



FEEDBACK

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Growth Mindset in Mind: Providing High Quality and Productive Feedback to Students in CCS 1001: College & Career Success

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Learning Outcomes

Discuss

- Discuss the important role growth mindset can play in feedback processes.

Determine

- Determine in person and online feedback strategies that will support student learning.

Incorporate

- Incorporate feedback opportunities into course design without overly taxing faculty time.

Why Feedback Matters



- Effort
- Achievement
 - Especially when feedback is timely and informative

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Wisniewski et al., (2020); Hattie & Yates (2014)

A close-up photograph of six light-colored wooden blocks arranged in a row. Each block has a single letter of the word 'EQUITY' printed on its top surface in a black, serif font. The blocks are slightly offset from each other, creating a sense of depth. The background is a blurred, warm-toned surface, possibly a wooden table.

E Q U I T Y

**Re-thinking Assignments: Feedback is An Equity Issue
(Taras, 2006)**



**Let's Build
Feedback
into Course
Design**

Use Formative Assessments

Formative
Assessments



Summative
Assessment

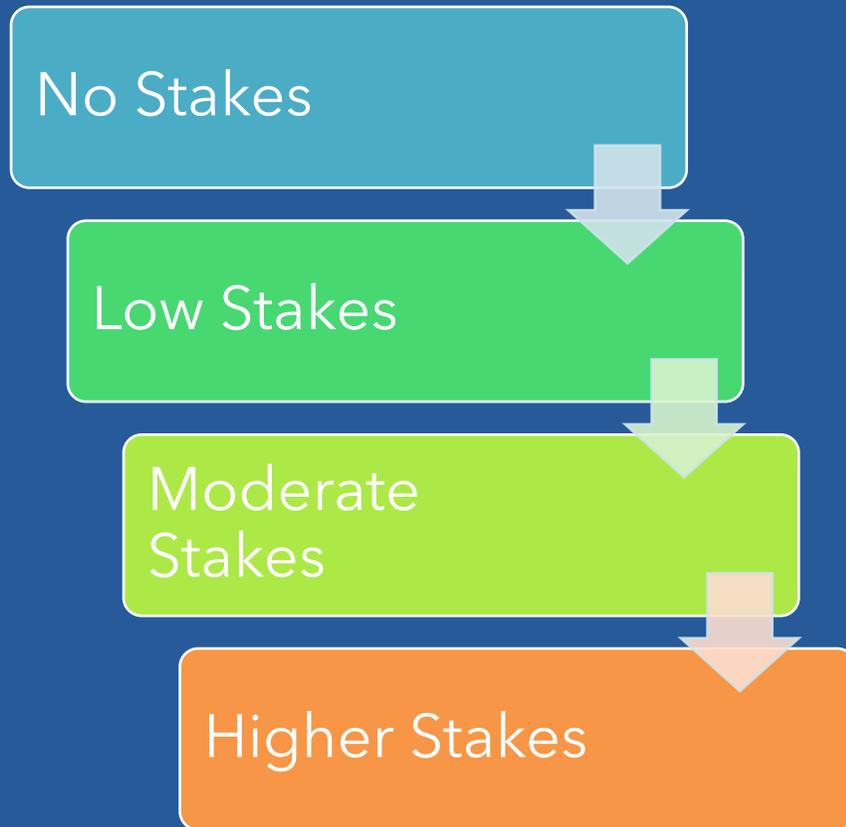
“My professor designed the final project to be completed throughout the semester by making pieces of it due on certain weeks leading up to the final date. This gave us the opportunity to complete the assignment one part at a time and receive feedback at each point. After the first assignment, she gave thorough feedback on what we could improve on for the next phase of the assignment. This approach really helps us gain confidence and skills.”

