

Engaging Students with Teacher Feedback

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Construct and Questions

Construct:

Teachers spend so much time providing feedback to students which is never heeded on the following assignment. Also, many teachers provide this feedback on final drafts when there is no more chances for revision, which makes providing feedback to students a fruitless activity for teachers. More emphasis should be placed on the *process* of revision rather than the product – it is between drafts where there is the most potential for growth as a writer, and teachers must facilitate and participate at those crucial moments of the writing process.

Questions:

- What are students' prior experiences with teacher feedback?
- How will having and interacting with an audience on a draft affect students' engagement in writing, and the quality of their final draft?
- What are my students' perspectives on this experience?

Context

- School is located in a middle-class suburban neighborhood.
- The majority of parents are college-educated, and the majority of students describe themselves as college-bound.
- 10th grade Language Arts course.
- There are a total of 6 English learners out of my 101 sophomores.

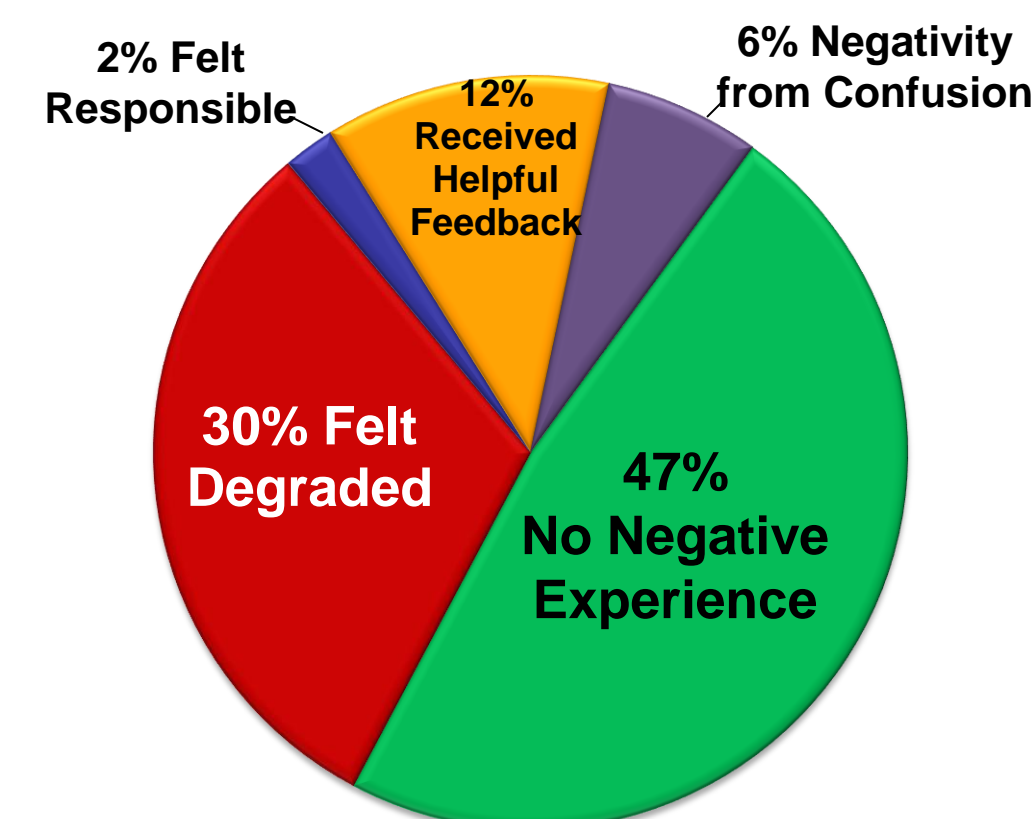
Rationale

- Receiving teacher feedback is always more beneficial than not receiving any (Hillocks, 1982), and students value teacher feedback (Zhang, 1995).
- It is important to let the student writers be the authority in their compositions in order to develop self-revisers.
- The best way to create self-revisers is through a focus on global writing issues, and to give students formative, inquisitive feedback (McGarrell and Verbeem, 2007)
- as opposed to directive, local feedback on sentences they may have to drastically change or revise in later drafts (Hyland, 2002).
- My instructional strategy was created using the features of formative feedback.
- It was important to maintain a realistic perception of the types of feedback I was providing to students as suggested by Montgomery and Baker (2007).

