

FLIPPING FEEDBACK: ENGAGING STUDENTS IN THE FEEDBACK PROCESS

MEET THE PRESENTERS



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QUESTIONS?
Pop them in the chat!

SESSION GOALS

- ✓ What is peer feedback? Why is this important?
- ✓ How do you scaffold the feedback process?
- ✓ What does this look like in remote/hybrid learning?
- ✓ What do students do with this feedback?

PEER FEEDBACK:

Commentary given from one student to another that provides them with the opportunity to learn from one another

[SOURCE: WUSTL - TEACHING CENTER](#)

- **Specific:** Comments are linked to a discrete word, phrase, or sentence.
- **Prescriptive:** Like a medical prescription that aims to solve an ailment, prescriptive feedback offers a solution or strategy to improve the work, including possible revisions or links to helpful resources or examples.
- **Actionable:** When the feedback is read, it leaves the peer knowing what steps to take for improvement.
- **Referenced:** The feedback directly references the task criteria, requirements, or target skills.
- **Kind:** It's mandatory that all comments be framed in a kind, supportive way.

[SOURCE: EDUTOPIA](#)

WHY IS THIS IMPORTANT?

✓ TEACHERS ARE BUSY!

✓ BENEFITS OF PEER FEEDBACK

- Task purpose: Students are writing/speaking for an audience
- Student ownership: Stakeholders in the learning process
- Metacognition: Understanding your own thought processes to complete the tasks
- Increases communication and collaboration skills
- Instills a growth mindset

STUDENT OWNERSHIP IN THE CLASSROOM



Source: [Cope & Kalantzis, 2016](#)

SO WHAT DOES THIS LOOK LIKE?

You need to...

✓ SCAFFOLD, SCAFFOLD, SCAFFOLD!

Remember to...

✓ MODEL THE PROCESS!

- Step 1: Task Requirement Checklist
- Step 2: Commentary Checklist
- Step 3: Open-Ended Commentary
- Step 4: AP-Inspired Rubric

STEP 1: TASK REQUIREMENT CHECKLIST



Do students understand the requirements of the task?

Required Element	Yes	No
OPENING		
Is there an appropriate, formal greeting?		
Does the response include a sentence to thank the person for the email?		
Is there a personal statement/explanation of why this topic is important to the writer?		
BODY: Question #1		
Does the response answer question #1?		
Is there enough detail? (Not just yes/no response)		
BODY: Question #2		
Does the response answer question #2?		
Is there enough detail? (Not just yes/no response)		
BODY: Request for more information		
Is there a transition/introduction to the request for more information?		
Is there a question asking for more information about something in the original message?		
Is the question answered in the original message?		
CLOSING		
Is there a formal closing to the message? (I hope my responses...)		
Is the message appropriately signed and formal?		

STEP 2: COMMENTARY CHECKLIST

✓ Are students satisfying the requirements appropriately?

✓ Students are now required to react to the given feedback.

+ Positive Aspects of Response	Δ Suggestions for Improvement
<input type="checkbox"/> The email is clearly formal and respectful.	<input type="checkbox"/> There are examples of inappropriate/informal language.
<input type="checkbox"/> The response is organized.	<input type="checkbox"/> The message is disorganized.
<input type="checkbox"/> The intended message is clear and comprehensible.	<input type="checkbox"/> The intended message is unclear and/or confusing to the reader.
<input type="checkbox"/> The responses to the questions asked are detailed.	<input type="checkbox"/> The responses to the questions asked are incomplete and/or basic.
<input type="checkbox"/> There is a variety of vocabulary.	<input type="checkbox"/> The vocabulary is repetitive and/or limited.
<input type="checkbox"/> The language of the message is accurate and controlled with few errors.	<input type="checkbox"/> The language of the message is inaccurate and lacks control with several errors.
<input type="checkbox"/> There is a variety of sentences: simple, compound, and complex.	<input type="checkbox"/> There are mostly simple sentences and/or a few compound sentences.
<input type="checkbox"/> The request for more information is detailed and appropriate.	<input type="checkbox"/> The request for more information lacks details and/or inappropriate.

Personal Reflection
I (agree / disagree) with my partner's comments because...

STEP 3: OPEN-ENDED COMMENTARY

✓ Can students identify strengths and areas for improvement?

2 Stars	1 Wish
Complete 2.	Complete 1.
I like the way you...	I didn't understand...
You did an excellent job of...	I think it would be clearer if...
I thought it was very effective when you...	

STEP 3: OPEN-ENDED COMMENTARY

- ✓ Students are now required to develop an action plan to incorporate the peer feedback into their next practice
 - FEEDFORWARD!

Personal Reflection

For my next email response, I will continue to... (what you did well)

For my next email response, I will concentrate on... (what you can improve upon)

What is your action plan to improve it?

- Use a greater variety of vocabulary and/or use words I learned outside of class
 - Include compound sentences by using words like *and*, *but*, *however*, *including*, *etc.*
 - Include complex sentences by using the subjunctive
 - Extend my responses with additional details
 - Other
-

STEP 4: AP-INSPIRED RUBRIC

✓ Can students assess the proficiency level of task completion?

