

Formative and Summative Feedback for Teaching and Learning

Yvonne M. Johnson, Ed.D.

Multimodal teaching coordinator

Faculty Development and Instructional Design Center



Welcome

**Delegation of scholars from
AUFU University in China.**





Introductions

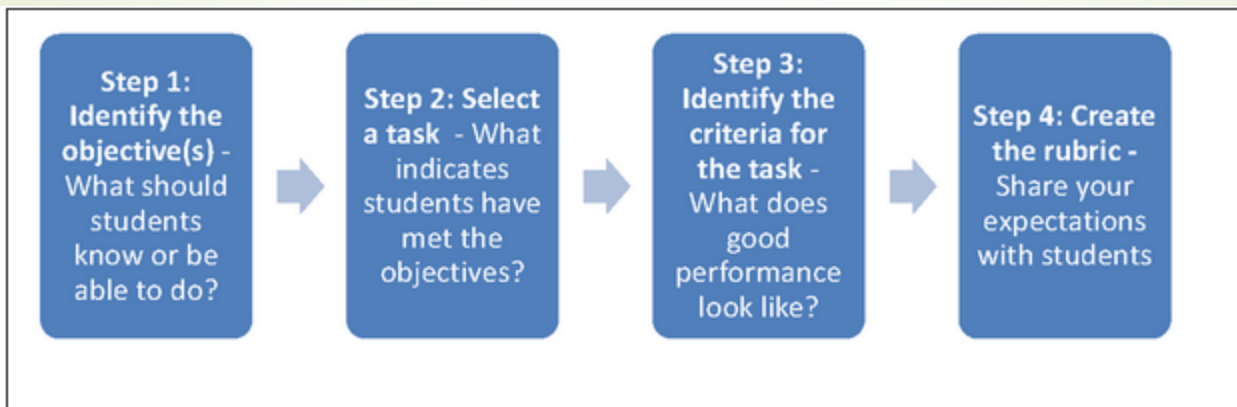
- **Your name**
- **Your department**
- **What do you teach?**

Today's agenda



- **Feedback = Assessment**
- **Formative versus summative**
- **Strategies**
- **Critique types of feedback**

The Process for Creating Assessments



Assessments can take many forms. Almost any approach taken in an in-person course can be accomplished online with the right instructions and tools. Also, there are assessments that are uniquely suited to the online environment. See the sections on [Authentic Assessment](#) and [Ideas for Assessment](#) for more detail.

➔ [Assessment of Student Learning: The process](#)

1

Assessment

2

Evaluation

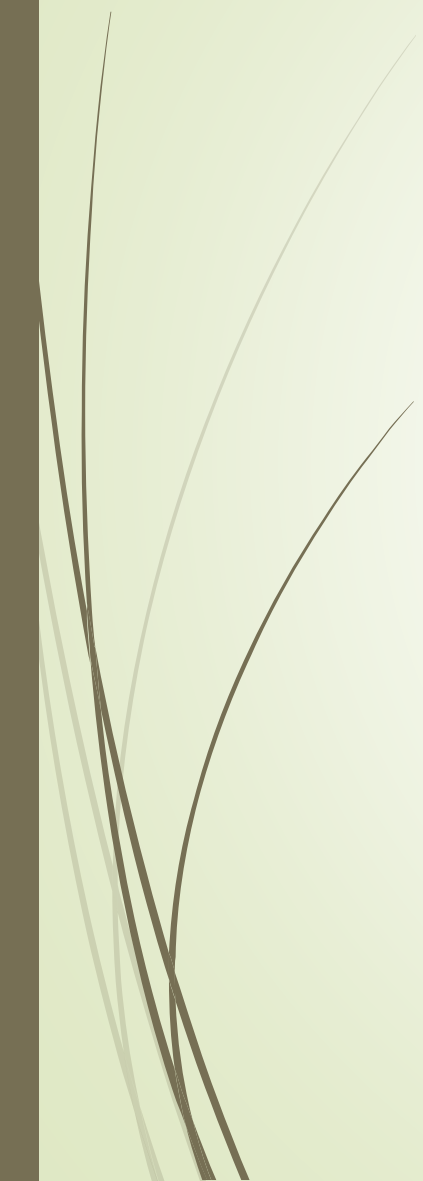

Instructor's
objective
judgment

3

Decision-making

What to do next? Issue
grade; allow rewrite
= **FEEDBACK**

Pre-tests
Examinations
In-class activities
Performances
Observations
Homework exercises
Journals
Experiments
Interviews
Discussion board responses



Feedback is most effective when it is well-timed according to daily work and is as close to the event that it evaluates as possible.