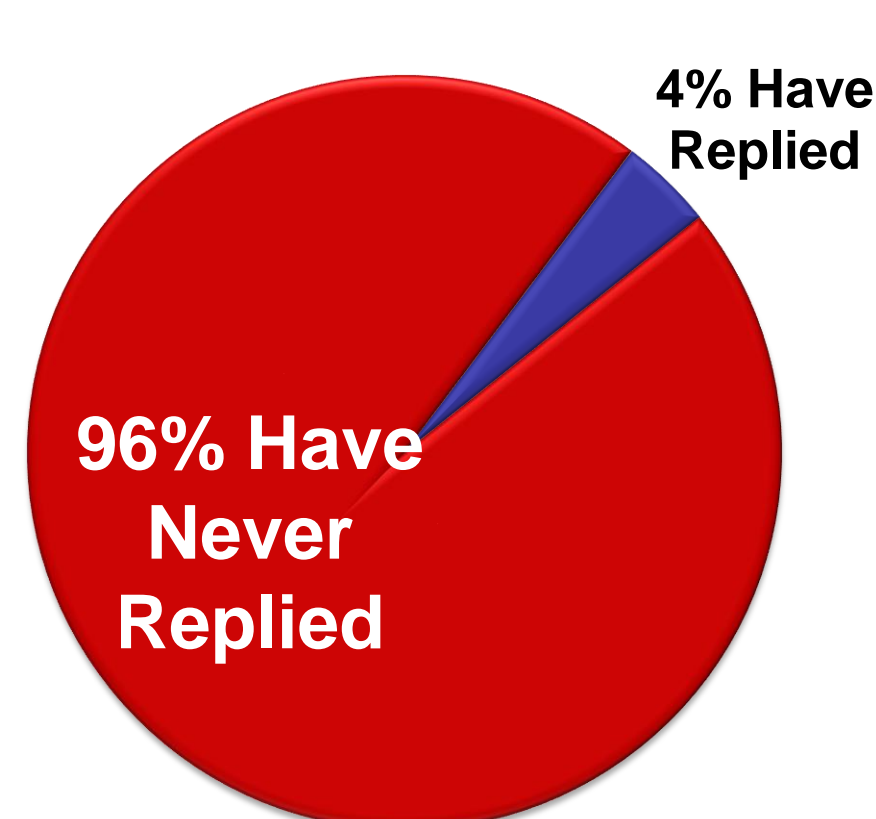
Baseline Data: Survey on Students' Prior Experiences

Rationale: It is important to account for students' views on learning because their views affect their learning (Leki and Carson, 1994).

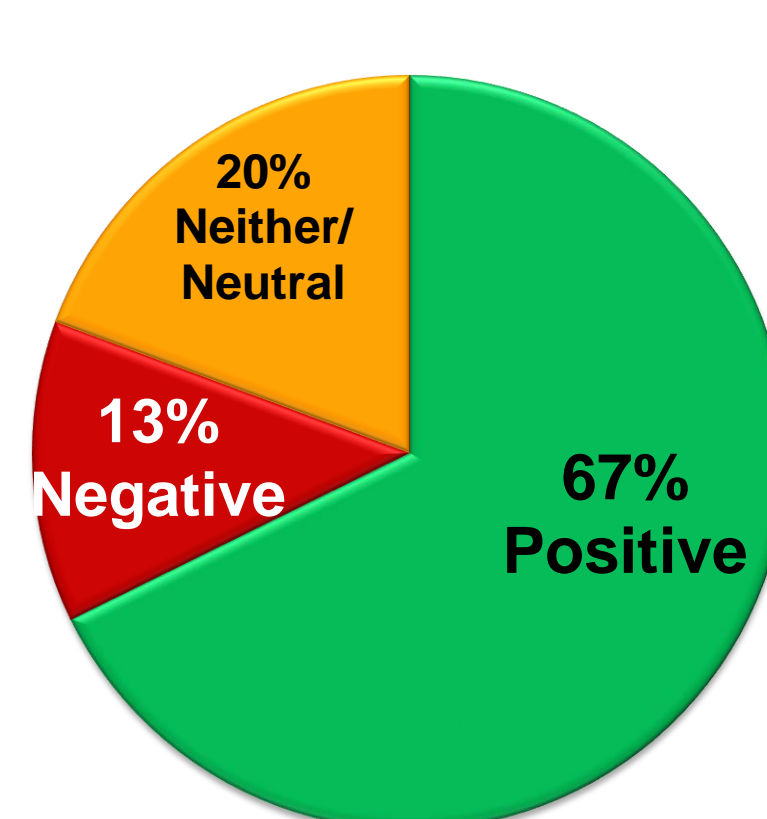
Have you ever had a negative experience with teacher feedback?



