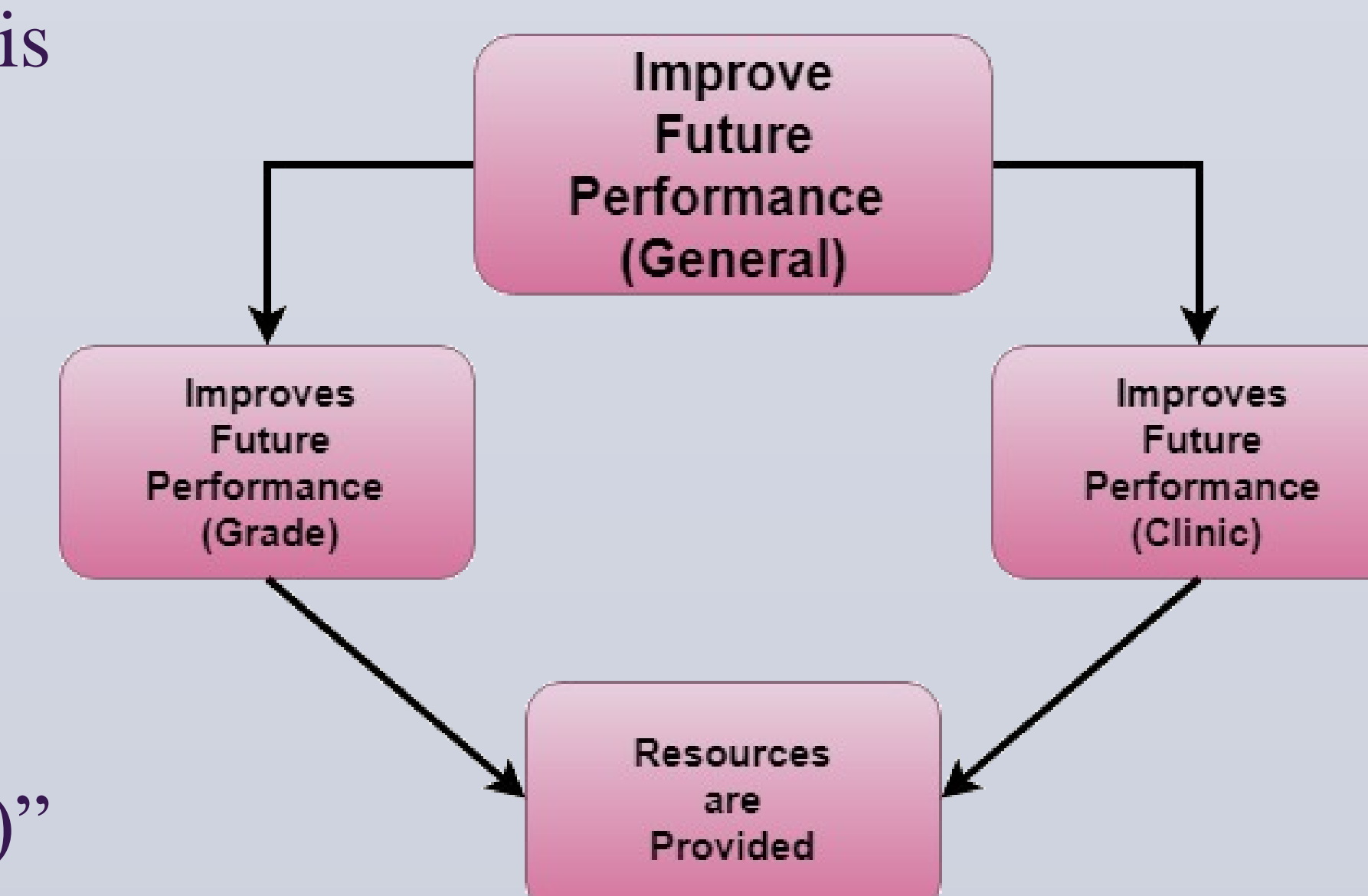
“...it inherently **drives motivation** to grow and produce stronger work.”

“Also, I like having encouragement in feedback as an online student it helps me **stay motivated.**”

“It **gives direction** and a feel of what the instructor is looking for next time.”

“...**resources are provided** regarding where I can find the information on the topic...”

“when the feedback includes **"real life" examples** and/or **"real world" information** (i.e. how this will/won't affect me when I'm a practicing clinician)”



Takeaways

Constructive – consistent with Ferguson, 2011; Owen, 2016

- Identify strengths and weaknesses to inform present understanding

Novel & Specific – consistent with Brown, 2007; Ferguson, 2011; Gibbs & Simpson, 2005; Owen, 2016

- Individually focus feedback. As opposed to phrases such as, ‘good’ or ‘nice work.’ Be “specific.” The word “specific” was mentioned in 27 separate responses.

