

*Making Feedback More Effective and Efficient  
To Make Assessment More Valuable*

*2017 Assessment Institute in Indianapolis*

Pre-Institute Session – Track 01F (AM)

Sunday 22 October 2017 – 9:00 AM to 12:00 PM

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UNC Eshelman School of Pharmacy

UNC Chapel Hill

# *CIPhER*

*Center for Innovative Pharmacy  
Education and Research*

Founded 1 July 2017

**Please remove page 11**

It's the workshop evaluation

## *Page 1 – bottom*

### **Questions we might consider, depending on your interests**

1. *What is feedback?*
2. *How/how much can feedback affect learning?*
3. *Why do learners so often ignore feedback?*
4. *What kinds & how much do learners need?*
5. *When is feedback most effective?*
6. *Whose feedback is most effective for what?*
7. *How can we ensure it's taken seriously?*
8. *How can we be most efficient in giving feedback?*
9. *[Write in your own question]*

*Page 2 - Top*

## *II Self-Assessing & Ranking Goals/Motivations*

Please rank statements A-E below, with  
1 being "Most Important to Me" and 5 being "Least Important to Me."

*I hope/expect this workshop will help me to:*

\_\_\_ A. Be/continue to be recognized as highly effective at feedback

\_\_\_ B. Avoid being viewed/criticized for being ineffective at feedback

\_\_\_ C. Understand research on/practice of feedback more deeply

\_\_\_ D. Get credit for attending a professional development session

\_\_\_ E. Exchange ideas/spend time with colleagues

\_\_\_\_\_

*Page 2 – bottom*

### *III. Reflecting on Past Experiences*

- 1. Sought feedback, got feedback and acted on it.*
- 2. Sought feedback, got it, but did not act on it.*
- 3. Got unsolicited feedback . . . did you act on it?*

## *Workshop Intended Learning Outcomes*

By the end of this brief workshop,  
I expect you will have identified at least 2-3:

- Research-based feedback guidelines
- Simple, applicable feedback strategies
- Useful resources/references,  
and
- Had several brief but rewarding exchanges  
with new colleagues

*Page 3 – Top*

#### *IV. Assessing Prior Knowledge*

Please mark each item on the list with a plus sign, minus sign, or question mark

- Use the plus ( + ) if you know this term's meaning
- Use the minus ( – ) if you do not know its meaning
- Use the question mark ( ? ) if you're unsure



*Page 2 – Top*

## *II. Self-Assessing & Ranking Goals*

I hope/expect this workshop will help me to:

- A. Be/continue to be recognized as highly effective at feedback  
[Performance-approach goal]
- B. Avoid being viewed/criticized for being ineffective at feedback  
[Performance-avoidance goal]
- C. Understand research on/practice of feedback more deeply  
[Deep/Mastery learning goal]
- D. Get credit for attending a professional development session  
[Compliance goal]
- E. Exchange ideas/spend time with colleagues  
[Social/affective goal]

# *1. What is feedback for learning?*

- NOT GRADES
- NOT PRAISE
- NOT CRITICISM
- NOT ADVICE

# *1. What is feedback?*

*FEEDBACK IS*

*“ . . . INFORMATION ABOUT HOW WE ARE  
DOING IN OUR EFFORTS TO REACH A GOAL.”*

GRANT WIGGINS (2012), P. 10

# *1. What's the purpose of feedback?*

*“ THE PURPOSE OF FEEDBACK IS TO HELP LEARNERS ACHIEVE A DESIRED LEVEL OF PERFORMANCE . . . EFFECTIVE FEEDBACK PROVIDES INFORMATION ABOUT A LEARNER'S CURRENT STATE OF KNOWLEDGE AND PERFORMANCE THAT CAN GUIDE HIM OR HER IN WORKING TOWARD THE LEARNING GOAL. ”*

AMBROSE, S. ET AL. (2010), P. 137

*Feedback for learning is, therefore  
... information about how we are  
doing in our efforts to reach our  
learning goals.*

*One common reason feedback fails is that we assume that students:*

- (1) Have clear learning goals,
- (2) Are self-aware of those goals
- (3) Are motivated to work toward reaching those goals, and
- (4) Have the skills/knowledge required to utilize our feedback

*One challenge is that the effectiveness of feedback depends very heavily on . . .*

Learners' motivation (goals) and metacognitive and reflection skills.

