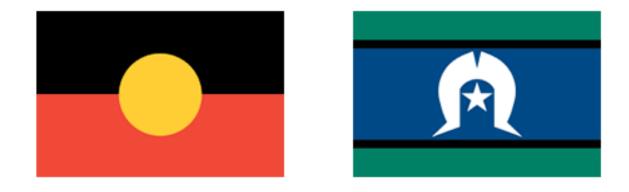# Best Value Feedback workshop

With Mieke, Tina, Shelley, Michelle, Tim, and Chris

Centre for Teaching and Learning

May 2022

Acknowledgement of Country

I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Today's Schedule

Time	Content
5 mins	Acknowledgement of Country and Introduction
15 mins	Best value feedback creation
15 mins	Calibration and best value feedback conversations
15 mins	Providing valuable feedback using digital technologies
10 mins	Q&A and how to contact the Technology Facilitators

Best Value Feedback

- What does *Best Value Feedback* mean to you –

  name two or three words that come to mind.
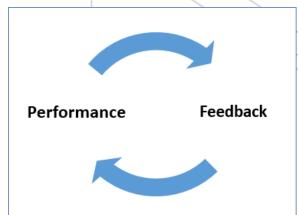
Image from shutterstock.com

Types of Feedback

Four feedback types to consider when using constructive feedback:

- **Negative feedback** – corrective comments about past behaviour.
  Focuses on behaviour that wasn't successful and shouldn't be repeated.

- **Positive feedback** – affirming comments about past behaviour.
  Focuses on behaviour that was successful and should be continued.

- **Negative feed-forward** – corrective comments about future performance.
  Focuses on behaviour that should be avoided in the future.

- **Positive feed-forward** – affirming comments about future behaviour.
  Focused on behaviour that will improve performance in the future.

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Performance   Feedback

Types of Feedback - examples

Positive feedback	Negative feedback
This section demonstrates good critical reflection regarding "X".	This example is over lengthy and goes beyond the specified learning objectives.
You have highlighted pertinent examples that illustrate the decisions in reference to the rationale.	These examples are not relevant as they do not illustrate the decisions made by the team.

Positive feed forward	Negative feed forward
These are high quality academic sources. You can use these for your next assignment. If you add at least two more for the next assignment you will meet the research criterion very well.	The sources that you have cited are not academic in origin. Avoid using these for your next assignment. Make sure to look for academic, peer reviewed sources. This site will help you determine the difference between academic and non-academic sources.

Feedback examples: Useful and not so useful

Avoid: Being vague

'Evidence' in the margin of a piece of work could, by itself, be interpreted by students in various ways:

- This is an example of evidence
- Do you intend this to be evidence?
- This evidence is good
- This evidence is not detailed enough
- More evidence is expected to justify your assertion.

Feedback examples: Useful and not so useful

Avoid: Negative tone

"This doesn't even run" >> Aggressive, judgemental, doesn't validate effort, unclear.

Instead (examples):

- "You've structured the syntax correctly for the most part but there is an error in your program at line X which means the program will not run"
- "One reason your program does not run is that there is an error at line X"
- "Your documentation is good but there is an implementation error resulting in the code not running".

Feedback examples: Your turn

"Your referencing is wrong"

- ...

- ...

- ...

Language matters – words matter

The SCU College template is:

- efficient, practical, and provides quality feedback at a glance for students to clearly see why they received their grade & how to improve.

- conversational using bullet points - easy to read.

Principles:
- Use positive language
- Focus on feedforward (three bullet points, specific and focused feedback)
- Make it personable
- Mark up one segment of an assessment, not the whole assessment
- Ensure grade matches the comments.

Courtesy of Associate Professor Suzi Syme, SCU College

SCU College Student Assessment Feedback Template link

SCU College feedback template

Opening salutation with student's name

Positive comment - Identify specific criteria student has done or done well.

Feedforward with specific details:
"Now you need to:"
1.
2.
3.

