Provide Meaningful Feedback that Increases FUTURE
Student Engagement, Participation, & Achievement

Did you know the way you provide feedback to your students can increase their engagement in an assignment, as well as their future performance, plus save you time?

Listen to today's podcast episode and I'll reveal the secrets of providing meaningful and purposeful student feedback that has a power of its own.

Feedback…*what does it mean to provide meaningful and purposeful feedback to students?* Quickly, I can tell you what it's not. Feedback should not be solely communication with students to tell them how well they did on an assignment or what they didn't do well *after* it is submitted. Yes, you heard me right. Yea, AFTER is not the only way to do it. And, if you are doing this type of limited feedback, no worries, I, too, did the same for many years.

In 2016, I heard a presentation at an ISTE Live Conference I-S-T-E which stands for International Society for Technology in Education), yea…will that ever happen again? I think I read that over 18,000 teachers attended the 2019 LIVE ISTE Conference in Philly. I can't imagine those numbers happening again. And are you noticing our intention use of LIVE vs Virtual nowadays? That's a whole other episode podcast topic.

Getting back to the presentation on feedback I mentioned. My ears perked up when I heard the presenter talk about how feedback, when done right, can increase students' FUTURE engagement, their learning, their progress, achievement, and confidence. Wow! That was new for me to know! My feedback I provide students today will help them in future assignments???

So, in this blog post, I am going to share with you how you may update the feedback you provide to your students to make a bigger and better difference, past the assignment they presently submitted, and into the next lesson or unit.

Let's jump in!

What should feedback look like in our classroom? Well, Feedback should be communication we provide to our students about improving their current performance on an assignment or assessment. However, feedback should also provide the type of information to improve students' future performance which should support their progress and learning. In other words, it should be multi-intentional.

One of the most important missions of providing feedback to students is that our feedback should simultaneously influences both their present and future mindset, their actions, and their intentions in our learning activities and assessments. Now remember, if our feedback negatively impacts our student's engagement in the learning, well then it backfired. We, teachers, need to know how best to provide the feedback in a way that best serves our students today and tomorrow.

What makes feedback meaningful for students? Feedback is meaningful if 1) the student understands the feedback we are providing, 2) the student can relate to the feedback in an objective way about his performance, 3) the student recognizes now, looking at his performance from the teacher's view, what can be improved to make it better, and 4), the most important, the student knows he has your support when making the revisions and moving forward. The student also knows you have faith in his abilities, and he feels and sees this confidence, while reading or hearing your feedback. Our feedback's meaningfulness is super meaningful to our students.

What makes feedback purposeful for students? First, know and appreciate that there is a direct relationship between our feedback and a student's action and mindset after reading or hearing our feedback. We can make this feedback strategy extremely simple: View the feedback you provide to a student, from his point of view. Students understanding our feedback we provided to them can positively or negatively ripple *affect* a student's engagement. We want our feedback to help the student close the gap between what they submitted and what they should have submitted to their showcase understanding and application. We also want our feedback to inspire them moving forward into the next lesson, so they do even better. Our purposeful feedback can also give students information on our expectations for their learning as well as the correct process and timing moving through the task.

How should we provide the feedback to students? We know here are different ways we can provide feedback. In most online learning environments such as Canvas, Moodle, or Google Classroom , we can place feedback in assignment comments, and these types of comments can be in the form of text, audio, or video. I'm a BIG fan of changing it up. I try to be unpredictable with the way I deliver my feedback which seems to make students look for my feedback (again, never underestimate the natural curiosity in your students). Another place you can enter your feedback is inside each criterion in an assignment rubric if you set the rubric to have that

feature. For example, in the Canvas LMS, I create a rubric that allows me to "free-form" comments for each criterion.

Now if students submitted a Word document or an online Google or Word document, both allow you to annotate right on the student's document. I have found this type of feedback especially important in the English and Math classrooms. Annotating our feedback directly on student's work takes out that extra step for the student to have to *go* from our feedback to their work. That extra step takes extra time on the student's part if he goes back to his submission after reading or hearing a specific point in our feedback about a specific part of his submission. After a while, the student can get overwhelmed and stop reading the feedback.