	5	4	3	2	1
Appropriate Task	Clearly	Generally	Somewhat	Minimally	Inappropriate
Required information	Yes, with frequent elaboration	Yes, with some elaboration	Yes	Some	Little or none
Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede	Fully understandable, with some errors that do not impede comprehensibility	Generally understandable, with errors that may impede comprehensibility	Partially understandable, with errors that force interpretation and cause confusion for the reader	Barely understandable, with frequent or significant errors that impede comprehensibility
Vocabulary	Varied and appropriate, uses idiomatic language	Varied and generally appropriate	Appropriate, but basic	Limited	Very few; none
Usage	Accuracy and variety, few errors	General control	Some control	Limited control	Little or no control
Register	Mostly consistent, appropriate for formal correspondence	Generally consistent, occasional shifts	Inappropriate, several shifts	Generally inappropriate	Minimal or no attention to register
Sentence Structure	Variety of simple, & compound; some complex	Simple, compound, and a few complex	Simple and a few compound	Simple sentences and phrases	Very simple sentences or fragments

STEP 4: AP-INSPIRED RUBRIC

- ✓ Students are now reflecting on the implementation of their action plan (from step 3).

Were you successful in accomplishing your action plan from the last email?

- **If you were successful, please explain why here. What new skills did you demonstrate?**

- **If you are not successful, please explain why not here. What skills do you still need to work on to reach the next level?**

What does this look like in
remote / hybrid learning?

COLLABORATION USING G SUITE

- ✓ Google Docs
 - Select "Make a copy for each student"
- ✓ Google Forms

Peer Feedback

Name

Your answer

Did the student...

Option 1

Did the student...

Option 1

Did the student...

Option 1

Did the student...

Option 1

Submit

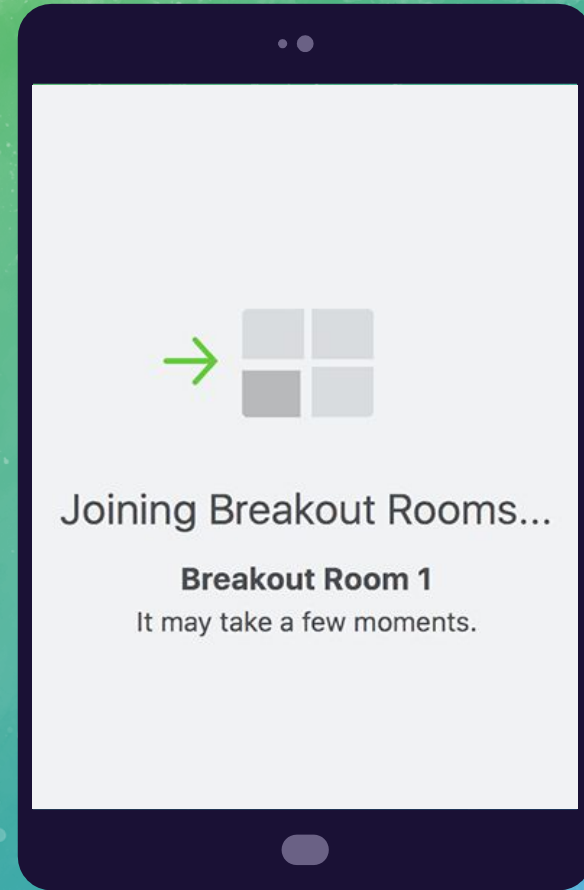
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Google Forms

VIRTUAL COLLABORATION

- ✓ Breakout rooms using Zoom or Google Meet



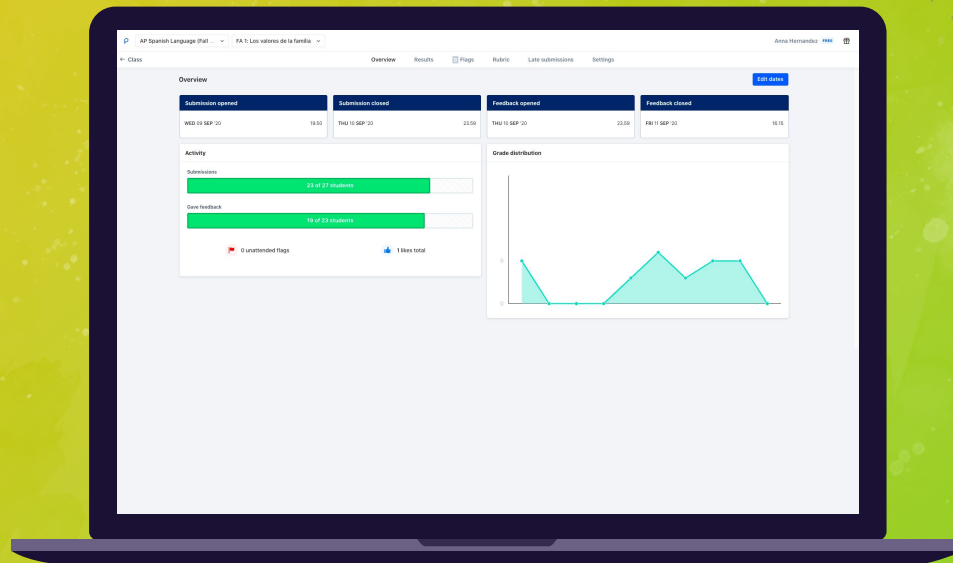
PEERGRADE.IO



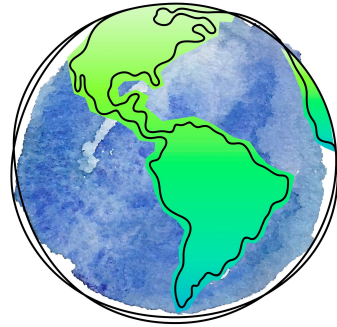
Pro trial (30 days)



Free version: Eduflow.com



THANKS!
¡GRACIAS!
MERCI!



ANY QUESTIONS?
OPEN Q&A



CONTACT INFORMATION



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