Agenda

Introduction to Essential Texts
Session Objectives
Building Community in the Online or Hy-Flex Classroom
Why Use Technology Tools?
Which Technology Tools Should I Use?
Strategies for Using Technology & Examples
Giving Feedback
Feedback Frameworks
Providing Timely, Quality and Effective Feedback
Examples to Reduce Faculty Workload
Essential Texts for Today's Session

DESIGN THINKING FOR SCHOOL LEADERS

GRADING FOR EQUITY
Session Objectives

This webinar takes a deeper dive into instruction and considers the ways community can be built in the virtual classroom and how these strategies impact learning. This session will also examine frameworks for faculty to use in order to provide timely, effective feedback in multiple ways that support engaged learning and reduce instructor workload.
Why tech tools?
Engagement support

- Engagement not automatic online
- Provide feedback to improve product/process
- Notice & respond to student cues
- Frequent, regular feedback
Which tech tools?

Match tool to problem

Embedded in Canvas
- Quiz
- Assignment
- Discussion Forum
- Announcements

Added to Canvas
- Zoom
- Panopto
Tech Strategy
#1: Short video

- Video lecture relieves reading load
- Modularize concepts
- Use MCC resources
  - Narrated PPT (Panopto)
  - Webcam video (Zoom)
- Research-based strategy
Strategy #1
Short video tips

- Under 6 minutes
- Don’t overedit
- Casual/informal tone
- Conversational vs reading slides
- Use captions/transcripts
Tech Strategy #2:
Content Engagement

Short graded assignment post video
With corrective feedback

Concept maps

Infographics

How to Make a Concept Map: Beginner’s Guide (& Templates) (visme.co)
https://bubbl.us/
Create Your Mind Maps Online - On Any Device | MindMeister
Light Colorful Simple Mind Map Template - Venngage

Gapminder
PPT data features
What allies do you have on campus and in your local community to support students experiencing homelessness?
Infographic
Tech Strategy #3: Spontaneous video

- Clarify student confusion
- Introduce yourself
- Introduce the module
- Other teachable moments
Tech Strategy #4: Curate existing media

- Sticking points
- Depth/breadth of topic
- Dry content
- Think broadly—video, picture, game, song
- Images as metaphors
- Librarians & Instructional Designers
Pick the Right Tech Tool for the Job

- And use them at the right points in the course
- Serve the objectives
- Backward Design
- Use & remix - Creative Commons

Bloom’s Taxonomy | Center for Teaching | Vanderbilt University
Summary: Tech Tools/Media

- Short/medium video
- Determine engagement component
- Impromptu video
- Curated existing media
- Match tech/media to task
- Simple is often best
Giving Feedback

Module Overview
Objective
Core Concepts
Five Key Strategies:
- Strategic Deadlines
- Crucial Conversations
- Creativity with Connection
- Technology as a Tool
- Meaningful use of Media Tools
Principles of Effective Feedback
Activity
Q&A
Design Principles
Applying Principles of UDL
Four Intentions Feedback

- Improve Performance
  - Observations
  - Evaluations
  - Coaching
  - Critiquing

- Raise Self Awareness
  - Cognitive Assessments
  - Personality Assessments
  - Behavioral Assessments

- Intention
  - Purpose
  - Ability to communicate the purpose

- Develop the Relationship
  - Interpersonal Feedback
  - Appreciation

- Boost/Energize
  - Encouragement
  - Appreciation
THE BEST AND WORST PART OF TEACHING IS THE FEEDBACK. IT HELPS STUDENTS GROW AND PROVIDES OPPORTUNITIES FOR ENGAGEMENT. IT ALSO TAKES MOST OF OUR TIME AND IS USELESS IF STUDENTS DON’T USE/READ IT!
# Core Concepts

<table>
<thead>
<tr>
<th>TIMELY</th>
</tr>
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<tbody>
<tr>
<td>Should directly address the learning outcomes for immediate and future assignments</td>
</tr>
<tr>
<td>Should be proactive</td>
</tr>
<tr>
<td>Should focus on observed/observable behaviors (not attitudes)</td>
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<td>May involve a plan for improvement</td>
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<table>
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<tr>
<th>EFFECTIVE</th>
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<tbody>
<tr>
<td>Should be easy to understand</td>
</tr>
<tr>
<td>Should be tied directly to learning outcomes</td>
</tr>
<tr>
<td>May come from multiple sources (peers, academic support services, etc.)</td>
</tr>
<tr>
<td>Should be specific and tailored</td>
</tr>
<tr>
<td>Should be descriptive and guiding</td>
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</table>
5 Strategies for Effective Feedback

Set deadlines strategically

Have real-time, just-in-time conversations

Get creative with office hours
  - Rebrand to reduce anxiety (Coffee break, consultations, etc.)
  - Reduce frequency
  - Announce scheduled sessions in advance
  - Encourage students to submit assignments for review in advance
  - Offer incentives (extra credit, additional time, etc.)

Use technology to streamline grading

Give meaningful comments via media tools
Principles of Quality Feedback

- Be timely and responsive
- Take advantage of the technology
- Put yourself in the students’ shoes
Directions

1. Write text in preparation to create a rubric containing three criterion with at least three ratings for each.

2. Rubric ratings should have appropriate "labels" that describe levels of achievement (e.g.-Mastery, Proficiency, Developing)

3. Criteria should be 1-3-word descriptions of the learning outcome (e.g.-Content, Language, Formatting)

4. After you have created your rubric, consider and jot down an element or two of good summaries that have NOT been included in this rubric. Consider how you would give your student feedback on the missing element(s) and share with your group.
## Rubric Example A

### Paragraph Summary Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations (3)</th>
<th>Meets Expectations (2)</th>
<th>Does not meet Expectations (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence</td>
<td>Clear topic sentence that identifies the main point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details</td>
<td>Relevant and accurate supporting details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity/Cohesiveness</td>
<td>Entire summary is clear, concise, and logically ordered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar/Mechanics</td>
<td>Any minor errors do not hinder meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>6-8 sentences</td>
<td>9 sentences</td>
<td>10 sentences</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>All statements accurate and verified by story</td>
<td>Most statements accurate and verified by story</td>
<td>Some statements cite outside information or opinions</td>
</tr>
<tr>
<td><strong>Paraphrasing</strong></td>
<td>No more than 4 words in a row taken directly from story</td>
<td>One sentence contains more than 4 words in a row taken directly from story</td>
<td>Two sentences contain more than 4 words in a row taken directly from story</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Summary consists of main idea and important details only</td>
<td>Summary contains main idea and some minor details</td>
<td>Summary contains main idea and only minor details</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>No more than one punctuation, grammar, or spelling error</td>
<td>2-3 punctuation, grammar, or spelling errors</td>
<td>4-5 punctuation, grammar, or spelling errors</td>
</tr>
</tbody>
</table>

**Overall grade:**

**Comments:**
Quick Tips for Timely, Effective Feedback

- Schedule deadlines to coincide with your availability for consultations
- Talk to students in real-time, by phone or virtually
- Be creative with office hours
- Create rubrics to streamline grading and reduce your workload
- Use technology; record audio and/or video comments when assessing student work
Questions?