Comparing Formative and Summative Feedback

Formative Feedback

- Responses to student work while in progress
- Identifies strong and weak aspects of teaching & learning
- Provides suggestions for timely improvement
- Helps student respond to task
- Draws out students' best efforts
- Low stakes (few or no points)
- Often qualitative

Summative Feedback

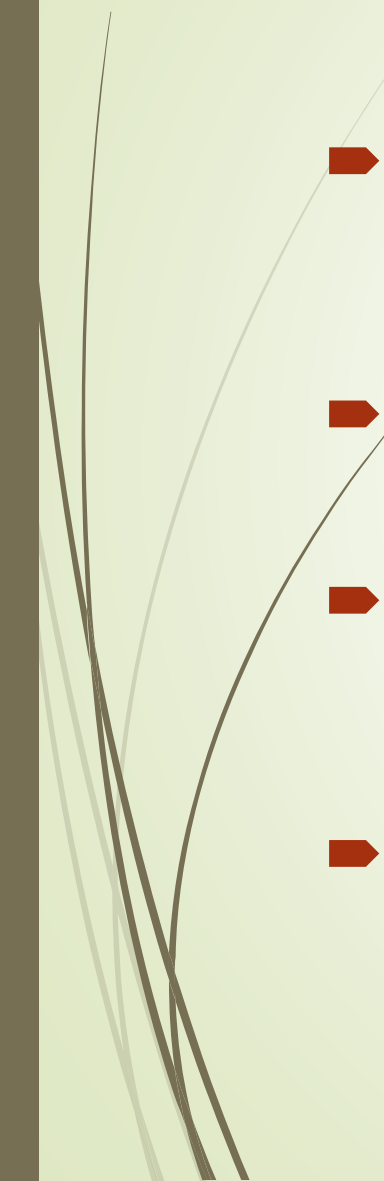
- Identifies student learning
- Summary of student's final performance / output
- Should help shape subsequent performance / process
- Typically does not impact current task being assessed
- High stakes (typically includes grade or score)
- Often quantitative



Current Feedback Strategies *(worksheet)*





Collecting Feedback

- Tell students what (& why) you are doing (it)
 - Ask students how they can change
 - Emphasize constructive nature of feedback
 - Collect what you can / will use or respond to
- 



Interpreting Feedback

- Focus on positive (and negative) comments
 - Don't take it personally
 - Large class? Select random sample for review
 - Review feedback with colleague or peer
 - Think about what you as the instructor can change
- 



Sharing Feedback with Students

- Thank students
- Be open and honest
- Share summary or interpretations ASAP
- Let students know what action you will take in response to the feedback

Examples of Assessments

Ideas for Assessments

There are many assessment ideas described in the foundational texts listed in the Overview section of this resource. This list highlights many of these ideas.

- **Case Study.** Click to read about [use in STEM courses](#) and approaches from the [Harvard Business School](#).
- **Concept Maps.** Visual displays to link and discuss key concepts.
- **Debates.**
- **Direct Observation.** Do these via student videos or in the online classroom.
- **ePortfolios.** Contact the University Teaching & Learning Center for technology options at GW.
- **Infographics.** Another way to have students configure information visually.
- **Interviews.**
- **Reflective writing** and journaling. Students reflect upon their personal learning journey through the course of a class or even an entire degree program.
- **Labs.** Increasingly, virtual labs are available online. Also, companies now prepare and deliver experimental packets so students can conduct chemistry, biology, and physics activities at home.
- **Literature Reviews.**
- **Local History Project.** Connect distance education students to their own communities and familiarize them with using primary sources with a project that connects students to local history.
- **Multimedia Projects.** Students practice using multimedia tools (an authentic performance assessment in itself) and build a significant project rather than a collection of course-specific documents that have limited appeal beyond the grading process.
- **Objective-structured Clinical Examination.**
- **Policy Brief.** Non-profits, non-governmental organizations, diplomats, lobbyists, and governmental aides are all required to research and write policy briefs on specific issues of timely concern for their organizations. These briefs are a good way to combine research and writing in an authentic assignment.
- **Tests.** [Question Types in Blackboard](#) describes interesting ways to pose test questions in Blackboard. Ungraded tests and surveys (which are anonymous in Blackboard) can be used for formative assessment.