Breaking Down a Major Assignment

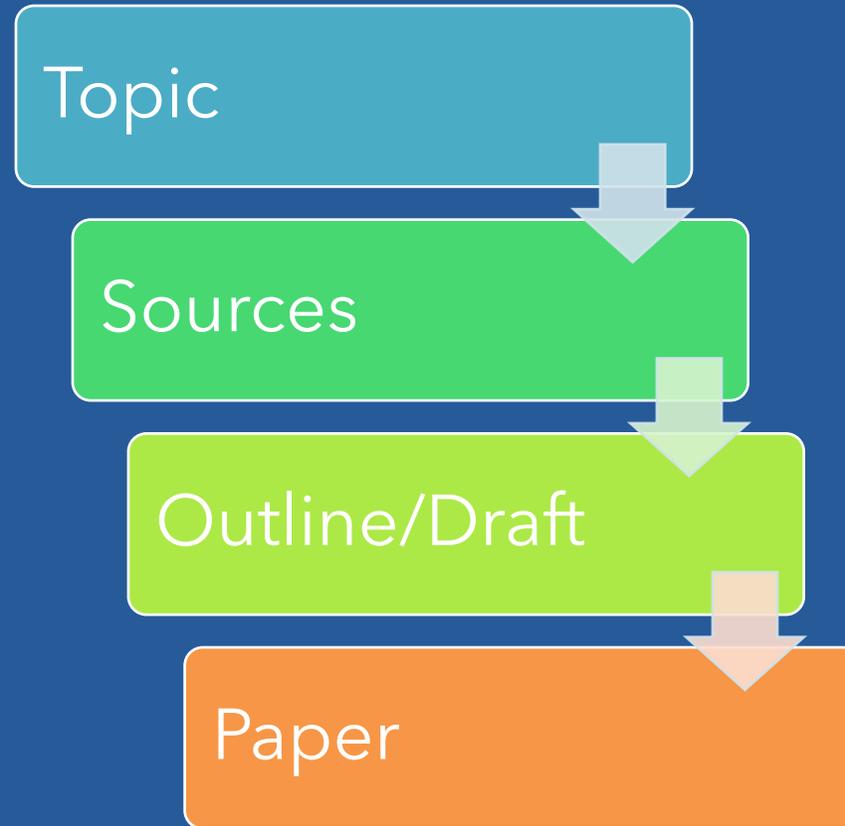
Kayla Jasper, Temple University

Scaffolding Assignments

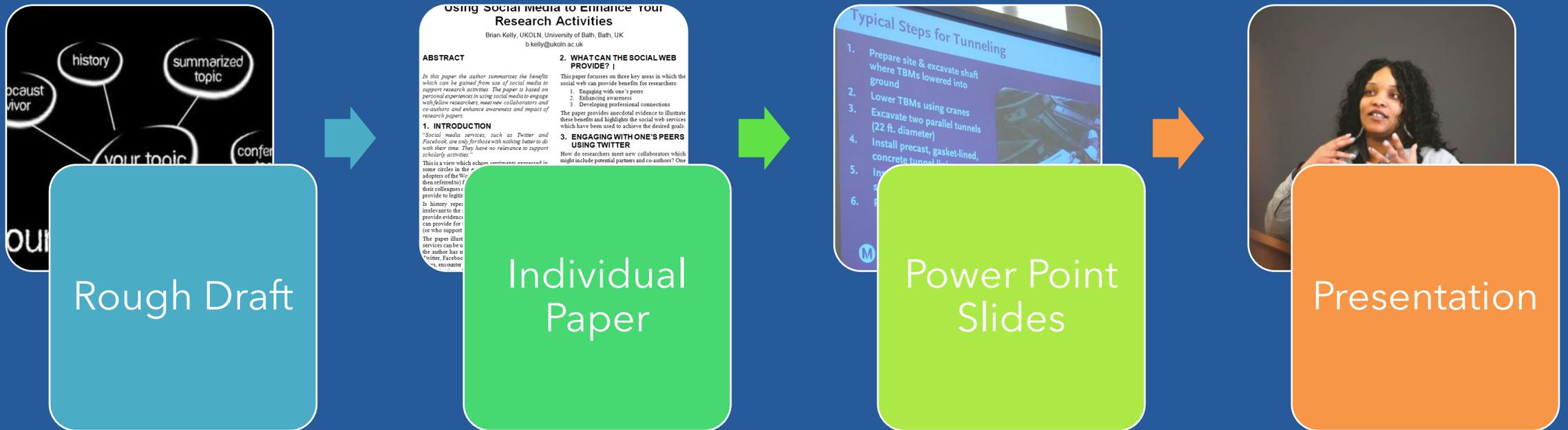
Low-High Stakes to Build Self-Efficacy



Breaking Down Assignments to Benefit from Feedback



Feedback: Linking Assignments



Follow-up Assignments

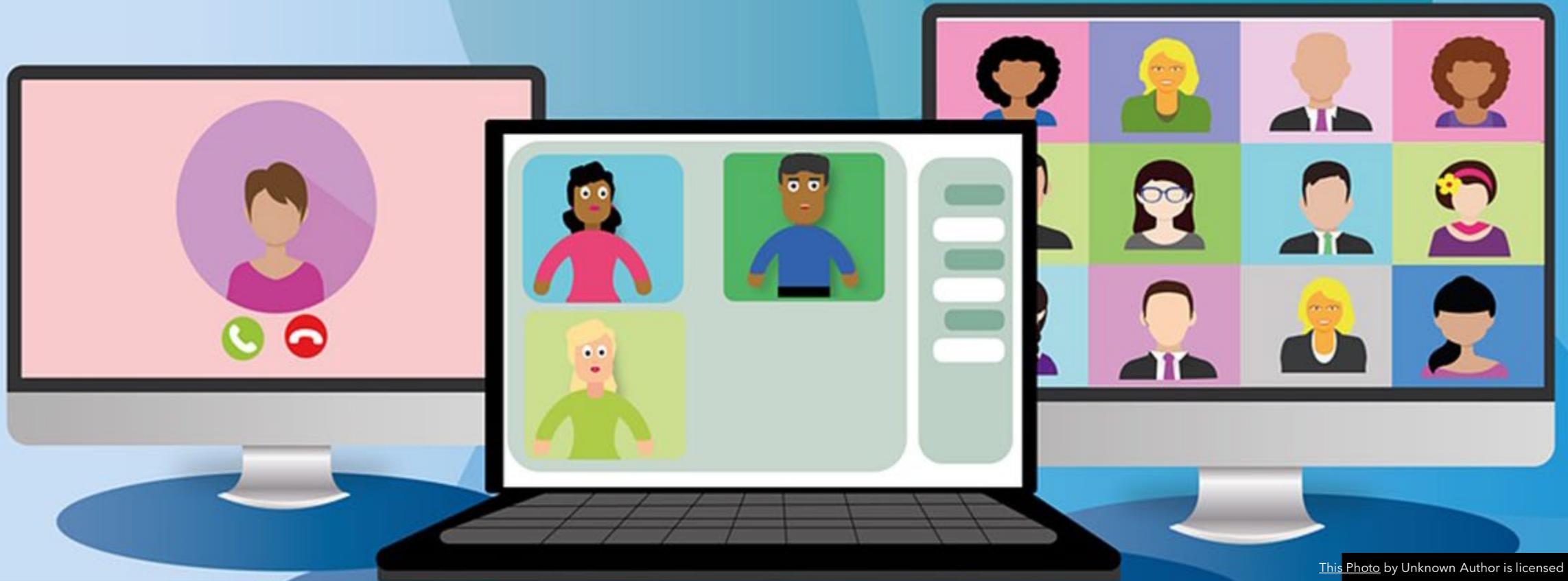
- Require students to reflect on and use feedback with additional assignment components



"In this course, one of the major assignments was a group project that included a presentation and a paper. About halfway through the semester, the paper portion of this project was due. The professor graded the papers by the following class, and when he returned the papers to each group, he explained how we would be spending the entire class reviewing our papers. The professor then spoke to the whole class describing the requirements of this revision assignment. He told us that we would be receiving a separate grade for this second, revised submission. Knowing that this assignment was going to be graded again, we immediately became more interested in the notes and feedback that the professor had written on the returned papers. The professor then went to each group and spent 5-10 minutes discussing that group's paper with the group members while the other groups were working on the presentation portion of the project."

Required Revisions

Ryan Harrington, Quinnipiac University



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Small Group Breakout

How do you (or could you) build formative assessments into the CCS 1001 class?

Growth Mindset and Feedback

What Kind of Mindset Do You Have?



