FEEDBACK IN ONLINE LEARNING

Feedback is information given to students about their performance that guides future behavior (Ambrose et al., 2010), and it is essential for students to improve their learning and performance. However, if students do not reflect on or implement notes or comments, it may appear that feedback is insignificant. Giving comments may be a time-consuming procedure, and when it goes unnoticed on student work, instructors might become dissatisfied.

Feedback should be given top priority. Getting too much feedback might be daunting, so prioritize it. Choose a few essential dimensions to comment on, avoid lengthy marginal comments, and make end comments that focus on the big picture rather than minor details.

Feedback should be descriptive. Descriptive feedback explains how a learner can improve his or her skills (Brookhart, 2008). When addressing your students' work, be explicit. Instead of simply commenting, "*Good presentation*," describe the qualities that made it such (for example, "*You presented a clear, demonstrable argument and employed a diverse range of evidence*").

It's important to give constructive feedback. Inform learners of their accomplishments and areas for development. They'll know what to do in the future this way.

Useful feedback is essential. Tell them what they should do differently the next time (for example, "*Explain your approach in greater detail, including how you choose your sample*").

Timely feedback is essential. Give students feedback while they are still thinking about the task; otherwise, it will lose its meaning and utility. Grading and returning student work should be done as quickly as possible.

Constructive and timely feedback, whether formal (summative) or informal (formative), allows students to determine whether or not they are reaching the course learning objectives. Feedback also shows that you, as the instructor, are genuinely concerned about their progress.
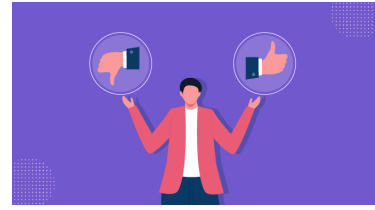
Formal feedback (summative)

Formal feedback refers to the comments you offer on summative assessments, or evaluations that result in a grade in the course. These tests are used to determine what students have learnt and whether or not they have satisfied the course learning objectives. *The main ways of assessing student via TEDU LMS is through:*

Assignment: LMS can handle any file format (videos, program files, spreadsheets). As a result, you'll be able to download everything students submit to your computer to evaluate and grade, giving you a lot of flexibility in terms of assignment design. For additional information about grading and providing feedback in Assignments, please see the LMS Video Guides.

Quiz: A quiz is another useful tool for assessing students, but its most useful aspect is the feedback options available within the question. It provides a variety of choices for providing detailed feedback to students based on their responses. You can give particular feedback to the student who answers question B, C, or D in a multiple choice question where answer A is correct. This is quite helpful in assisting students in overcoming frequent misunderstandings. Please refer to the LMS Video Guides page for more information on using Quizzes.

Discussion forum: Although most discussion boards are not rated, it is possible to do so. You might want to use this if you're asking students to submit small assignments (such as reading responses/summaries, case studies, and so on) across multiple weeks to keep them interested in the class. Please refer to the LMS Video Guides page for more information on using discussion forums. (See Appendix for sample rubrics you may use for grading discussions).

Informal feedback (formative)

Informal feedback differs from formal feedback in that it focuses on improving learning. Ungraded or small tasks are used to track learners' progress. Faculty can use formative feedback to identify where students are failing and assess their strengths and weaknesses in order to focus on problem areas.

Feedback during live lectures: Receiving regular feedback while providing live lectures is also encouraged. Zoom has various capabilities for gathering student input, including a yes/no and chat function. Using these features to evaluate understanding as you go can help you pace your presentation and keep students engaged.

Virtual office hours (via Zoom): You can arrange virtual office hours with Zoom, just like you can schedule live virtual classes. This is a great way to provide students personalized feedback.

Peer feedback: Another important source of feedback is classmates. Organizing peer feedback activities is a terrific approach for students to gain feedback on their learning. To make this easier, you can use discussion forums on TEDU LMS.

Self-reflection: Self-reflection involves students reviewing their work and reflecting on their learning progress. Through self-reflection, students can evaluate their work against a set of criteria. You may also ask your students to write about what might be modified on the next similar assignment and encourage them to put their ideas into action.

> *In conclusion, both self- and peer-evaluation of work provide opportunities for delivering relevant feedback without formal grading on correctness, which can help students learn more effectively (Sadler and Good, 2006; Freeman and Parks, 2010).*

Appendix

Rubric Example 1:

Weekly Online Discussions Rubric				
Criteria	Excellent 9 - 10 Points	Good 8 Points	Average 6 - 7 Points	Poor 5 or less Points
Timely discussion contributions	5-6 postings well distributed throughout the week	4-6 postings distributed throughout the week	3-6 posting somewhat distributed	2-6 postings not distributed throughout the week
Responsiveness to discussion and demonstration of knowledge gained from assigned reading	Very clear that readings were understood and incorporated well into responses	Readings were understood and incorporated into responses	Postings have questionable relationship to reading material	Not evident that readings were understood and/or not incorporated into discussion
Adherence to online protocols	All online protocols followed	1 online protocol not adhered to	2-3 online protocols not adhered to	4 or more online protocols not adhered to

Rubric Example 2:

Asynchronous Discussion Evaluation Rubric				
Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; does not address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to	Elaborates on an existing posting	Demonstrates analysis of others' posts;

		discussion (e.g., agrees or disagrees); does not enrich discussion.	with further comment or observation.	extends meaningful discussion by building on
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or maybe inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

References

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.

Brookhart, S. M. (2008). How to give feedback to your students. United States. Association for Supervision and Curriculum Development.

Freeman, S., & Parks, J. W. (2010). How accurate is peer grading?. *CBE—Life Sciences Education, 9*(4), 482-488.

Sadler, P. M., & Good, E. (2006). The impact of self-and peer-grading on student learning. *Educational assessment, 11*(1), 1-31.

Feedback for Learning

https://ctl.columbia.edu/resources-and-technology/resources/feedback-for-learning/

Grading and Providing Feedback: Consistency, Effectiveness, and Fairness

https://ctl.wiley.com/grading-and-providing-feedback-consistency-effectiveness-and-fairness/

Providing feedback to students online

https://www.concordia.ca/ctl/digital-teaching/giving-feedback.html

Further Reading and Resources:

- How to give feedback when teaching online

- Giving feedback in Zoom classes

- Give Quality Digital Feedback for Distance Learning