Methods of Assessment (feedback)

- **Essays**
- **Written exams**
- **Reports**
- **Case studies**
- **Portfolios**
- **Projects**
- **Response papers**
- **Review tests**
- **Performances**

- **Presentations**
- **Simulations (role plays)**
- **Experiments**
- **Reflective journals**
- **Open-book exams**
- **Quizzes**
- **Pre-class biographies**
- **Critiques**
- **Other?**

Feedback Process Considerations

**Individual or
group**

More or less detailed

Electronic, paper, verbal

Descriptive or evaluative

Peer or self

Graded or not graded

Overall reflection




Feedback Strategies

- Pre-term assessment
- Group work
- Personal visits or conferences
- Office hours
- Email
- Blackboard tools
- Synchronous or asynchronous discussions
- Telephone
- Memos
- Body language
- Other?

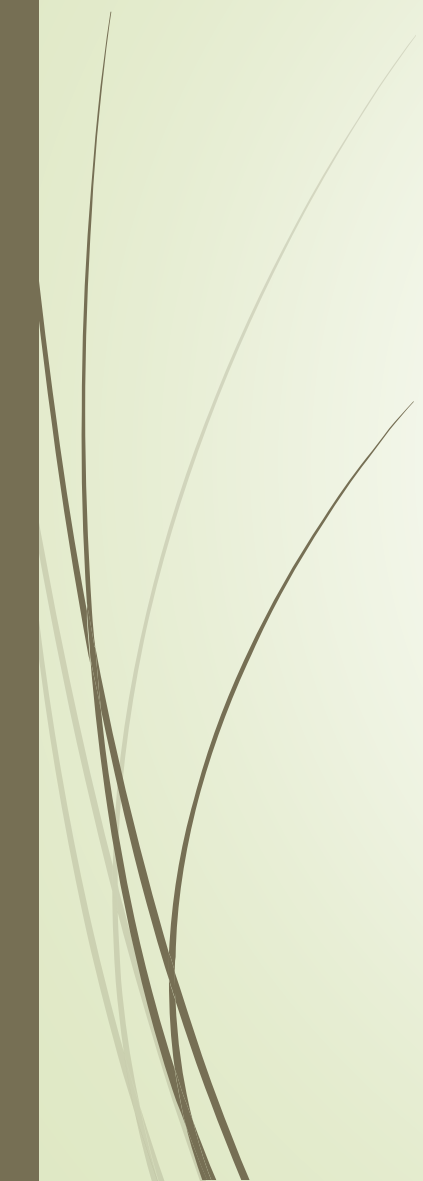
Use a variety of feedback strategies

Classroom Feedback Strategies

- **Use non-verbal feedback**
- **Model/provide example questions, answers, outcomes to encourage active participation**
- **Thank students publicly for class participation and submitting comments (Bb)**