# Metacognition involves . . .

- **Self-Awareness**

Knowing when and what you are thinking

- **Self-Monitoring**

Noticing the quality/intensity of your thinking

- **Self-Regulation**

Directing/Correcting your thinking

Reflection requires metacognition,  
but goes beyond it to affect/change  
values, beliefs, actions and/or habits



## *2. How can feedback affect learning?*

### *EFFECTIVE FEEDBACK CAN HELP STUDENTS TO:*

- PRACTICE AND LEARN MORE EFFECTIVELY & EFFICIENTLY
- IMPROVE PERFORMANCE & ACADEMIC SUCCESS
- INCREASE INTEREST & MOTIVATION TO LEARN
- ILLUMINATE AND UNDERMINE MISCONCEPTIONS
- DEVELOP SELF-ASSESSMENT SKILLS
- DEVELOP INDEPENDENCE & LIFE-LONG LEARNING SKILLS

*2. How much can feedback affect learning?*

**More than almost anything  
else teachers do.**

# The Power of Feedback

[from Hattie & Temperley, 2007 ]

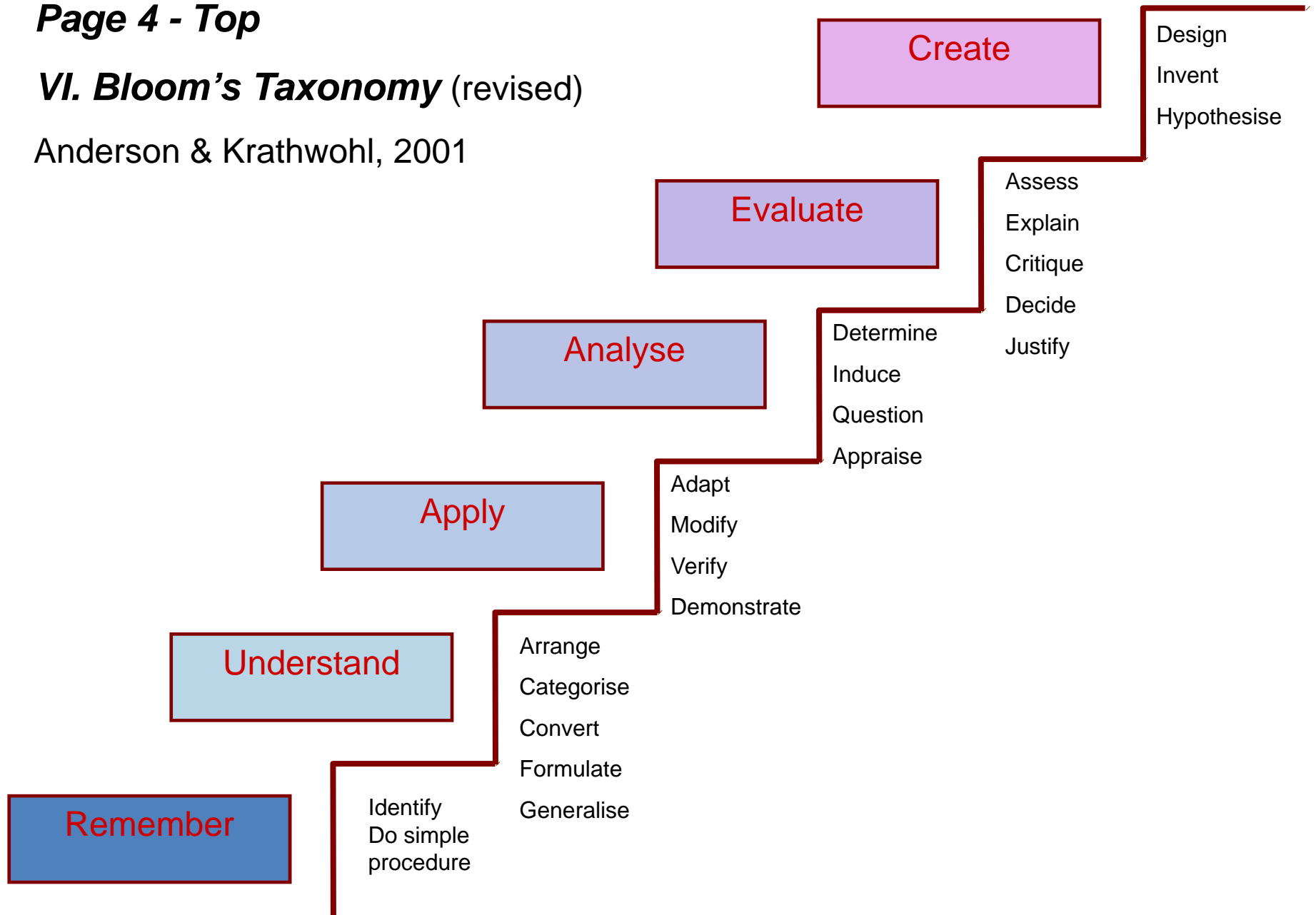
“At least 12 previous meta-analyses have included specific information on feedback in classrooms. These meta-analyses included 196 studies and 6,972 effect sizes.