Please see further comments on your assessment. I look forward to seeing how you have used this feedback to improve your next assessment.
Kind regards, {Name}

Courtesy of Associate Professor Suzi Syme, SCU College

SCU College - example feedback

Hi xxx {Name}

You have made a good start on summarising the key points in the article and show some understanding of what is required in the evaluation and statement of relevance.

Next time be sure to:
    1. Use the starter phrases provided in the Unit Content Module 2 to make your writing more academic
    2. Add detail in your evaluation about the credibility of the author eg comment on peer review, author's qualifications
    3. Check you have all required details of each reference eg date of publication, the name of journal, correctly formatted.

See further comments on your assessment. Take this feedback on board for your next assessment. I look forward to reading it. Kind regards, {Name}

Courtesy of Associate Professor Suzi Syme, SCU College

Calibration, rubrics and feedback

Best value feedback is supported by a framework of academic calibration facilitated by the Unit Assessor (UA) for all academic staff involved in unit teaching and marking.

Part A – Before Term starts:

- Initial calibration conversations about teaching and assessment alignment

    (12) c. agree on interpretation of assessment marking rubric field descriptors

    (13) Good practice: UA works towards co-creation and peer review of Class teaching activities with the teaching team. This is to ensure that such activities support student achievement of learning outcomes, as reflected in the marking rubric for that assessment.

Source: Assessment Moderation Guidelines

Calibration, rubrics and feedback *(continued)*

Part B - During Term:

- ongoing calibration conversations to enhance assessment readiness and consistency of marking.

(15) Conversation frequency depends on the experience of the teaching team and the degree of calibrated judgement.

(16) Good practice: UA disseminates a selection of assignments submitted for co-marking and moderation. Calibration conversations can focus on the spread of marks and marks borderline between grades.

(17) Academic calibrated conversation(s) aims to:
- agree on interpretation of assessment marking rubric field descriptors
- co-create QuickMarks and a template for summary feedback, establishing consistency in the volume, tone and format of feedback.

Source: Assessment Moderation Guidelines

Calibration, rubrics and feedback *(continued)*

Part B - During Term:

- ongoing calibration conversations to enhance assessment readiness and consistency of marking.

(18) Good practice: Co-create and peer review further class teaching activities to prepare students for the next assessment

(19) During assessment marking, UA monitors grade allocation and quality of feedback through the Grade Centre.

Part C - After Term:

- monitor grade allocation and quality of feedback through the Grade Centre.

Source: Assessment Moderation Guidelines

How to ensure students use our feedback

Scaffold assessments – students rely on valuable feedback for next assessment.

- Unit Assessor (UA) posts announcement outlining how to find and use feedback: Includes group feedback outlining 3 positives and 3 things students need to work on

- Discuss assessment and use feedback in class as an activity – use student peer feedback on how students can improve work.

Outcomes:
- Everyone benefits – sets students up in the future
- Tutor-student two-way feedback
- Students use feedback and feel confident in moving to further assessment tasks.