Feedback Strategy Examples

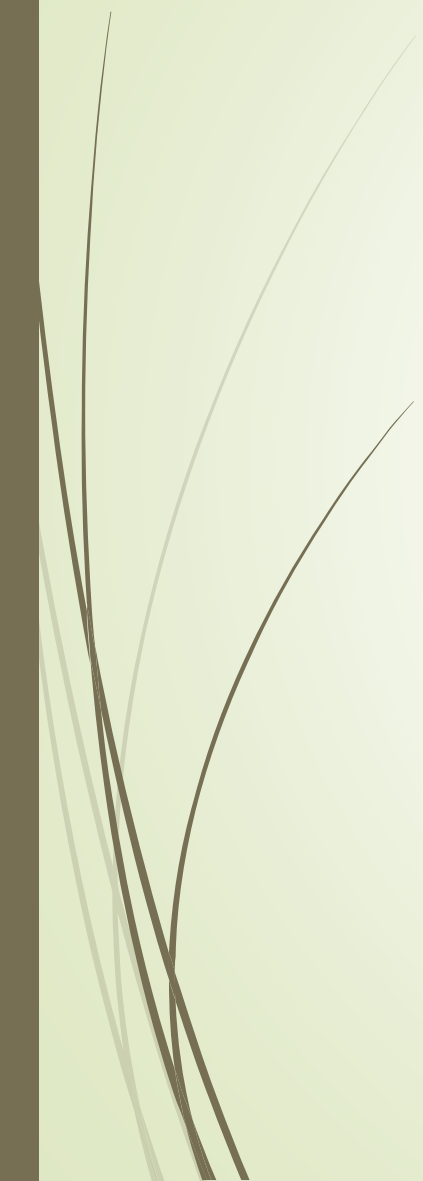




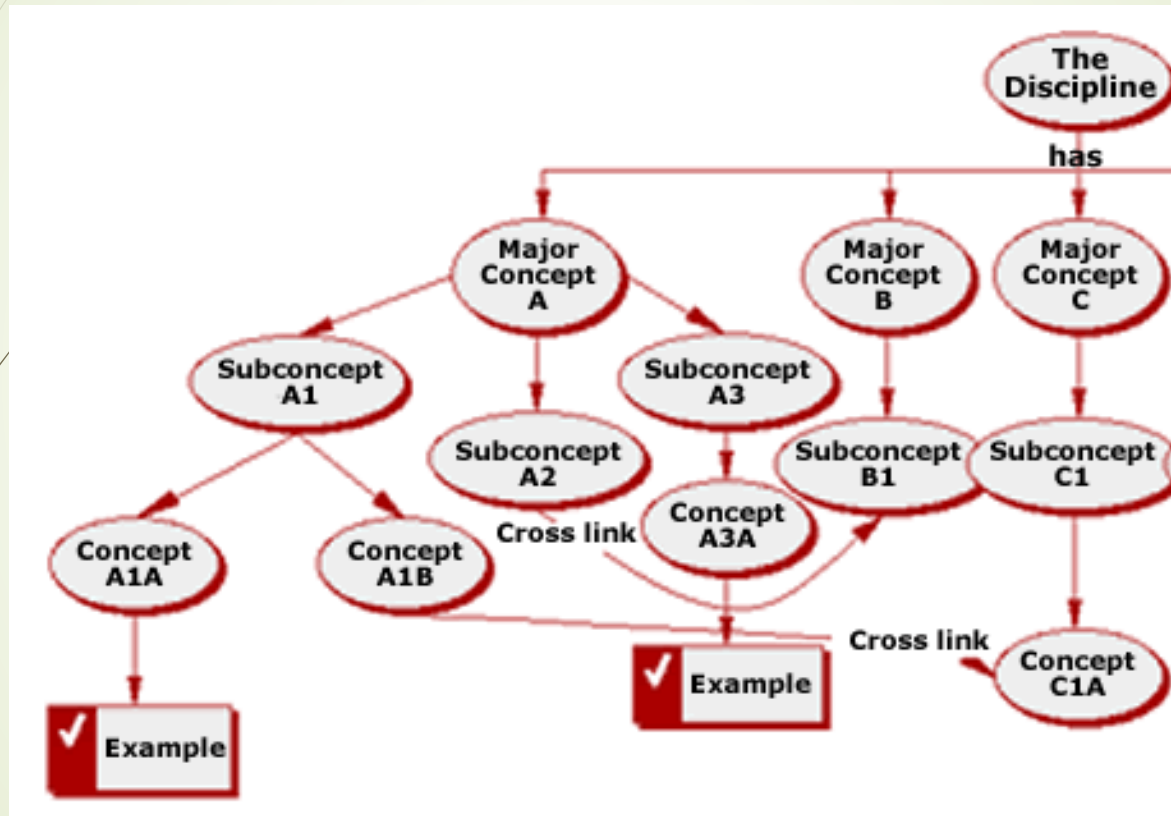
Start	Stop	Continue
Rationale/Comments	Rationale/Comments	Rationale/Comments



Concept Mapping

- ▶ **Learn terms, facts, and concepts of a subject**
 - ▶ **Organize information into meaningful categories**
 - ▶ **Synthesize and integrate information, ideas and concepts**
 - ▶ **Think creatively about the subject**
 - ▶ **Use graphics effectively**
- 