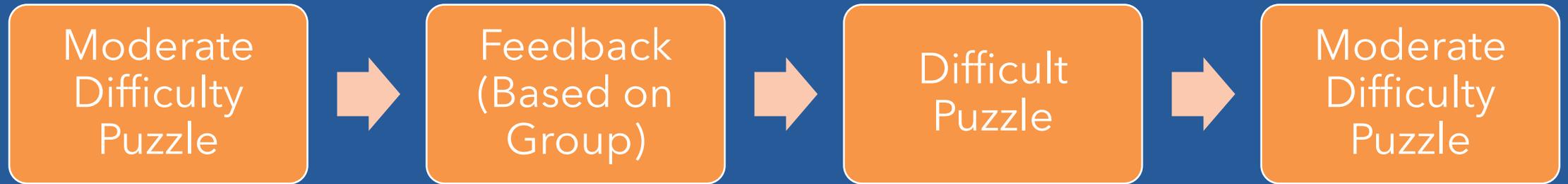
I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath ©©©© Icon from: thenounproject.com

Mueller and Dweck's (1998) Study



Prediction Time:
Who Performed the BEST?
Who Performed the WORST on the last puzzle?

Experimental Group 1

Ability:
Wow you
did really
well, you
must be
SMART.

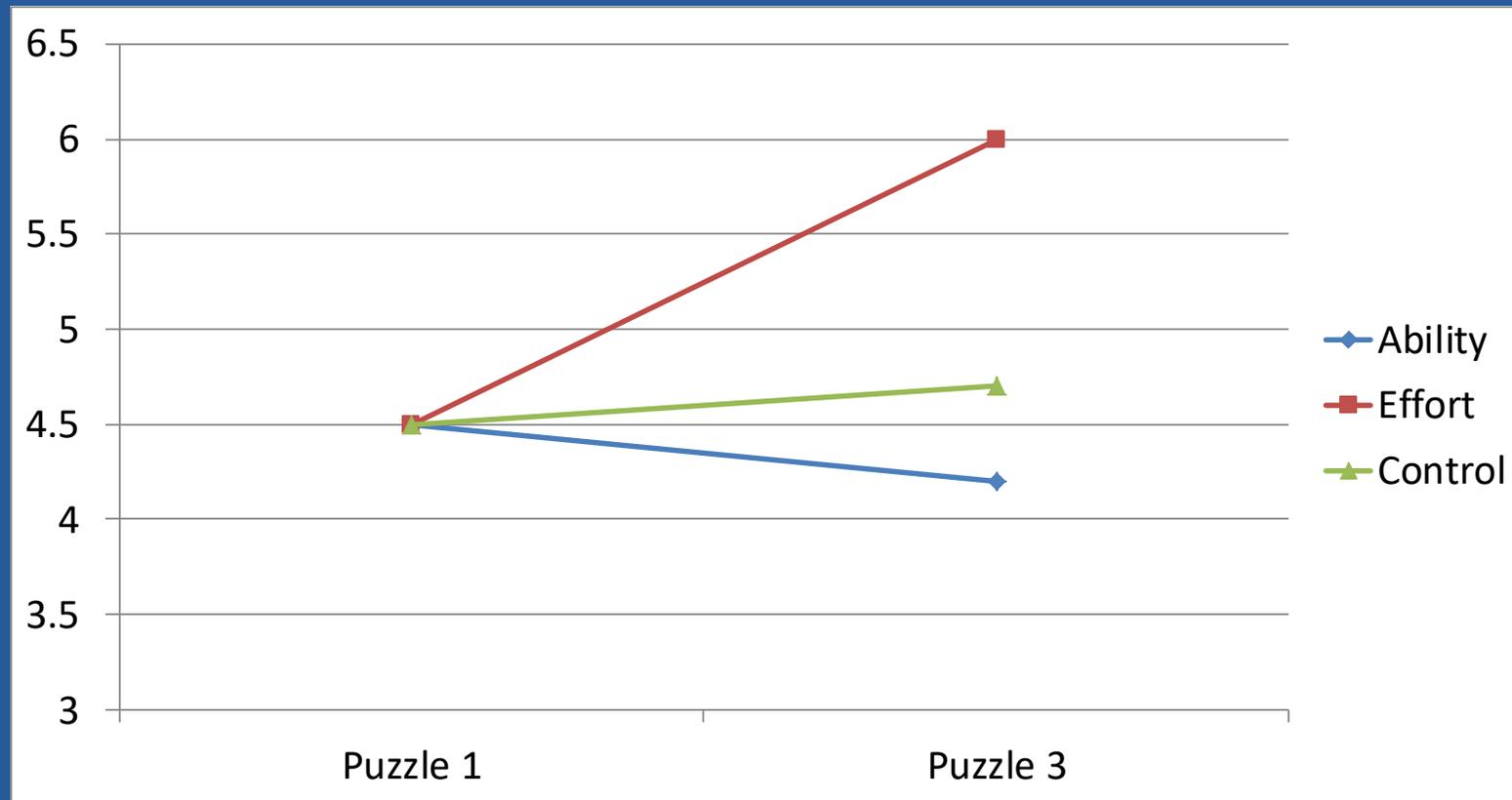
Experimental Group 2

Effort:
Wow you
did really
well, you
must have
WORKED
HARD.

Control Group

Control:
Wow you
did really
well.

The Results...





- Solved less puzzles correctly
- Did not want to persist on tasks
- Did not enjoy the task as much
- as students in the effort praise group.

Students in Ability Praise group

Our Role...

Help students attribute their mistakes to something that is INTERNAL and CHANGEABLE (like effort)!

Growth Mindset: Limitations and Words of Caution

Luke
Wood

Incomplete model that can unintentionally harm students of color

Students of color need to hear they have the ability too; may not have had this messaging before