**The average effect size was 0.79** (twice the average).

To place this average of 0.79 into perspective, it fell in the top 5 of 10 highest influences on achievement in Hattie’s (1999) synthesis, along with direct instruction (0.93), reciprocal teaching (0.86), students’ prior cognitive ability (0.71), and ...”

**VI. Bloom's Taxonomy** (revised)

Anderson & Krathwohl, 2001



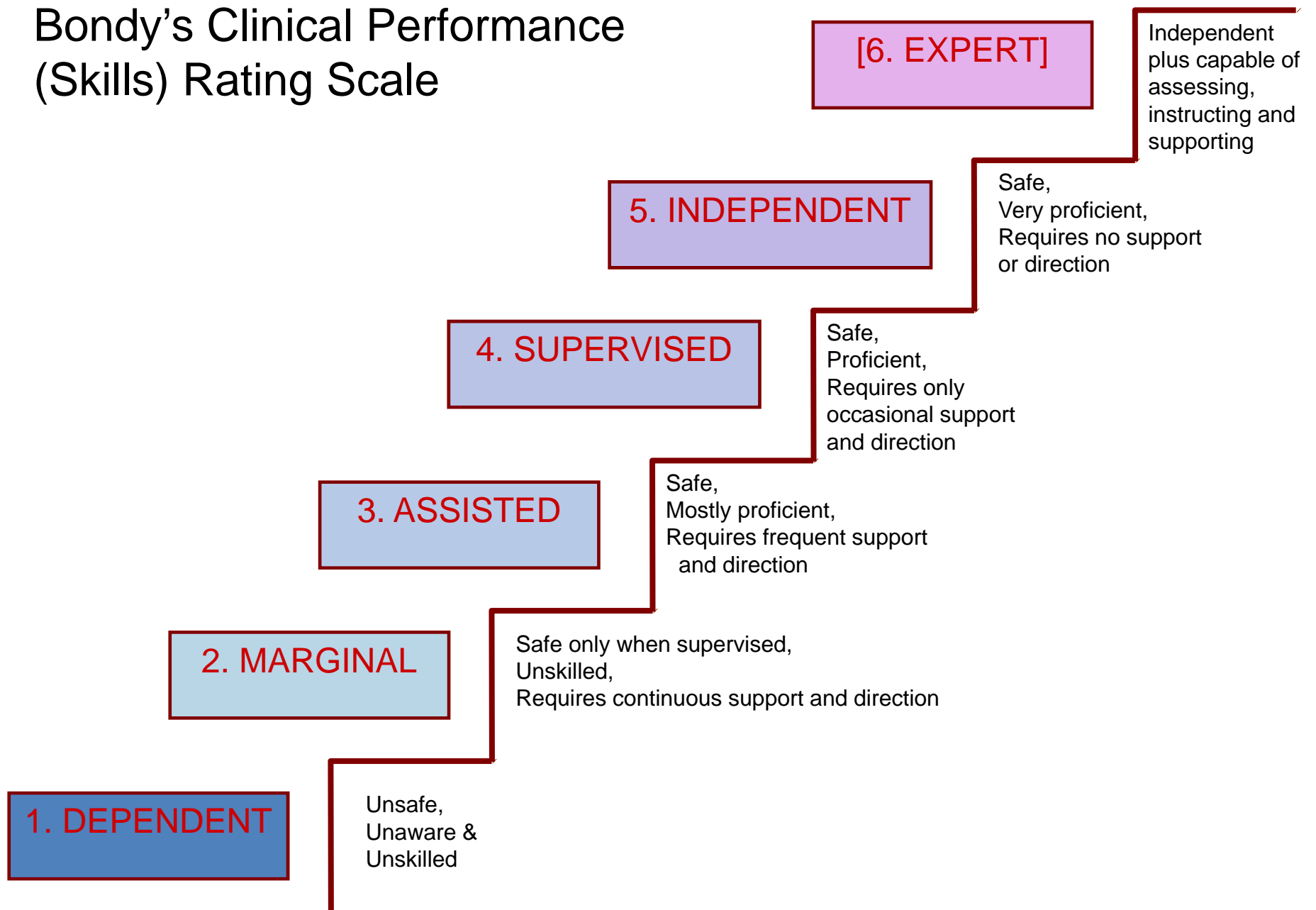
*Page 4 – bottom half*

*“Blooming” – Categorizing Questions*

*Page 5 – Top*

## *VII. The Bondy Scale*

# Bondy's Clinical Performance (Skills) Rating Scale



*The Critical Importance of Feedback  
for  
Effective Deliberate Practice*



### *3. Why do learners so often ignore feedback?*

LET'S THINK ABOUT DRIVING WHILE . . .

- USING CELL PHONES AND/OR TEXTING . . .
- OR WHILE EATING CEREAL FROM A BOWL
- OR WHILE APPLYING MAKE UP
- OR WHILE SHAVING
- OR WHILE WATCHING A VIDEO
- OR . . .

### *3. Why do learners so often ignore feedback?*

- THEY HAVE A “FIXED MINDSET” – RATHER THAN A “GROWTH MINDSET” – REGARDING LEARNING
- THEY HAVE NO RELEVANT GOALS, SO THEY SEE FEEDBACK AS IRRELEVANT TO THEM
- THEY DON'T TRUST/RESPECT THE FEEDBACK GIVER
- IT THREATENS THEIR IDENTITY/SELF-IMAGE
- THEY DON'T SEE IT AS CONSEQUENTIAL
- THEY REASONABLY CHOOSE NOT TO CHANGE

## *The Dunning-Kruger Effect*

“ . . . the expertise necessary to judge a person's performance in many domains is exactly the same expertise needed to produce competent performance in the first place.