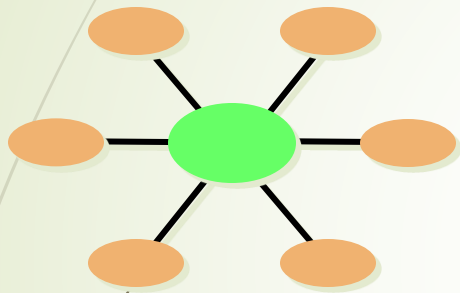
Concept Mapping



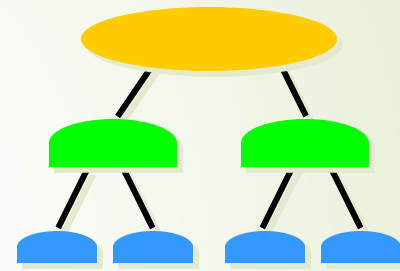
<http://www.flaguide.org/cat/conmap/conmap3.php>

Kinds of Concept/Mind Maps

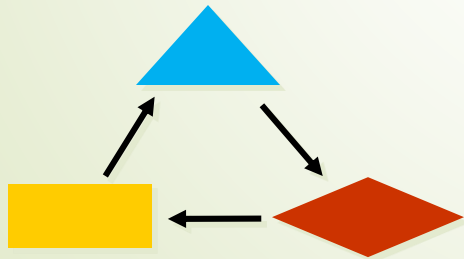
Spider



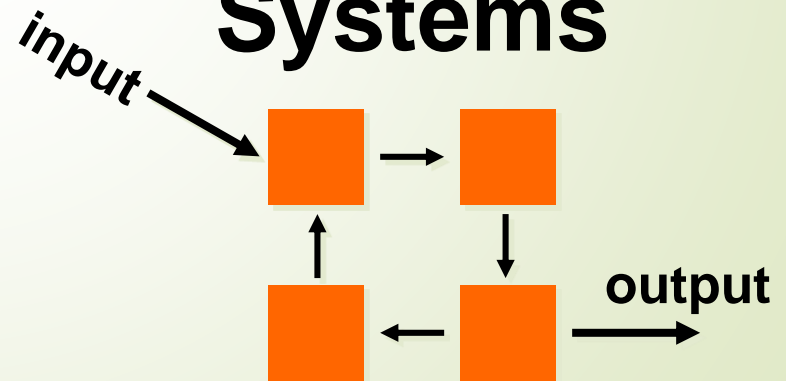
Hierarchy



Flowchart



Systems



One-Minute Paper

Instructions: Please respond to the following questions as concisely as possible.

- 1.** What are the two (three or four) significant or useful concepts/topics you have learned during this class?
- 2.** What questions remain uppermost in your mind?
- 3.** What could the instructor have done differently to help you understand/learn today's lecture material?
- 4.** What can I (as a student) do to help me to
 - a)** Increase my classroom participation
 - b)** Do better on exams
 - c)** Help my team members . . .



Plus Delta

Plus/Delta for _____
Name of course

Plus (write something I like about our class)

Delta (write something I'd like to change about our class)

Mid-class Assessment

1. Which of the following experiences related to this course has most helped you learn? NOTE: *I am not asking which you most enjoyed, but which contributed most to your skill development?*

Please rate the following as 1 (least helpful) to 8 (most helpful).
Use numbers 1, 2, 3, 4, 5, 6, 7, 8 only once.

- | | |
|--|--|
| <input type="checkbox"/> Readings/textbook | <input type="checkbox"/> Lecture/PowerPoint slides |
| <input type="checkbox"/> Full class discussion | <input type="checkbox"/> Small group in-class activities/discussions |
| <input type="checkbox"/> Completing assigns/activities | <input type="checkbox"/> Talking with peers outside class |
| <input type="checkbox"/> Using the computer lab | <input type="checkbox"/> Talking with the instructor outside class |

2. List any topics that you are confused about that we have covered in class.
3. What suggestions do you have for how I can improve the course?
4. What suggestions do you have for how YOU can improve your performance in the course?
5. List a topic you would like included in this course that is currently not on the syllabus.