Adapted from Associate Professor Suzi Syme, SCU College

Inclusive techniques
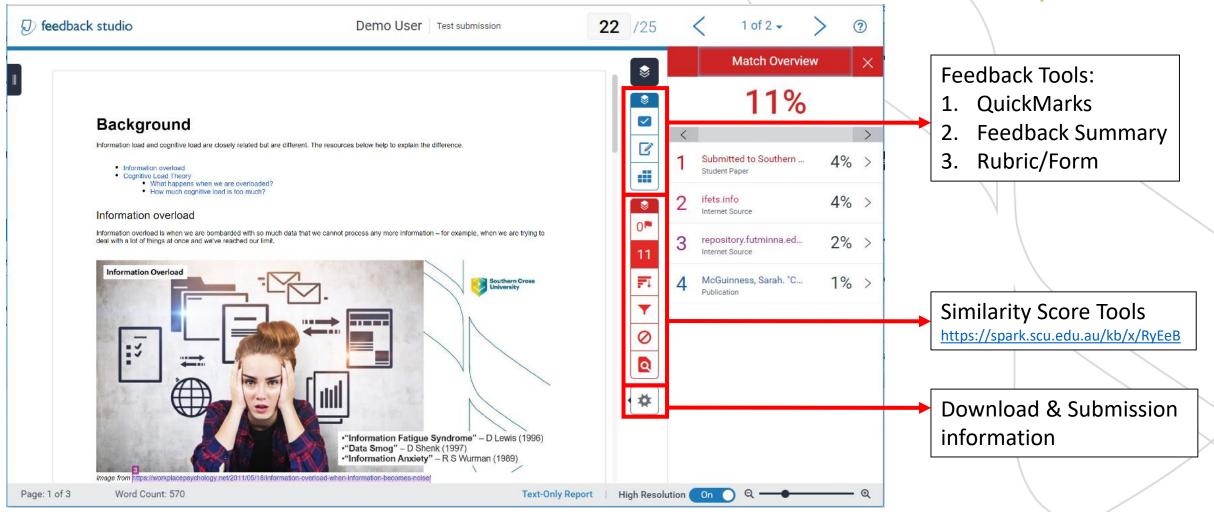
Approx. 10% of our students identify as having some form of disability.

- *You will receive an 'adjustment notification' for these students: you will need to act on this*

- *These student won't need to apply for special consideration / extensions (inherent in the notification)*

- *Set all collaborate sessions to "make downloadable"*

- *Enable captioning / transcription in Zoom.*

The Turnitin Feedback Studio

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feedback studio   Demo User | Test submission   22 /25   < 1 of 2 > ?

Background

Information load and cognitive load are closely related but are different. The resources below help to explain the difference.

- Information overload
- Cognitive Load Theory
  - What happens when we are overloaded?
  - How much cognitive load is too much?

Information overload

Information overload is when we are bombarded with so much data that we cannot process any more information – for example, when we are trying to deal with a lot of things at once and we've reached our limit.

Information Overload

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- "Information Fatigue Syndrome" – D Lewis (1996)
- "Data Smog" – D Shenk (1997)
- "Information Anxiety" – R S Wurman (1989)

Image from https://workplacepsychology.net/2011/05/18/information-overload-when-information-becomes-noise/

Page: 1 of 3   Word Count: 570   Text-Only Report | High Resolution On

Match Overview ✕

11%

< >

1	Submitted to Southern ... Student Paper	4% >
2	ifets.info Internet Source	4% >
3	repository.futminna.ed... Internet Source	2% >
4	McGuinness, Sarah. "C... Publication	1% >

Feedback Tools:
1. QuickMarks
2. Feedback Summary
3. Rubric/Form

Similarity Score Tools
https://spark.scu.edu.au/kb/x/RyEeB

Download & Submission information

Student submissions and the Feedback Studio: https://spark.scu.edu.au/kb/x/IiUeB

1. QuickMarks

Providing Students with Feedback: https://spark.scu.edu.au/kb/x/liIeB

2. Feedback Summary & Direct Feedback

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You can assign direct feedback, including QuickMarks, to specific rubric criteria