Personal – consistent with Ferguson, 2011; Gibbs & Simpson, 2005

- Create a personal connection with students. The relationship provides students a sense of mentorship and guidance.
- Use students name when possible.

Motivation – consistent with Owen, 2016

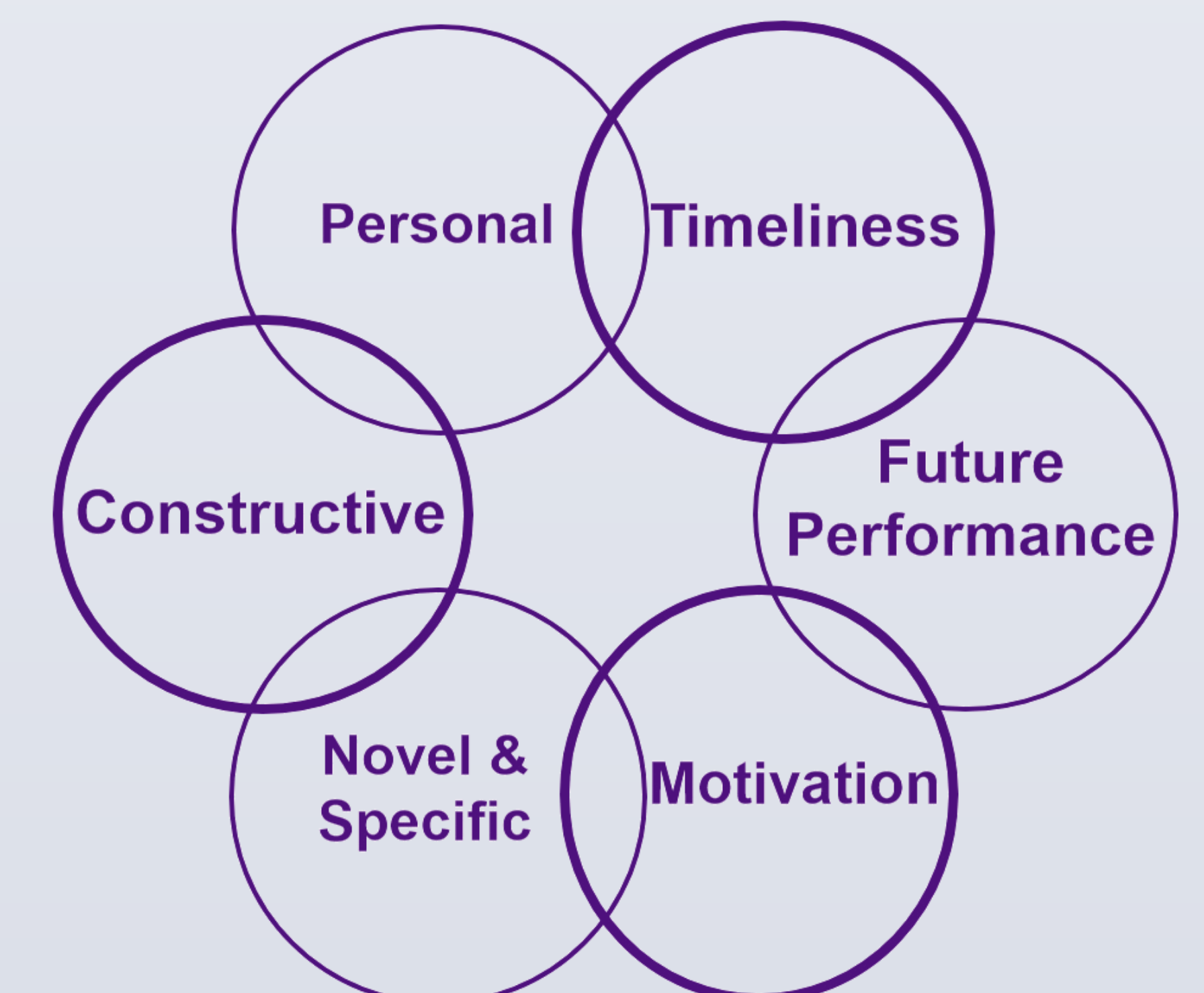
- Cultivate the student’s confidence to encourage growth.

Future Performance – consistent with Nicol, 2007

- Parallel present information with future concerns.
- Provide resources to inform future performance, academically and professionally.

Timeliness – consistent with Ferguson, 2011; Pazio, 2016

- Return formative feedback before the next assessment is assigned.
- No students mentioned timeliness in their survey response.



Limitations

Difficult to generalize:

- Relatively small sample size, but quality responses.
- All participants were students in the Communication Sciences and Disorders program.

Future Directions

- Replicate experiment to diversify sample pool.
- Analyze the other survey questions.
- Give students an online option to request feedback.

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