Emphasizing effort only negates the impact of racism



Privilege

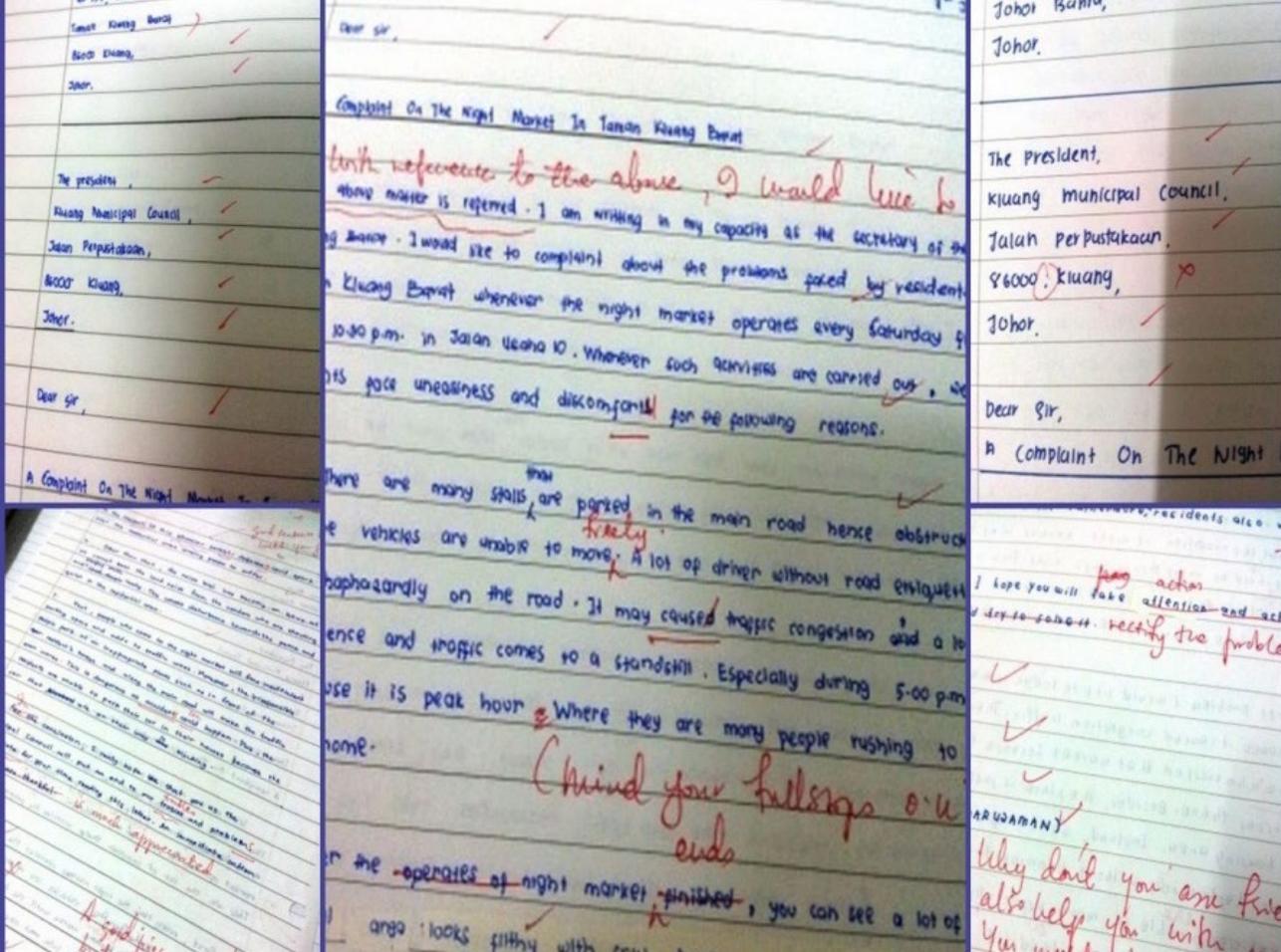
“As I started out, I felt like my feet were wings. I had gone for a longer than-usual run a few days before and decided that must be the cause of my improvement. It’s possible that I looked quite slow to anyone who saw me, but by my standards, I was zooming along. The Chariots of Fire theme song was going through my head. I felt like I reached the end of the first mile in no time. My hope had been to run the return route faster than the first mile, and I had no doubt in my mind I would be able to. But then I reached the end of the road and turned around. As I started my run back, I was gasping for breath and had to fight for each step. Remember, the road was pretty flat, so it’s not that I was now going uphill. No, what I realized as I ran that first block in the return direction was that I was now running headfirst against the wind. I was aware of that wind every step I took and knew that I had to expend a lot of energy to simply move forward. It was very obvious to me that the wind was an obstacle to my running prowess. It took me a little while to realize, however, that the same wind that was now making it so difficult for me to run had a few minutes earlier been pushing me along on the first half of my run. What I thought was a major breakthrough in my development as a runner was really just nature giving me a push. While I was constantly aware of the wind on the second half of my run, I hadn’t noticed it at all on the first half. Instead, in my mind my improved abilities were all because of me. I had thought I was becoming a damn good runner. As I was cooling down, I realized that this experience provides a metaphor for how privilege works in our society. Privilege is like the wind that was pushing me along. It surrounds us and gives some an added push—unearned benefits/advantages—that makes it easier to excel. The person running against the wind never forgets the wind is there. Similarly, many in our society can never forget that it is riddled with racism, sexism, class inequality, heterosexism, ableism, and religious intolerance. At the same time, others of us can go on blissfully unaware that the wind is at our backs. Our society is structured to keep that privilege invisible much of the time, and those with privilege often attribute their success to exactly the kinds of things I was thinking on the first half of my run: my success is because of my abilities, my hard work.” (Clifford, 2020, p. 75).

What Type of Feedback?



The top of the slide features a decorative border with a repeating pattern of semi-circles. Each semi-circle is divided into two halves: the left half contains concentric curved lines, and the right half contains a dotted pattern. The background of the entire slide is a solid blue color.

The Feedback Students Receive...