Reflective Writing

A form of personal response to experiences, situations, events or new information

A 'processing' phase where thinking and learning take place

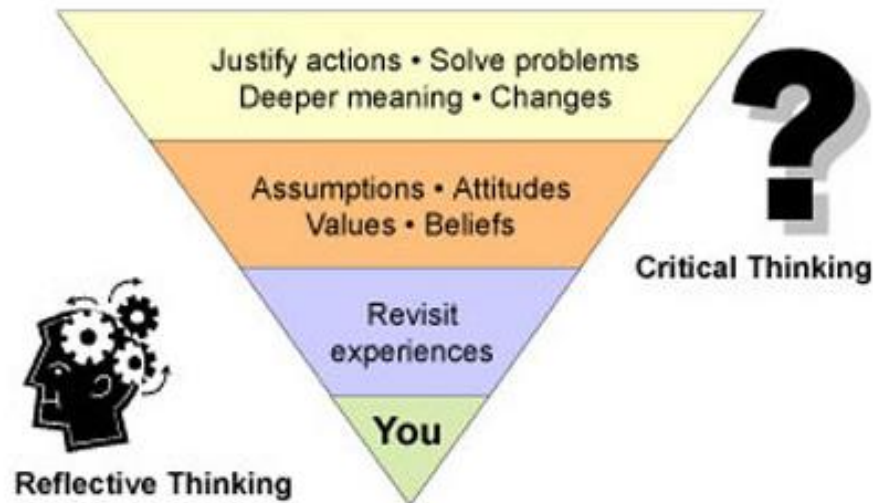


Figure 1: The Thinking Process (adapted from Mezirow 1990, Schon 1987, Brookfield 1987)

Journal Reflection

Ask students to type and submit one page every 3 weeks about their cognitive and affective experiences in the class.
(Graded as check, check plus, check minus)

- 1.** How have you internalized what you have read?
- 2.** How do you relate what you have read/learned to your life experiences?
- 3.** How do you feel about the material (and my) presentation of it?



Feedback Strategies *(worksheet)*

Assessment in Large classes

- **Tips to address some of the Issues of Assessing Large Class**
- **Diagnostic assessment for early feedback**
- **General guidelines on assessment and grading criteria for all assessment**
- **Model answers**
- **Self and peer assessments**
- **Online forum or blog**
- **Technological Assessment Tools**
- **Classroom Response Systems**
- **Interactive formative Assessment**
- **Well designed multiple-choice questions with correct and incorrect answers and explanations for both**



Establish a Feedback Policy

Establish feedback protocol (review as necessary)

Set parameters & guidelines (submission, grading)

Establish email etiquette (language, answer timing)

How will you address email questions already answered on syllabus or other means (as FAQs on Bb)?

How will students receive updates on their performance in the class? Regular intervals?

Feedback Strategies for Grading

- Communicate how students will be graded
- Find the good, then raise the bar
- Provide useful & relevant comments
- Offer concrete suggestions for improvement
- Be equitable – use grading rubrics
- Grade in the first person “I”
- Return graded work quickly
- Acknowledge receipt of received assignments



Using Technology for Feedback

Record feedback (video, audio)

Video/audio for student reflection

Digital portfolios

Software – test banks, surveys, assessment inventories, etc.

Blackboard discussion board


“Help” Bb forum for student-to-student feedback

Email





Using Student Evaluation to Improve Teaching

- Reflecting on the teaching process
 - Emphasize student learning
 - Identify strategies for improving particular teaching and learning areas
- 

Formative Feedback Review

Occurs during the learning process

- Quizzes, tests, assignments, journals
- Discussions – synch or asynchronous
- Reflections
- Combination of f2f, blended, online
- Results of performance early & immediate helps encourage & motivate students
- Improves retention of information
- Increases participation
- Aims to improve work being assessed



Summative Feedback Review

Occurs at end of instruction (module, lecture, semester)

- Clinical settings, labs, studios, field experiences
 - Final exams, journals,
 - reflective activities, performances,
 - projects, reviews,
 - portfolios, reflective observations
- Assesses knowledge, skills, attitudes
 - Examines qualitative/quantitative evidence generated about student competence
 - Uses evidence to improve the learning of current/future students
 - Looks at own teaching