Have you ever replied to your teachers' feedback?



Overall, how has your experience with teacher feedback been?



Implications:

- Feeling degraded is the #1 reason students interpret feedback as negative.
- All but a few students have never replied to feedback.
- The majority of students describe their past experiences as positive.

Overall Implications

- Students missed the personalization of hand-written feedback, but did not recognize how personalized prescribed feedback strips actually were.
- Personalization was of more importance to students than workload they had to deal with.
- This was an overall good experience for students – only one student claimed it changed his or her perspective to negative.

Conclusions

- The Instructional Strategy successfully met its objectives:**
 - Students tended to and engaged with teacher feedback – internalizing and applying it.
 - Students made meaningful, global revisions on early drafts.
 - Those global revisions clarified students' messages and deepened their discussions of character.
- The Instructional Strategy provided some unexpected benefits:**
 - Community of Writers with similar feedback.
 - Model for how to provide meaningful peer feedback.

Future Steps

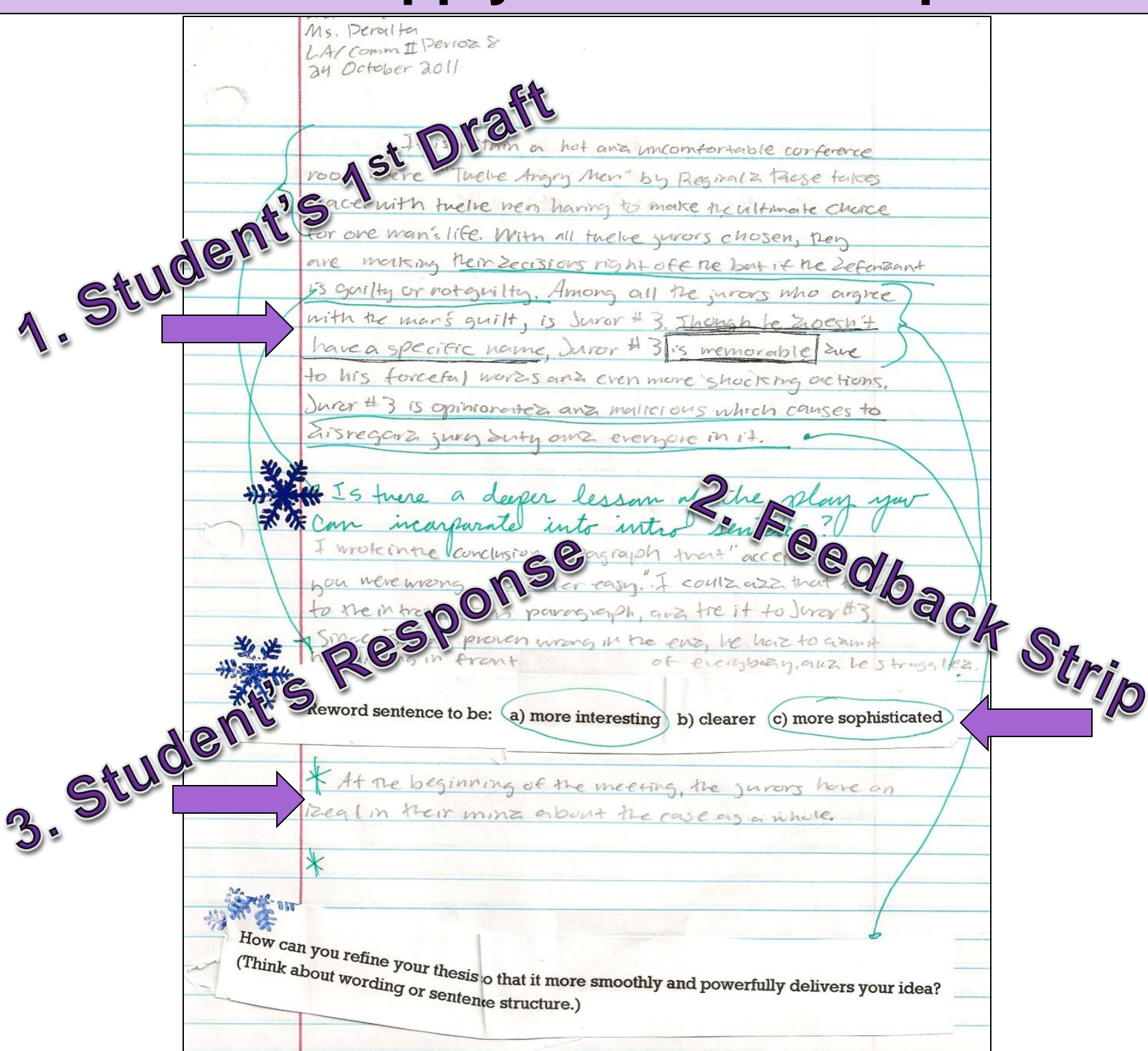
- Demonstrate for students the personalization of the feedback strips.
- More modeling on how to deal and engage with feedback strips.
- Create online system of feedback through websites such as Turnitin.com.
 - Students can directly respond to comments teacher leaves on electronic documents.
 - Clicking a feedback comment into place might be quicker than taping it to hardcopy drafts.