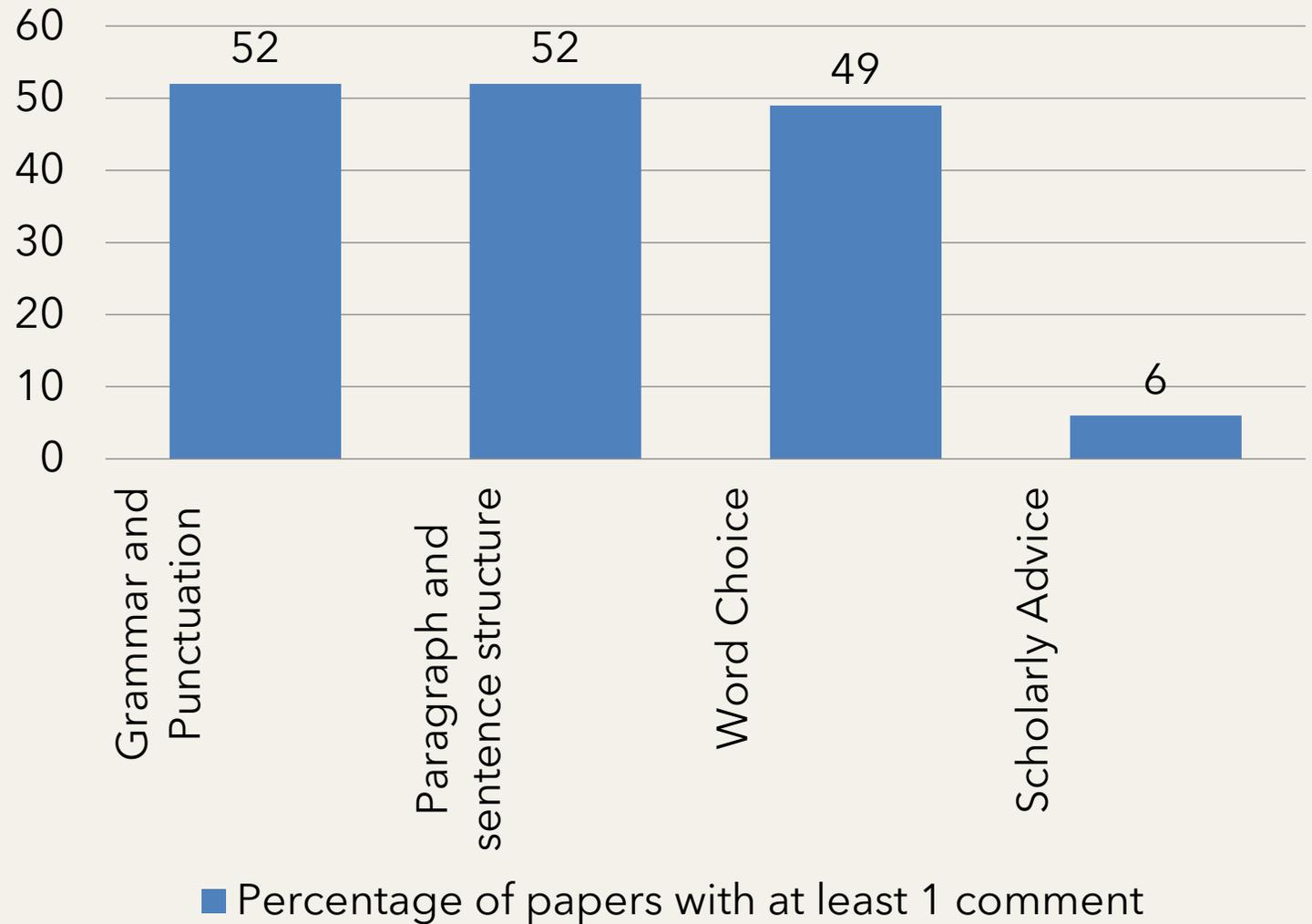
- Method:
- 30 student portfolios (all their work during college) were randomly selected
- A total of 598 papers were reviewed

What Type of Feedback Do Students Get?

Stern and Solomon (2006)

Feedback: Faculty Comments Stern and Solomon (2006)

Percentage of papers with at least 1 comment



**Is this what we want
to emphasize?**



**GRAMMAR
SKILLS**



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**What makes
feedback
effective?**

Characteristics of Effective Feedback (Wlodkowski, 2008)

Connected to a standard"
(i.e. rubric)

Informs the student

Specific and constructive

Prompt and frequent

Feedback Principles

Nichol and Macfarlane-Dick (2006)

Clarifies goal

Facilitates
self-
assessment

Delivers high
quality
information

Encourages
dialogue

Motivates

Improves
performance

Guides
teaching

Feedback Strategies



feedback

Resources that can Help

Models- Sample
Papers or
Presentations

Rubrics for
Assignments

Consider Assigning Self- Assessment via Rubric

Analytical Rubric			
per	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Inaccurate or minimal information included; Lack of organization or flow; Did not include original research studies	General overview of the topic; Accurate but missing important information. Difficult to differentiate between main points and details; Some details about at least 3 original studies	Comprehensive overview of the topic; Information was accurate and complete; Major points were emphasized; Good details about at least 3 original research studies; Well organized
Writing Skills	Did not address three main themes. Limited to no research support for statements. Citations not used or inappropriately used. Several spelling and grammatical errors.	Good organization- included organization, described 3 main themes, conclusion summarized key points. Most statements supported by research. APA style was used. Few spelling and grammatical errors.	Well organized- clear introduction, description of approximately 3 main themes, and strong conclusion. Research supported all statements and APA Style was used. Free of grammatical and spelling errors
Sources	Did not include at least 7 scholarly sources; Sources were not research based or related	At least 7 scholarly sources were used- some were not research based or not directly related to the topic	At least 7 scholarly sources were used; All sources directly related to topic. At least 3 original studies included

Question

What percentage of students understood the reason for the comments given by their professor?