Grammarly is available within the Turnitin Feedback studio

Providing Students with Feedback: https://spark.scu.edu.au/kb/x/IiIeB

3. Rubrics
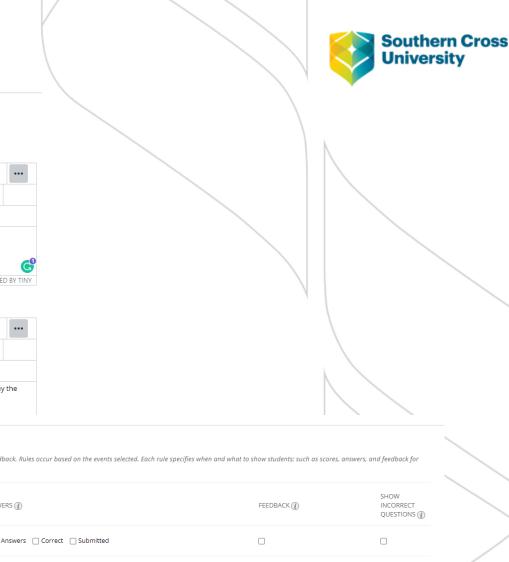
Turnitin uses percentage rubrics with criteria adding up to 100%. It converts this total score from /100 when "Apply to Grade" is selected. It takes the ceiling of this result (in this example, 22/25)
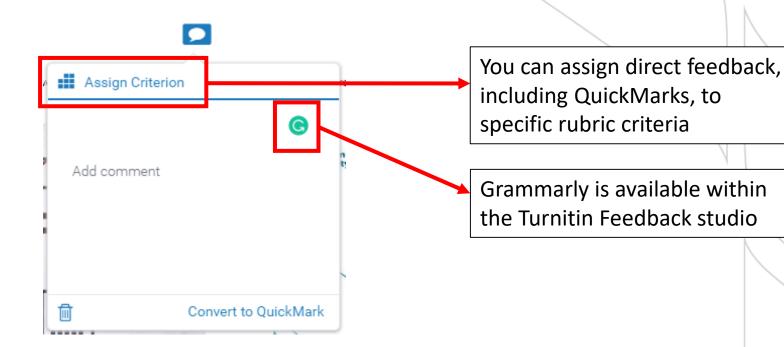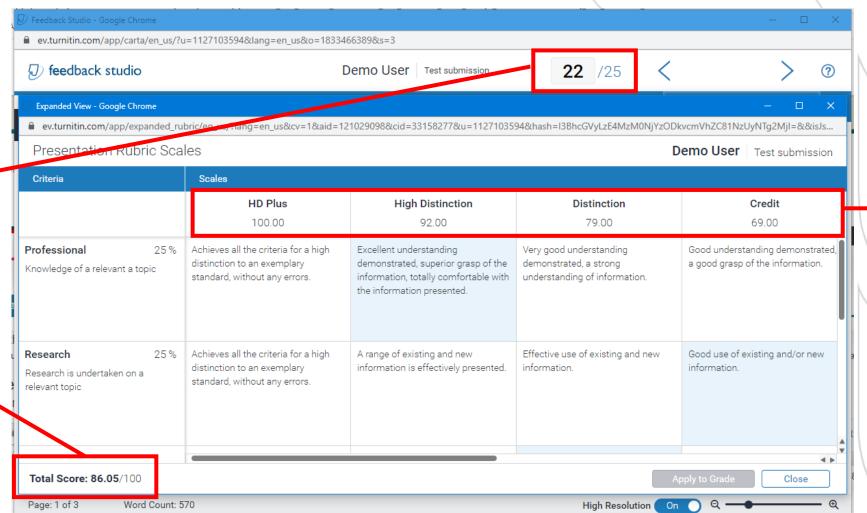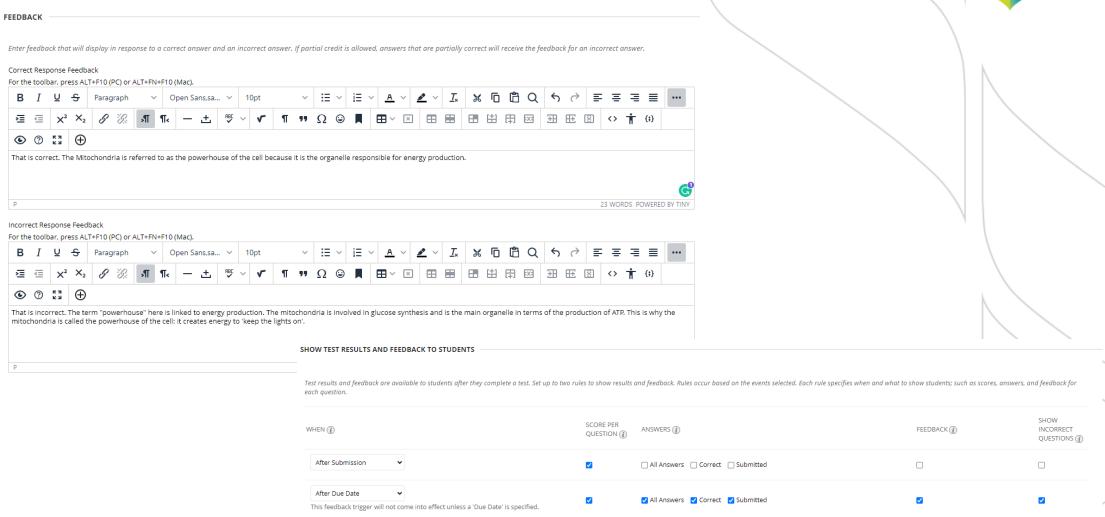
Turnitin requires a 100% column (called HD+) to calculate scores correctly. We also use the midpoints for the grade descriptors (example: a distinction is 75—84%, so 79% is used) to give Turnitin a specific value to calculate the grade based on