References

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- McGarrell, H., Verbeem, J. (2007). Motivating revision of drafts through formative feedback. *ELT Journal*, 61 (3), 228-236.
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- Leki, I., Carson, J. G. (1994). Student perceptions of EAP writing instruction and writing needs across disciplines. *TESOL Quarterly* (28), 81-101.
- Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing*, 4, 209-222.

Instructional Strategy: Teacher Feedback Strips

How to Apply Feedback Strips:



A Closer Look at Engagement with Teacher Feedback:

Student Sample 1

What's the biggest lesson/moral the play is sending out to the world using this journey? *How do we deal w/ our negativity? \$3*

Everybody from everywhere and anywhere will always struggle with the truth. *accepting*

How can you make this moral/lesson part of your conclusion?

I could bring up how Juror #3 broke down at the end of the play because he saw the truth set in front of him, but he himself refused to accept it. And how he gave into peer pressure despite how confident he was earlier.

The student suggests bringing in more of the drama from the play's climax and providing a deeper meaning of Juror Three's moment: the universal struggle for admitting the truth.

Student Sample 2

Re-word sentence to be: a) more interesting b) clearer c) more sophisticated

reworded on the front

Sounds bad now that I have time to reread it. I think it's better

reworded on front

Thank you

Student responds to feedback, even my handwritten feedback about figurative language. This also shows that when there was an issue that the strips did not solve, personalized feedback was provided.