- 10%
- 55%
- 65%
- 90%

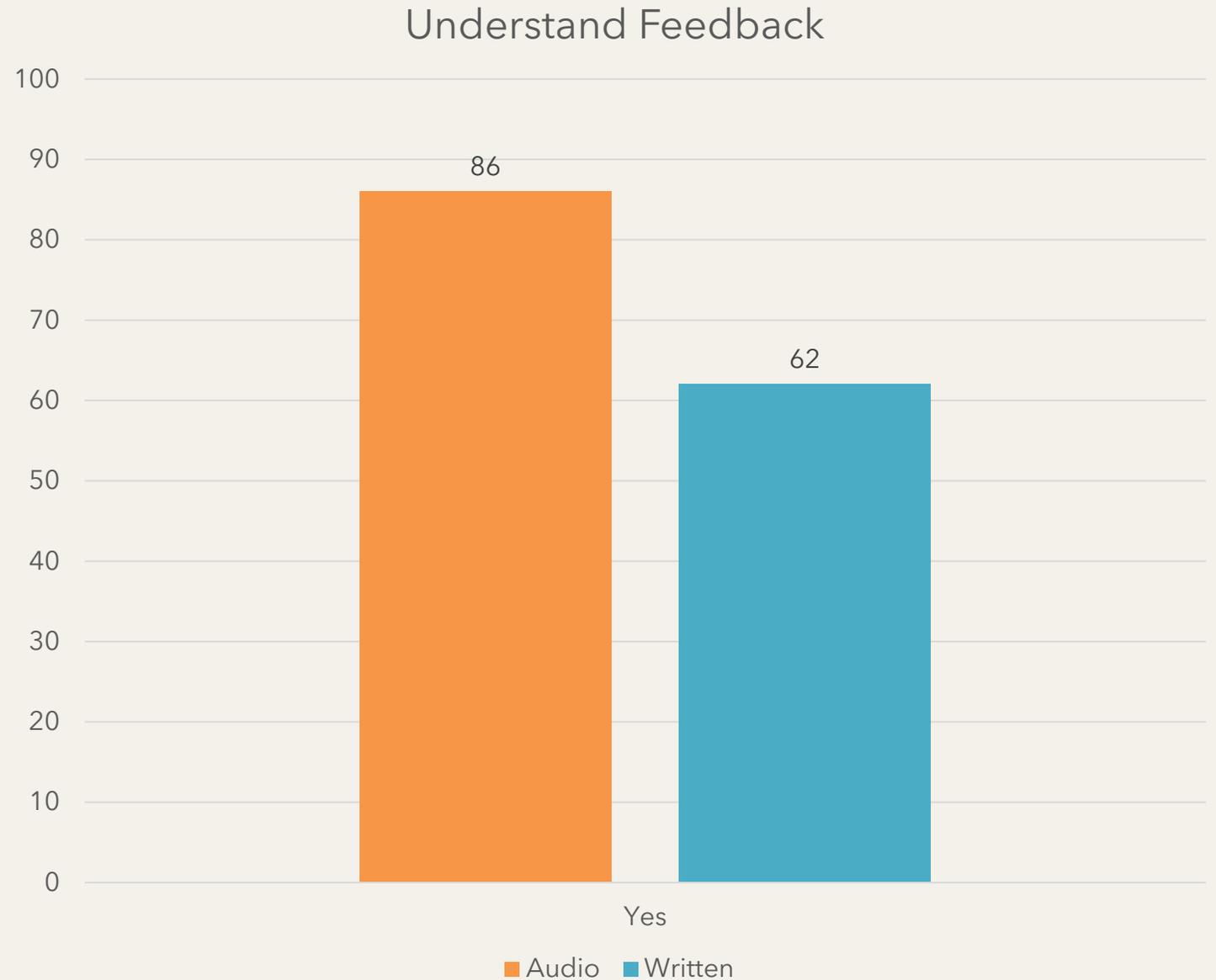
Student Comprehension of Comments

All our words from loose using have
lost their edge.
—Ernest Hemingway
(1899–1961)
from Death in the Afternoon *ital*

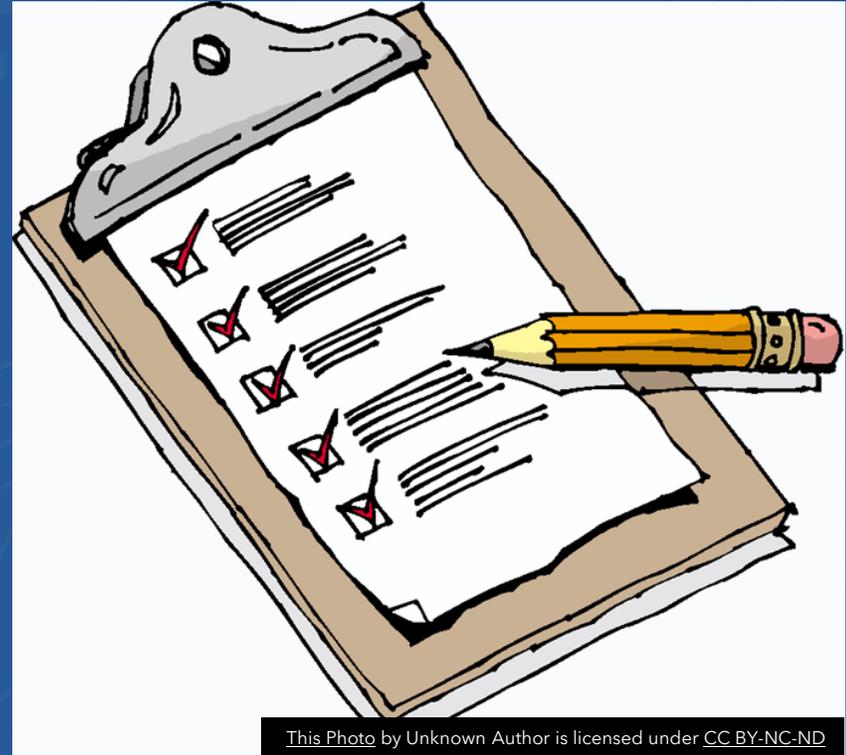
Only 55% of the students
understood the reason for
the comment.

Do Students Understand our Feedback?

Voelkel and Mello (2014)