Presentation Rubric Scales

Demo User | Test submission

Criteria	Scales			
	HD Plus 100.00	**High Distinction** 92.00	**Distinction** 79.00	**Credit** 69.00
Professional 25% Knowledge of a relevant a topic	Achieves all the criteria for a high distinction to an exemplary standard, without any errors.	Excellent understanding demonstrated, superior grasp of the information, totally comfortable with the information presented.	Very good understanding demonstrated, a strong understanding of information.	Good understanding demonstrated, a good grasp of the information.
Research 25% Research is undertaken on a relevant topic	Achieves all the criteria for a high distinction to an exemplary standard, without any errors.	A range of existing and new information is effectively presented.	Effective use of existing and new information.	Good use of existing and/or new information.

Total Score: 86.05/100

Apply to Grade | Close

Page: 1 of 3 | Word Count: 570

High Resolution On

Creating a Turnitin rubric: https://spark.scu.edu.au/kb/x/FRjPAg
Using Turnitin rubrics for grading: https://spark.scu.edu.au/kb/x/6yUeB

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Blackboard Test Feedback

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FEEDBACK

Enter feedback that will display in response to a correct answer and an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.

Correct Response Feedback
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

That is correct. The Mitochondria is referred to as the powerhouse of the cell because it is the organelle responsible for energy production.

P   23 WORDS POWERED BY TINY

Incorrect Response Feedback
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

That is incorrect. The term "powerhouse" here is linked to energy production. The mitochondria is involved in glucose synthesis and is the main organelle in terms of the production of ATP. This is why the mitochondria is called the powerhouse of the cell: it creates energy to 'keep the lights on'.

P

SHOW TEST RESULTS AND FEEDBACK TO STUDENTS

Test results and feedback are available to students after they complete a test. Set up to two rules to show results and feedback. Rules occur based on the events selected. Each rule specifies when and what to show students; such as scores, answers, and feedback for each question.

WHEN ⓘ	SCORE PER QUESTION ⓘ	ANSWERS ⓘ			FEEDBACK ⓘ	SHOW INCORRECT QUESTIONS ⓘ
After Submission	☑	☐ All Answers	☐ Correct	☐ Submitted	☐	☐
After Due Date	☑	☑ All Answers	☑ Correct	☑ Submitted	☑	☑

This feedback trigger will not come into effect unless a 'Due Date' is specified.

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Adding individual question Feedback: https://spark.scu.edu.au/kb/x/6CwkB

Questions

Image from https://depositphotos.com/

How to contact the Technology Facilitators?

Teaching technology assistance:

Please email ctl@scu.edu.au to log a job.

Michelle Metanoia, **Shelley** Barfoot, or **Tim** Magoffin will be in contact with you soon to help.