One-on-one student conferences are also a great way to give a student feedback on his performance. The advantage to having a feedback conversation is that it becomes a two-way exchange, where the student may ask you questions as you provide the feedback. It is also best practice in feedback of all forms to ask students questions. Having a verbal discussion about the feedback, saves time for both the student and the teacher. However, provide bullet points of the feedback to the student so he does not have to take notes during your feedback conversation.

Some teachers, due to different time constraints send their feedback in an email so student can easily reply back.

And sometimes, you may use peer reviews as a mode to providing feedback to students. Just make sure all students know the assignment expectations. I highly recommend you ask peer reviewers to refer to a rubric you created and have gone over with the entire class each and every criterion on the rubric when they received the assignment. Additionally, showing a good example and an example that needs improvement for each criterion is a solid practice that holds HUGE student performance and time benefits. Let me tell you, the time I invested creating screenshots of good and not-so-good examples for each rubric criterion ALWAYS saved me time in grading, providing feedback, and supervising peer reviews, since many of the normal errors and questions that came up in peer reviewing, the examples answered.

Also, make sure you provide students with a method for peer reviewing their peers' work. Make it easy and simple. The peer review method I like to use is the **3 P's Peer Review method**.

1. Provide the peer with Praise. What was good or excellent about his performance?
2. Pose a question. Ask the peer something about his performance about either something you do not understand, or you want more clarification (yes, students need to know what the word "clarification" means).
3. Peer reviewers will then Suggest or recommend a way to Polish the student's work. Teach them to do it with respect and a smile on their face. Students have the choice to

revise his work based on his peer review's suggestions. I always like giving students choices and options. It empowers them because they feel they have control because they are not being told what to do.

When should we provide the feedback to students? Continually! Yes, we should be providing students with feedback throughout the assignment time period. In the first ten years I taught, believe I only gave feedback after a project or an assignment was submitted. However, that is before I heard the ISTE presentation about feedback. For feedback to do what it is supposed to do, we should be providing feedback at the **beginning, middle, and end of an assignment.**

The feedback you provide the student **at the beginning** of his work is to check if he is on the right track and communicate to him that he is on the right track, or what he needs to change to get back on track. This one step may be the most important in setting the stage for the student to earn a B or better grade on his assignment. You want to be super positive with the student at the onset of his work.

In the middle, teachers should be checking back in with each student, seeing his progress, asking questions for clarification to make sure he has a plan that sets him up for success as he is completing the work. In the middle of the process, you can make suggestions, but I would frame those suggestions as questions for the student. Like For example, "John, what if you….", or "Jane, have you thought about….", or "Jim, what gave you the idea to do it this way?" You want to empower the student to make his or her own decisions, but at the same time, make sure they are following the process, meeting your expectations, and doing the work. Your questions can reveal to him the answers. The middle is also a beneficial time, if the student is not pacing himself, to give him a pep talk or a pacing guideline.

The feedback you provide at the end should be in two steps:

First 1: After the student submitted his work, peruse quickly through it, and look for any omissions or improvements the student can make to increase his performance and grade. Look, we do that same step in the workplace. Why not give students the same benefit which helps them cultivate those skills in receiving feedback and constructive criticism when he IS in the workplace? Win-Win

The second phase of feedback at the end on the final submission is after the student revised his work and submitted it again. At this time, I use the rubric and create my feedback free form in each criterion in the rubric as well as type, audio, or video capture a comment in the assignment. I also like to give badges for student work that earns an 80% or better. You can check out my [Incentivize Students with Badges in the Canvas LMS Free Guide](). I'll include a link to it in the show notes of this episode Let me tell you, high school students come to want the

badge really bad before they want the A+. Thanks to the world of video games for the power of that extrinsic motivator!

What are the different types of feedback we should provide to our students?

There are 3 Different types of feedback we can provide to our students…those types are either **descriptive feedback, prompting feedback, or evaluative feedback**. And they fit the three different times when we provide feedback we just discussed. **The descriptive feedback** is more about the **task** (what is the assignment, the expectations, the content, where do I go to get it, how do I turn it in). This type of feedback usually happens at the beginning of the assignment. **Prompting feedback** is provided in the middle of an assignment and is about the **process** of the task. Help students work out errors, find strategies, and consider different ideas about the task. This is when a safe trial-and-error culture happens. **Last, evaluative feedback** is given at the end of the assignment, after it is submitted for revision and then for review and grading. This type of feedback can also support and enthuse the student and set the stage his learning progress and goals in the future, after this assignment.

