

Faculty Conversations About Teaching

In our faculty conversation, we will address strategies for using feedback to achieve greater learning. How to provide our students with feedback that is goal-directed, tangible, actionable, timely and ongoing. What are workload and time management tips (e.g., use of technology, rubrics, etc.) to allow for richer and timely feedback?

Jered Borup, Ph.D., Assistant Professor, Division of Learning Technologies, Graduate School of Education, College of Education & Human Development, George Mason University

My Opening Idea or Definitions

Provide a 50-150 word opening statement with your understanding of the most interesting or important aspects of this topic (to you and your teaching).

Feedback is critical to learning yet there is surprisingly little research examining the qualities that make feedback effective for students. Based on my review of the literature, the following should be considered when providing feedback:

- **Content:** Feedback should highlight the strengths and weaknesses of student work. However, general praise and correction is insufficient and instructors should provide feedback that is specific to student work
- **Timing:** Timing is especially important because students tend to ignore their feedback when it is not prompt. It is also important that students can efficiently access and revisit their feedback.
- **Delivery:** Although feedback should correct student performance, instructors should provide it using a good bedside manner. Instructors should especially be encouraging and friendly in their feedback at the start of the semester when students tend to be most insecure

Feedback can be provided synchronously or asynchronously using text, audio, and/or video. The medium used should be carefully considered and can impact the content, timing, and delivery of the feedback.

What Have I Tried?

Summarize 3-4 approaches, emphases, scenarios, or assignments, each briefly explained (50-100 words each) so that participants can envision your past and/or current teaching experiences, whether successful or still evolving.

- **Asynchronous video feedback:** Especially when students are completing complex projects, I find that I can provide better feedback in less time using video. It also allows me to establish my social presence when I teach online. The video can contain a webcam recording, screencast recording, or a combination of both.
- **Synchronous video or audio feedback:** Typically, online learning is asynchronous because students require or enjoy the flexibility. However, there are times when it is more efficient and effective to speak with the students synchronously on a phone or video call.
- **Collective feedback:** At times, it is not worth the time to provide each student with personalized feedback comments and a collective feedback is sufficient. For instance, in discussion board activities I will provide some students with personalized feedback but then post a collective summary feedback comment to the class.
- **Three before me:** I commonly require peer feedback before I provide them with feedback myself. I find that it can a valuable learning experience for students that hopefully saves me time as well because the project has already gone through revisions before it gets to me.

What Am I Exploring? What Am I Interested In?

Provide a list of 3-4 questions, activities, or options that you have been considering as you continue to adapt your teaching approaches.

- I would like to explore how video feedback can be used to support creativity.
- I also would like to research how students use video to provide feedback to other students.
- I'm also interested how English language learners react to video feedback and how helpful closed captured video feedback is for students who have difficulty hearing.

What are some Best Practices, Tips, or Resources I'd Like to Share with Other Faculty?

If you could recommend a list of 3 core values, teaching tips, and/or resources (articles, books, and links) that faculty across disciplines could find helpful to Increase quality feedback for students, while also saving you time, what would your list include?

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Atwater, C. R., Borup, J., Baker, R. E., & West, R. (2017). Student perceptions of video communication in an online sport and recreation studies graduate course. *Sports Management Education Journal*, 11(1), 3-12.

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Olesova, L., & Borup, J. (2016). Using audio and video feedback to increase instructor presence in asynchronous online courses. In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments*. (pp. 235-251) Hershey, PA: IGI Global.

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