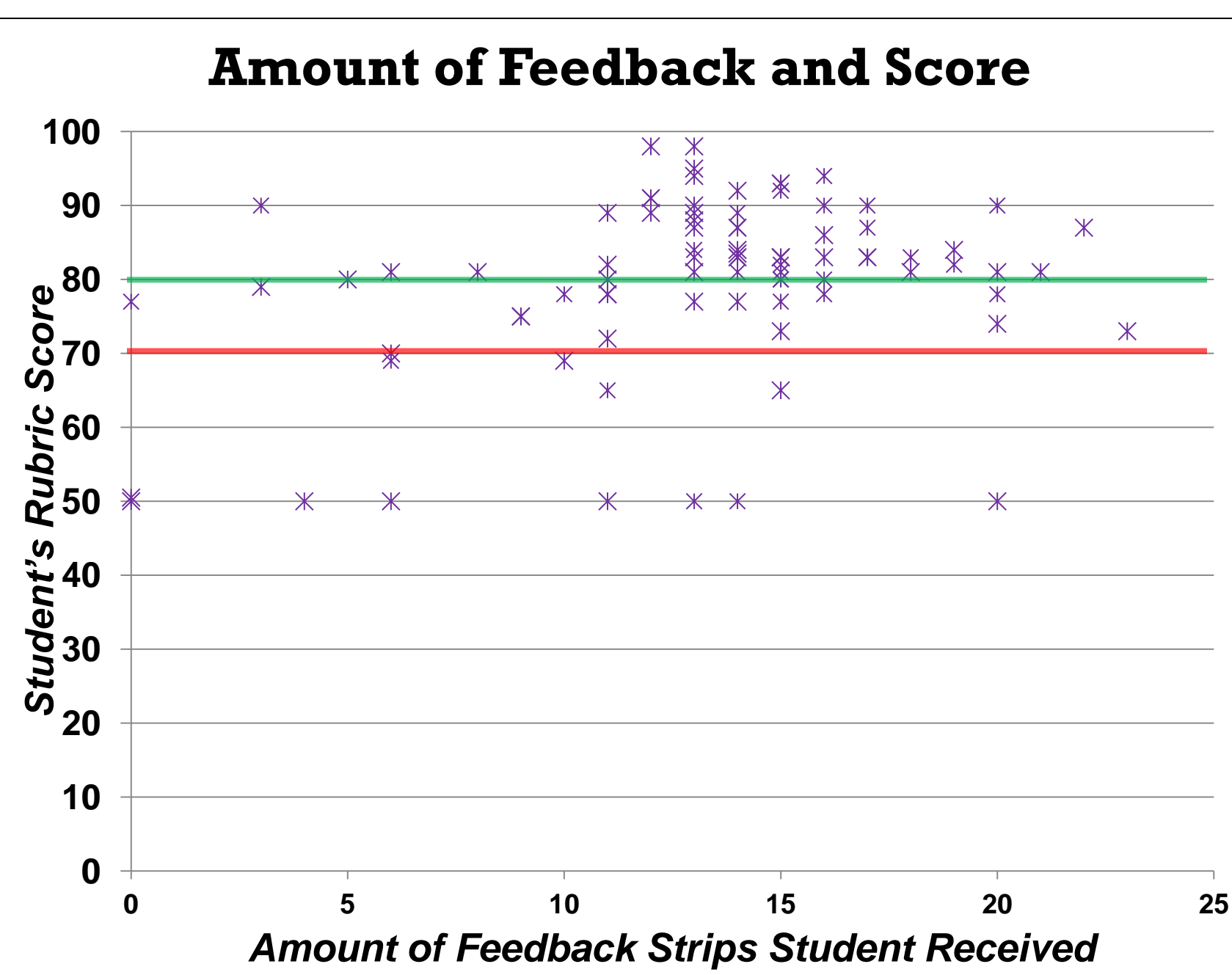
In conclusion, Juror #3's self centered mind and spiteful actions attribute to the theme of "Twelve Angry Men" that everybody from everywhere and anywhere will always struggle with accepting the truth. As the play of "Twelve Angry Men" concludes, the outcome could have never been guessed that the main antagonist would be the one under peer-pressure from the protagonist and the other jurors. Three was set in the scenario that people in nearly every age possible face where they are forced to agree with the stronger group of people. In the end, Three's confidence was replaced with confusion and frustration because he knew his mistake. As he says "[shouting] you're not going to

She incorporated the revisions she made as she responded to the feedback strip, deepening the discussion and meaningfully concluding her essay.

play as well. For example, when Jurors Two and Four get a drink of water together, Four says, "they're clutching at straws"(Rose 29), which very strongly states his opinion about the "not guilty" argument. Four does not even look at Eight's arguments as reasonable. He uses the idiom, clutching at straws to make it seem as if the evidence that for the "not guilty" side is nonexistent. Jurors like Four unravel the seams of a trial because they make even the most solid evidence seem unrealistic, which increases the tension between fact and emotionally based arguments. Although Juror Four shows stubbornness throughout the play he also shows a patient side in contrast.