Summary

Feedback is a form of response to a task

Feedback monitors progress


Feedback can improve teaching and learning

All forms of teaching should include feedback

[Feedback Toolkit: 10 Strategies to Engage Students with Feedback](#)

Resources

- Boston University's Center for Excellence in Innovation in Teaching (n.d.). *Getting feedback form students*. <http://www.bu.edu/ceit/teaching-resources/start-stop-continue/>
- Condone, S. (2011). *Getting immediate student feedback the plus/delta way*.
www.facultyfocus.com/articles/teaching-and-learning/getting-immediate-student-feedback-the-plusdelta-way/
- Downing, S. (n.d.). *Giving feedback that promotes learning*.
<http://www.ubalt.edu/downloads/T-GivingFeedback.pdf>
- Giesen, J. (n.d.) *Formative and summative feedback for teaching and learning*. Workshop handouts. Faculty Development and Instructional Design Institute, Northern Illinois University, DeKalb, IL.
- Hanna & Dettmer (2004). *Formative and summative assessment*.
[https://www.azwestern.edu/academic_services/instruction/assessment/resources/downloads/formative%20and summative assessment.pdf](https://www.azwestern.edu/academic_services/instruction/assessment/resources/downloads/formative%20and%20summative%20assessment.pdf)




Illinois Online Network (1998-2004). *Strategies for providing feedback.*
www.ion.uillinois.edu/resources/tutorials/pedagogy/feedback.asp

Madison College's Center for Excellence in Teaching and Learning (2009).
Collecting and using student feedback.
<http://madisoncollege.edu/files/users/jmay/Collecting%20and%20Using%20Student%20Feedback-rv%202-15-2011.pdf>

Mills Consulting Group (2005). Stop, Start, Continue.
http://www.millsgroup.ca/Tips/MCG_Stop_Start_Continue.pdf

Northeast Texas Consortium (2002). Instructor and student feedback.
www.netnet.org/instructors/design/interaction/strategies/feedback.htm

Race, P. (n.d.). *Using feedback to help students to learn.*
http://www.saide.org.za/sites/default/files/course_design/Race%2034%20Using_feedback.pdf



The Higher Education Academy (2004). Enhancing student learning through effective formative feedback.

http://www.law.uwa.edu.au/data/assets/pdf_file/0010/1867132/Jawah.pdf

The Higher Education Academy (2014). *10 strategies to engage students with feedback*. <https://www.heacademy.ac.uk/node/3521>

University of Georgia's Writing Intensive Program (2012). *Responding to student work*. <http://wip.uga.edu/teaching-writing/responding-to-student-writing/>

Jackson, M. & Marks, L. (n.d.). Enhancing the utilization of feedback by students. University of Glasgow School of Medicine. http://www.gla.ac.uk/media/media_329328_en.pdf



University of Oregon, Teaching Effectiveness Program, (2013). *Using student feedback.*

<http://tep.uoregon.edu/resources/assessment/usingfeedback.html>

White, E. (n.d.). *Does your feedback feed forward?*

www.slideshare.net/ewhite/does-your-feedback-feed-forward-presentation

Web References and Resources

- **Web References and Resources**
A survey of large class teaching around Australia, Australian Universities Teaching Committee.
http://www.cadad.edu.au/largeclasses/pdfs/Resources_2ReportonSurvey.pdf
- Interactive lectures, Science Education Resource Centre, Carleton College. Accessed 22 January 2010.
<http://serc.carleton.edu/introgeo/interactive/index.html>
- Teaching large class, Science Education Resource Centre, Carleton College. Accessed 22 January 2010.
<http://serc.carleton.edu/NAGTWorkshops/earlycareer/teaching/LargeClasses.html>
- Ives, S. M. (2000). A survival handbook for teaching large classes. UNC Charlotte Faculty Center for Teaching. University of North Carolina, Charlotte.
<http://teaching.uncc.edu/resources/best-practice-articles/large-classes/handbook-large-classes>
- James, C., McInnis, C. & Devlin, M. (2002) Assessing learning in Australian Universities, Centre for the study of high education, University of Melbourne.
<http://www.cshe.unimelb.edu.au/assessinglearning/03/large.html>
- Teaching large classes. Schreyer Institute for Teaching Excellence.
<http://www.schreyerinstitute.psu.edu/Tools/Large/>