Use a Combination of Audio and Written Feedback

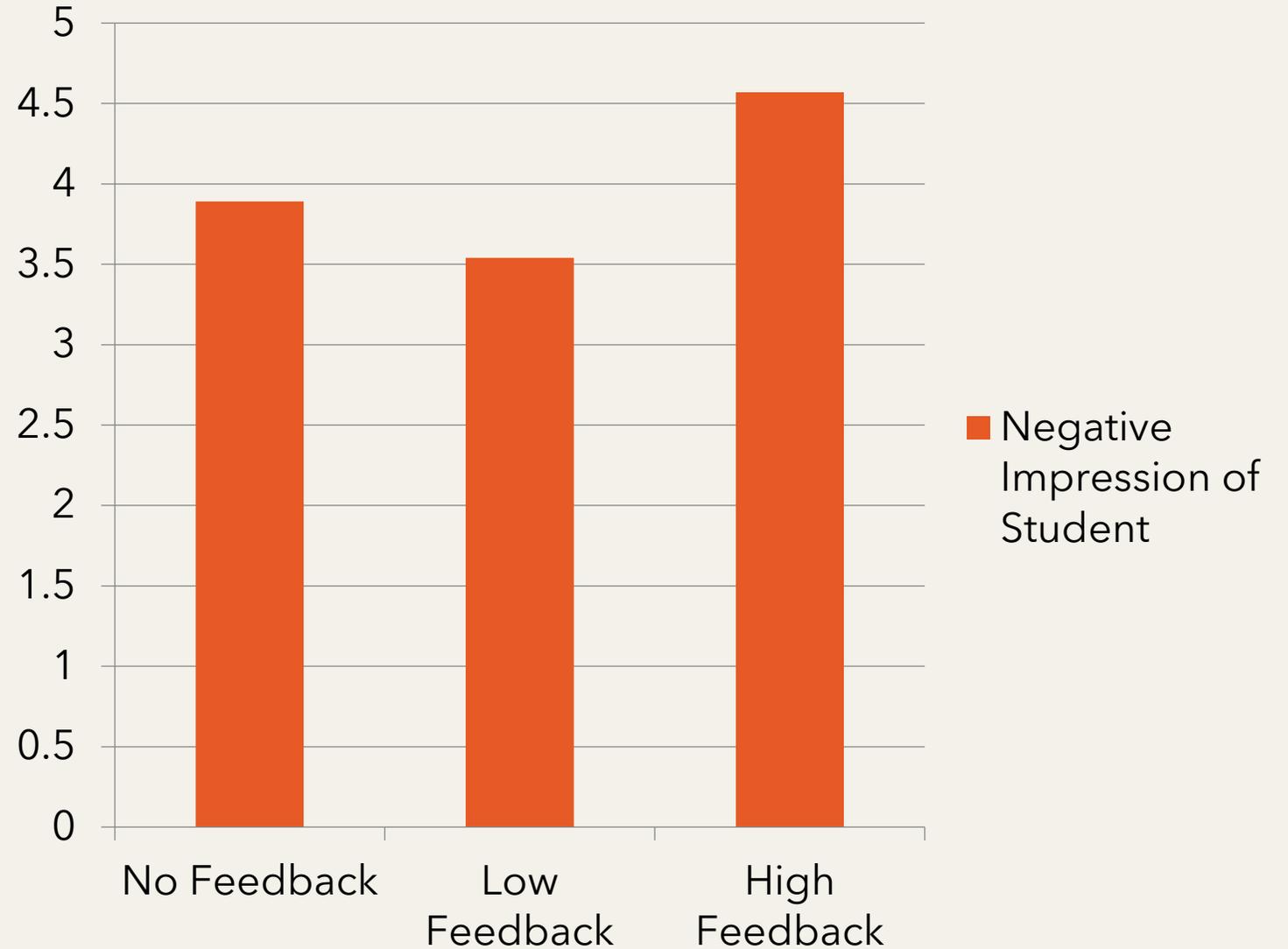


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Feedback: How Much?

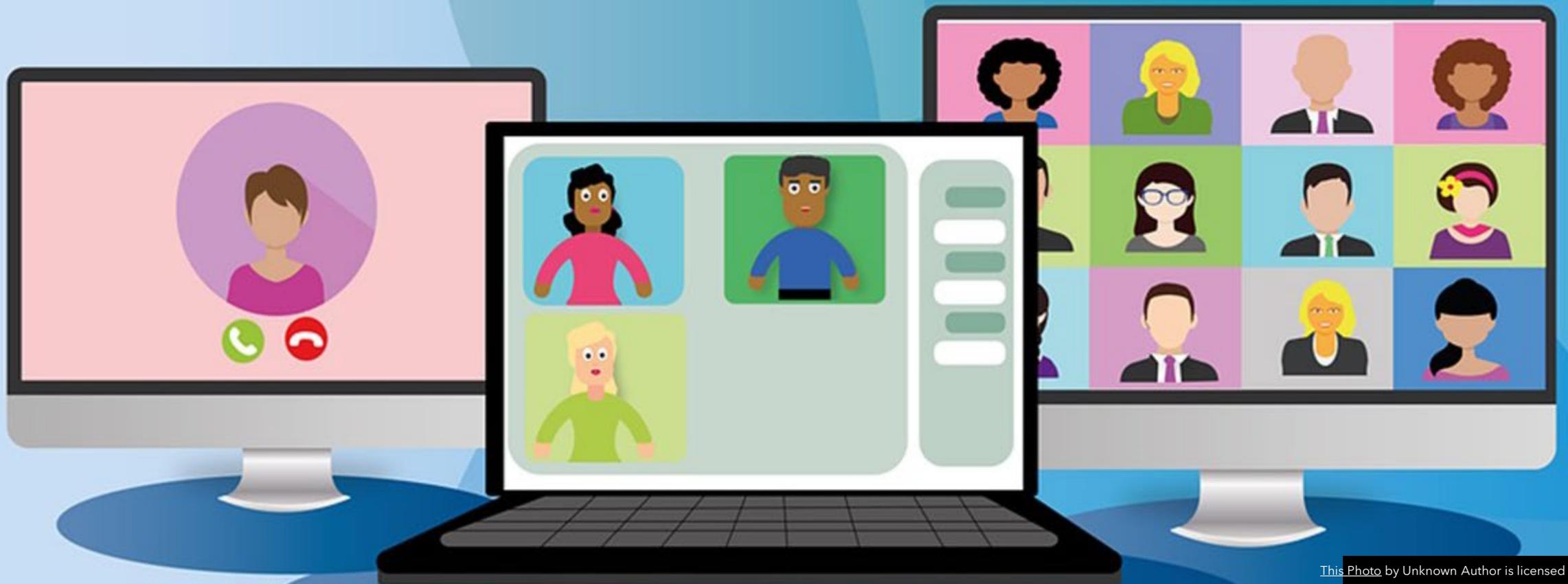
Ackerman & Gross (2010)

Negative Impression of Student





**Focus on the Big
Ideas:
Prioritize the
Placement of Most
Important Feedback**



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Small Group Breakout

What would you say to a student who did not perform well on an assessment in the CCS 1001 class?

Monitoring Progress: Types of Feedback

Cognitive Feedback

- During homework or studying process

Outcome Feedback

- After students receive their grade

Cognitive Feedback Approaches

Landrum (2007); Di Hoff et al. (2003); Epstein et al. (2001)

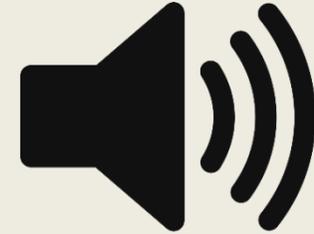




Cognitive Feedback Approach

Power of VERBAL Feedback

Varied Types of Cognitive Feedback



SCREENCAST

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Outcome Feedback

- **Assignment Wrapper**
 - How well do you think you did on this assignment? Why?
 - How accurate was your prediction?
 - What actions can you take based on the feedback provided?



