



Fair and Feasible Feedback:

10 Quick Wins You Can Implement Tomorrow



Presenter



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Agenda

Feedback Overview: Why? What? How?

Framing the Challenge

The 10 Quick Wins

A Starter Experiment

Resources

Feedback Overview

What does research say about Instructor Feedback?

Why?

Among top 10 influences in student achievement (of 250 studied)

What is it?

Communication that reduces the gap between current and desired performance

How?

Specific, Timely, Actionable, Balanced, Informative (STABI framework)





Effective Instructor Feedback is:



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The Challenge

What barriers prevent fair and feasible feedback?

Limited time



Feedback fatigue



Student engagement



10 Quick Wins

10 Quick Wins for Fair, Feasible Feedback

1 Build feedback literacy

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10 Quick Wins for Fair, Feasible Feedback

- 1 Build feedback literacy
- 2 Make rubric language action-oriented**
- 3
- 4
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Evaluative vs. action-oriented rubric language

Before:

"Thesis is clear and specific"

After:

"Thesis clearly states a specific, debatable position that the paper will support with evidence"

10 Quick Wins for Fair, Feasible Feedback

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- 2 Make rubric language action-oriented
- 3 **Add a “next-step” sentence**
- 4
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Next-step instruction

Before:

"Your introduction is weak."

After:

"Your introduction is weak. For your next essay, try opening with a statistic or question to hook the reader, THEN introduce your topic."

10 Quick Wins for Fair, Feasible Feedback

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- 2 Make rubric language action-oriented
- 3 Add a “next-step” sentence
- 4 **Streamline and personalize feedback with technology**
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10 Quick Wins for Fair, Feasible Feedback

- 1 Build feedback literacy
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- 3 Add a “next-step” sentence
- 4 Streamline and personalize feedback with technology
- 5 Pair text with audio/video feedback**

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- 6 **Focus feedback where it matters most**
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Strategic Feedback Focus

By Content:

- Choose specific assignments
- Choose aspects within assignments, then rotate focus
 - #1 – thesis, organization
 - #2 – evidence use and integration
 - #3 – style, conclusions

By Student:

- Group randomly and rotate
- Group work by level and leave detailed feedback on the students who need it most

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Scaffolding Feedback

Early:

"Your solution needs to show how you applied the concept we discussed in class. Add a step explaining why this method works for this problem."

Middle:

"How does this approach connect to the concepts from our unit? What would help readers understand your reasoning?"

Late:

"Review your application of course concepts. Is your reasoning clear?"

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- 10 **Mind the Tone**

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Starter Experiment

Your Feedback Experiment

1. Pick One strategy

2. Define a small test

3. Set Success Criteria

- Did it take less time than my usual approach?
- Did students engage more with this feedback?
- Did I feel less exhausted after grading?

4. Reflect and decide

Resources



<https://wichita.edu/FeedbackResources>



Thank you!