Student uses the questioning about figurative language to further explain his evidence and extend the concept of figurative language into a discussion about the character's ability to create doubt.

Overall Results

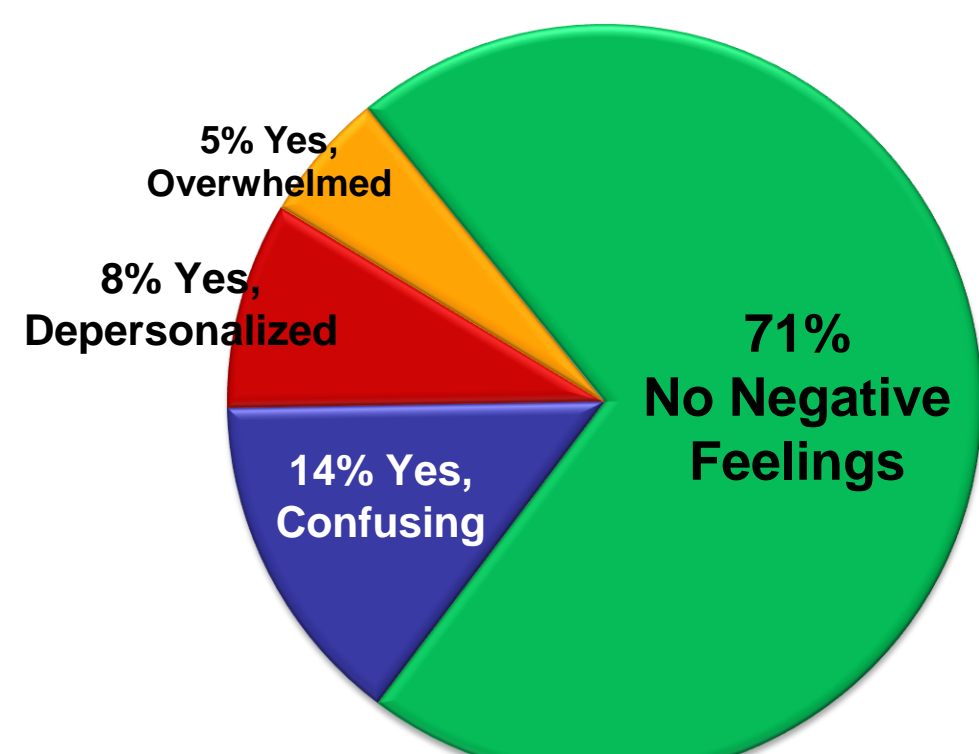


Findings:

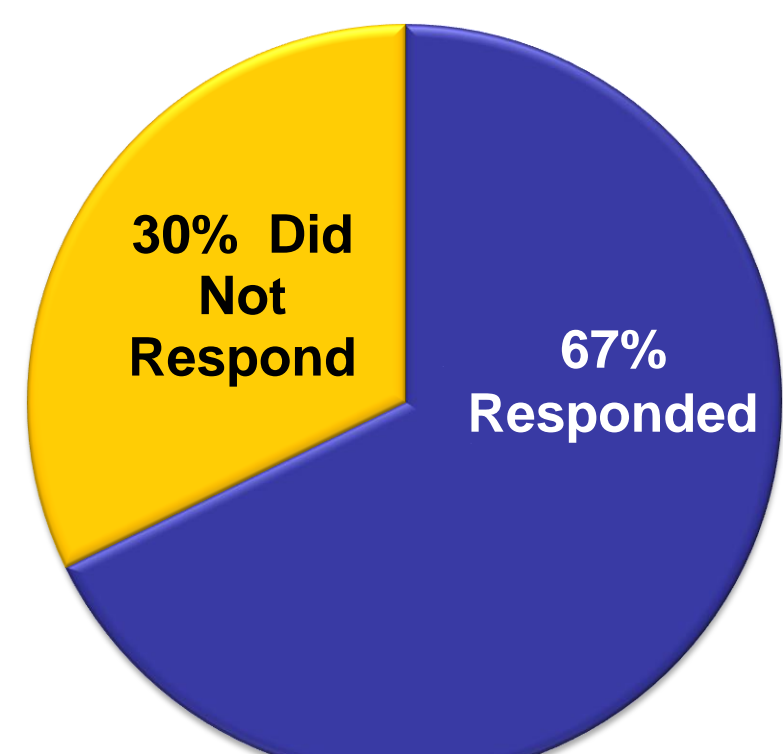
- In comparison to teachers in prior studies who took an average of 24 hours to respond to students' drafts (Hillocks, 1982), I provided feedback to 100 drafts within 7 hours.
- Students began to meaningfully revise or make revision plans directly on draft using teacher feedback.
- The depth and clarity of students' discussions were enhanced through formative feedback.
- A score of 70 is needed in order to pass assignment:
 - 87% of students earned passing scores.
 - Of those who passed, 66% went beyond the minimum expectations and earned a score of 80 or higher.

Follow-up Data: Survey on Experience with Feedback Strips

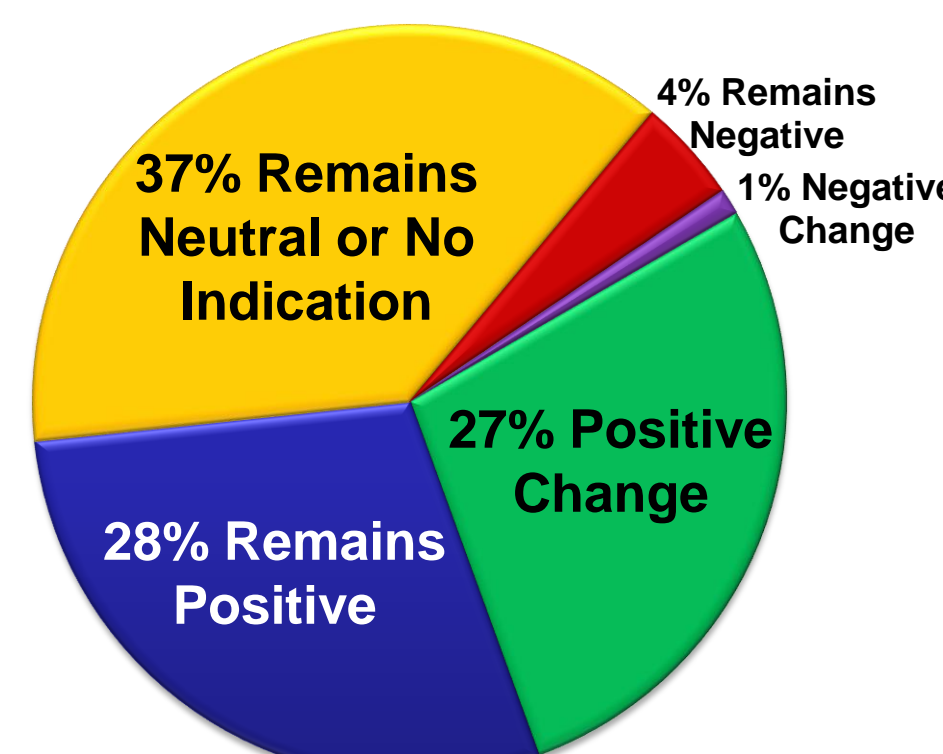
Did you experience any negativity with the feedback strips?



Did you respond to the teacher feedback strips?



Has your perspective on teacher feedback changed?



Implications:

- Students wanted personalized feedback, but depersonalizing prevented students from feeling attacked and degraded.
- Engagement with teacher feedback jumped 63%.
- Only 5% of students felt that this was a negative experience.