What are the benefits for students when we provide meaningful and purposeful feedback? Well,

1. It increases their confidence as they are working on the assignment if we provide meaningful and purposeful feedback in the beginning, middle, and end after their second submission.
2. It increases communication between you and your student which nurtures your relationship with your student.
3. It speaks of your genuine interest in supporting his success. This benefit is extremely important in supporting your student as you head into your next planned learning outcome.

What are the benefits for us, the teacher, when we provide meaningful and purposeful feedback?

1. It decreases our time grading and composing the kind of feedback at the end after their second and final submission. If we didn't give them the first review for revision, there may be many errors that create the need for us to provide more feedback. And lets' face it, lengthy feedback about what is not right may discourage and overwhelm students.
2. Again, feedback helps to nurture our relationship with our students which pays off in many ways such as the student's attendance, classroom management, effort, participation, and performance.
3. Our feedback helps develop student's intrinsic motivation since most students love getting positive attention and communication from their teacher. They usually show up wanting more.

So, let's wrap it up…here are my Five top suggestions when providing meaningful and purposeful feedback to students:

1. **Be consistent**. Provide feedback on most assignments and all assessments. Providing feedback to each student is especially valuable in the virtual learning environment.

2. **Be continual**. Again, give feedback at different times inside one assessment. Students hearing from you at the beginning, middle, and end of an assignment helps and supports them to succeed.

3. **Be comprehensive**. Without making the feedback too long and overwhelming, make sure you cover all the points you want to cover at one time of feedback. You do not want to remember other points and provide multiple feedback messages at the same time on the same assignment, whether it is in the beginning, middle, or end.

To make it easy, remember these three questions when providing feedback, and in your feedback, make sure the student knows the answers to these three questions in your feedback:

1) Where am I going?

This question feedback is about the learning goals you have for the student as well as the learning goals he has for himself. Using a digital Academic Student Action Plan helps both the teacher and student know and be attentive to monitoring the progression towards those goals. Check out the template I created for a digital Academic Student Action Plan in my [FREE Capitalize and Strategize using Virtual Learning Student Benefits to Increase Student Engagement Guide](). I used Microsoft Sway to create the Academic Student Plan. I'll include the link to this Free Guide which offers the template, in this episode's show notes.

2) How am I doing?

This question's feedback gives the student information about how current performance is aligns with his learning goals. Does his progression support his learning goals?

3) Where to next?

This question's feedback tells the student what activities he needs to do to make better progress in the current performance for future performance and meeting his learning goals.

Your comprehensive nature in providing the feedback should also teach students how to self-assess their own work. They should be learning from your example.

4. **Be a consultant.** Again, you want to wear the hat of a consultant. Many times, it is super beneficial to give your feedback to students in the form of questions, so the student comes up with the answers as the feedback you want to provide. This simple step empowers the student to take the initiative to finish in a winning way and gives him more control over his performance.

5. **Be caring**. As you provide your feedback, do it with a smile. Simply, there are plenty of positive results if you smile when you talk and write the feedback; the energy that is given in your words and expression is very beneficial when the student interprets the message. As you learn about your students and build relationships with them, you should pick up on their triggers and no what to say or not to say to keep the feedback productive, helpful, and supportive. As the teacher, you always want to consider how the student will interpret your feedback. Also, remember your tone in your feedback can make or break it with your students. It is extremely important to give priority to how the feedback will be received, which many times has a direct correlation to how it was given.

Grab my FREE Swipe file of Feedback Starter Templates THIS WEEK that you may download which provide feedback starters to save you time composing meaningful and purposeful student feedback. You can find the link to this FREE Guide here in this blog post. Link will be posted on Thursday.

I will place a link to this Feedback Starter Template file in today's show notes. You can access this episode's show notes at edtechenergy.org/listen2 or at melanie.education/listen2.

Please comment below—How are you going to enhance your feedback you provide to your students next week? Share one change you plan to make. I would love to read all your feedback ideas.

Don't we all want our students to turn on their cameras during virtual live classes? *Make sure to tune into Next week's episode* to find out what, why, and how to encourage students to turn on their cameras and be present during synchronous live classes.