One-Minute Feedback

- What is the most significant thing you learned so far today?
- What question, related to the presented material, is uppermost in your mind now?

Session 09 (Part II): Effective Techniques for Gathering and Giving Feedback (incl. Grading)

Valentin Raznov

Outline

- The case for providing and obtaining feedback
- Grading vs. learning

Resources

- Teaching Tips
  - Ch.8 (pp.95-101), Ch.9 (p.109, p.111), Ch.11 (pp.128-130), Ch.15 (pp.198-203, 206-207), Ch.26 (pp.348-357)
- Tools for Teaching, by B. Davis
  - Ch.32 (http://teaching.berkeley.edu/bg/grading.html), Ch.33 (not online), Ch.41 (http://teaching.berkeley.edu/bg/feedback.html)
- Effective Grading, by B. Walvoord and V. Anderson
- Classroom Assessment Techniques, by T. Angelo and K.P. Cross

Learning = Practice + Feedback

- "Insanity is doing the same thing over and over, and expecting different results."
- Feedback is important and useful to everyone:
  - Students
  - Instructors
- What we just did was giving feedback to the instructor.
- Grading is a (restricted) form of feedback.

What are Grades Used for?

Which of the following potential uses of grading would you adopt? **Circle**:  
(a) To describe unambiguously the merit (value) of the work accomplished  
(b) To improve the capacity of students to self-evaluate  
(c) To encourage good quality work by students  
(d) To penalize low quality work by students  
(e) To communicate the instructor’s assessment of the student’s progress  
(f) To select students for rewards or continued education  
(g) To signal which students are prepared to do advanced work in the subject  
(h) To warn students that they should pay more attention to the material on which the evaluation was made  
(i) To signal where the student stands with respect to his/her peers.  
(j) To reward student effort  
(k) To give students what they’ve already paid  
(m) Other (specify): ________