A Multi-Modal (onground/online) Mnemonic for Formative Commentary on Student Work

CARE-ing Feedforward

PRESENTATION COMPONENTS/OUTCOMES

1. Explication

2. Exploration

3. Evaluation

Understand foundations & underpinnings

Investigate (participant-defined) applications

Critique applications & consider research design options

❖ Maryellen Weimar (2012) and Baker & Zuvela (2013): **improvement <u>rather than defense</u>** of grades

❖ Hirsch (2015) & Marshall Goldsmith (2012) URTEXT: **future possibilities <u>not</u> past evaluations** for **behavioral** changes and improvements

❖ Gill (2014), Khalil-Rehman (2012) and Zolyan (2015) **Language** & **purposes create reality**

❖ Fonseca et al. (2015) –

➢ FOCUS, VALENCE (emotional attractiveness/averseness)

➢ **TONE** (**respect for, recognition of, the person**)

✓ **NONDEFENSIVE** Commentary

✓ **For Future-Directed ACTIONS**

✓ **With a CARE-ingly Affective Tone**

To be most effective as a teaching-learner, I will affectively engage with student-learners through **CARE**fully designed language in response to their work.

Connect

The teaching-learner should compose the first element of feedforward comments in ways that connect with the student-learner on a personal level. This can be done by recalling and referencing specific information about the student-learner as a person. The focus of this first step is to let the learner know that s/he has personal significance, and that s/he is seen as an individual agent who is more than the "student" label by which s/he is commonly identified.

Address

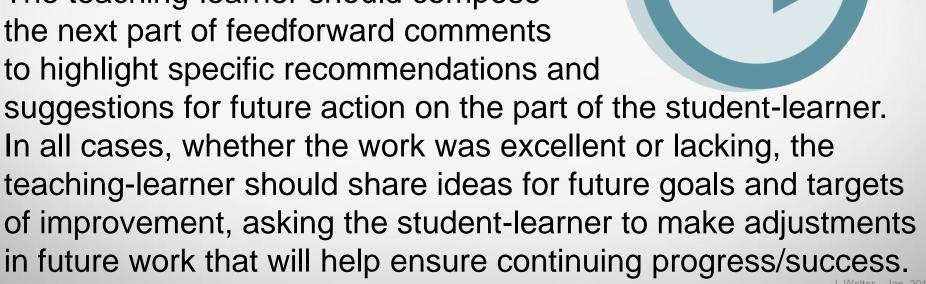The teaching-learner should compose direct and detailed feedforward comments to demonstrate specific knowledge of the main ideas, points or issues in the work output. The commentary should be specific in relation to the areas that need improvement, but also in relation to the areas that show excellence and success.

Redirect

The teaching-learner should compose the next part of feedforward comments to highlight specific recommendations and suggestions for future action on the part of the student-learner. In all cases, whether the work was excellent or lacking, the teaching-learner should share ideas for future goals and targets of improvement, asking the student-learner to make adjustments in future work that will help ensure continuing progress/success.

Encourage

At the end of the feedforward comments, the teaching-learner should focus on conveying motivational encouragement. Thank the student-learner for attentive and responsive work in advance, and assure the student-learner that improvement is likely; that the teaching-learner "believes in" the student-learner. In short, the final element of feedforward commentary should reassure and inspire the learner with confidence that s/he can "take the next steps."

Connect

Hi there, Julie. You nearly scored a half-court three pointer with this assignment – just like Dirk! (Did you see the Mavs game this week?) 😎

Address

You did a good job with this assignment, covering 8/10 elements (more than required), but there are places where your writing is unclear/confusing (see paragraph 3, sentence 4).

Redirect

For our next textbook chapter review, carefully proofread and revise before you submit, and consider outlining 9/9 key points highlighted in the instructions (why not attain a perfect grade?).

Encourage

Congratulations in advance for your next submission and the improvements I know you will make!

Hi there, Julie. You nearly scored a half-court three pointer with this assignment – just like Dirk! (Did you see the Mavs game this week?) 😎

You did a good job with this assignment, covering 8/10 elements (more than required), but there are places where your writing is unclear/confusing (see paragraph 3, sentence 4).

For our next textbook chapter review, carefully proofread and revise before you submit, and consider outlining 9/9 key points highlighted in the instructions (why not attain a perfect grade?).

Congratulations in advance for your next submission and the improvements I know you will make!

Kevin's Personal Background Notes

- Computer science major
- Loves soccer – plays weekly
- Has an older sister who completed this course

Evaluation Notes for assignment just completed

- Scored 85% on lab report (1 of 2 in course)
- Introduction and Discussion = strong elements
- Methods/Materials & Statistical Results = weak elements

Next Assignment (lab report 2) goals

- Improve weak areas & maintain strong areas

Kevin

PERSONAL
- Computer Science
- Soccer
- Sister

1st LAB REPORT (LR)
- Strong Intro/Disc
- Weak Methods/Stats

UPCOMING 2nd LR
- Tactics to maintain strength and improve weaknesses

Compose Kevin's CARE-ing Feedforward:

CONNECT

ADDRESS

REDIRECT

ENCOUARAGE

CARE-ied AWAY!

? Responses, Ideas, Concerns

? Application/Pragmatic Issues

? Research Design Possibilities

J. Walter – Jan. 2019

References

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