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**Feedback
can be time-
consuming**



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Targeted Feedback

Feedback on one
aspect of the
assignment





Why Peer Feedback?

- Limited Instructor Time for Feedback
- Opportunity to Learn from Peers
- Exposure to Models



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What are the challenges of peer feedback?

Challenges of Peer Feedback

Limited
Knowledge

Too General

Concern about
Being Negative

Uncomfortable
in Role

Possible
Inaccurate or
Misleading
Feedback



- Divide Students into Several Groups
- Train Students on Specific Type of Feedback
- Use Class Time to Provide Feedback

Conveyer Belt Model (Facey, 2011)

Citation Police

- Look for in text citations

Main Idea Locator

- Underline most important point or thesis statement

Completeness Checker

- Answered all questions

An Example of the Conveyor Belt Model (Facey, 2011)

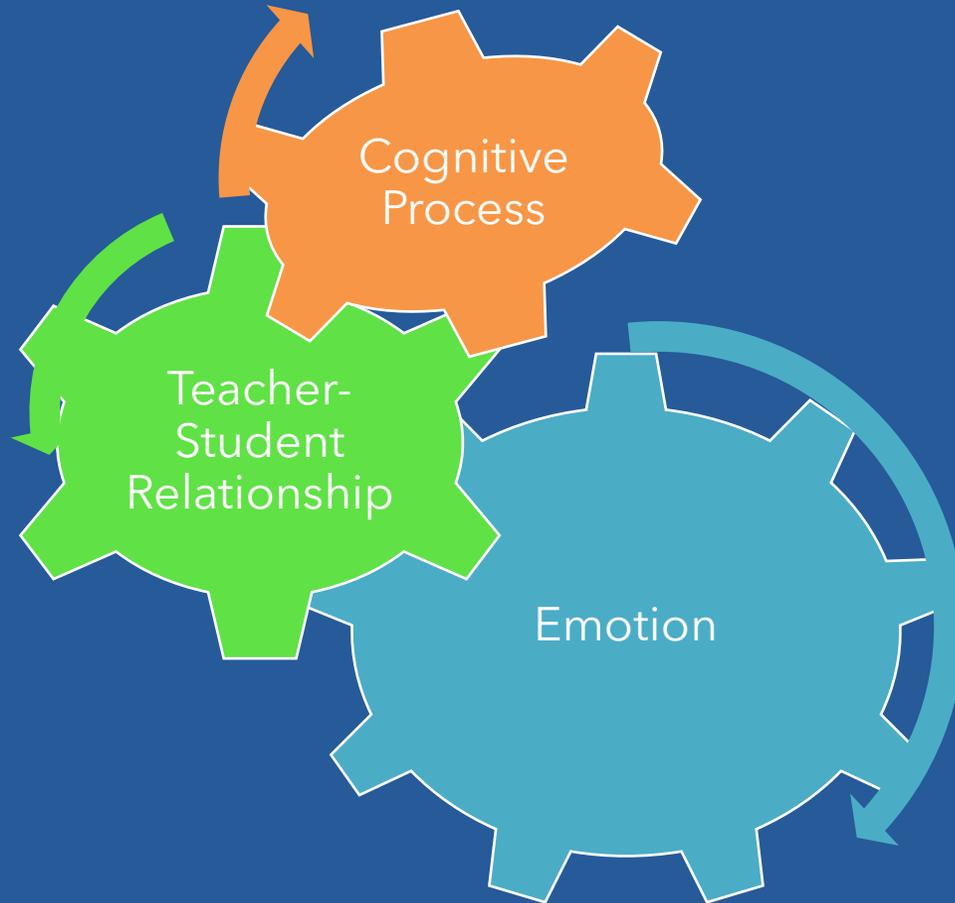


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Faculty Role in Peer Evaluation

- Train Peers
- Conduct Quality Check
 - Consider Grading Feedback

Feedback is Complex



Langer 2011

Emotions and Feedback



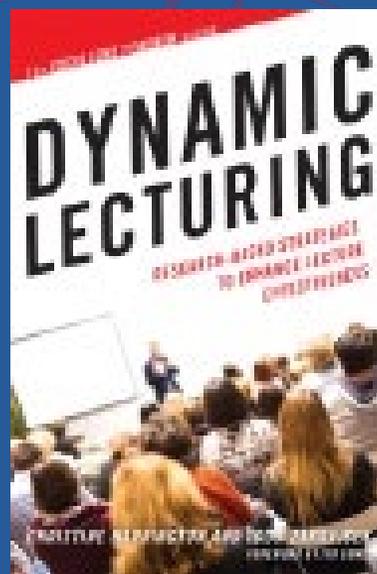
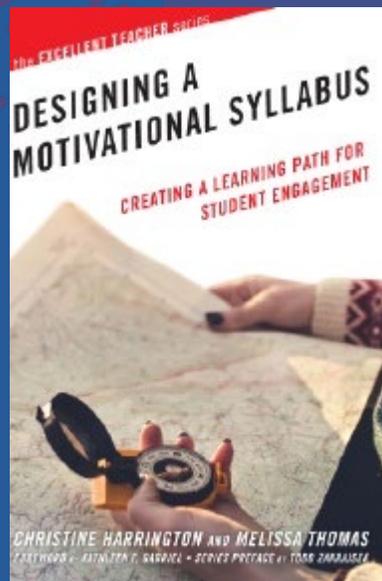
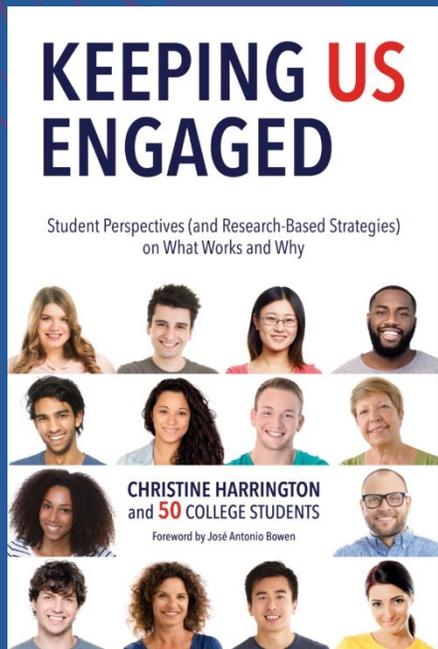
Reinforcing Strengths

Christina Christodoulo, Drew University





Questions?



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