... poor performers suffer a double curse.”

First, limitations in their expertise cause them to make and repeat many avoidable mistakes.

Second those exact same limitations prevent them from recognizing just how mistaken their own self-assessments are and how superior/useful the assessments of others (e.g. experts) might be.

## *4A. What kinds of feedback do learners need?*

- BEHAVIOR FOCUSED (NOT PERSON OR TRAIT FOCUSED)
- TASK SPECIFIC
- WITHIN THEIR ZPDs
- FORWARD LOOKING
- CONSEQUENTIAL

## *4B. How much feedback do learners need?*

1. AS MUCH AS POSSIBLE
2. AS MUCH AS THEY ASK FOR
3. AS MUCH AS THEY CAN RECALL SOON AFTER
4. AS MUCH AS THEY CAN IMPLEMENT SOON AFTER
5. IT DEPENDS (OK BUT ON WHAT, EXACTLY?)

## *5. When is feedback most effective?*

*It depends on the kind of learning involved*

- IMMEDIATE FOR LOTs
- SLIGHTLY DELAYED FOR HOTs

## *6. Whose feedback most effective?*

*On average, from most to least effective*

- EXPERTS (MOST)
- ADVANCED PEERS
- PEERS
- SELF (LEAST)

## *7. How can we ensure feedback is taken seriously and used?*

MAKE SURE, IN ADVANCE, THAT LEARNERS . . .

- RECOGNIZE IT AS FEEDBACK
- HAVE RELEVANT LEARNING GOALS
- CAN REMEMBER/RETRIEVE IT
- SEE CLEARLY HOW IT CAN HELP THEM ACHIEVE THEIR GOALS
- KNOW HOW TO RESPOND TO THE FEEDBACK (PRACTICE)
- HAVE OPPORTUNITIES FOR DELIBERATE PRACTICE
- SEE THE CONSEQUENCES OF RESPONDING (OR NOT)



## 8. *How can we be most efficient?*

- ENSURE ALIGNMENT BETWEEN FEEDBACK & GOALS
- FOCUS FEEDBACK ONLY ON WHAT MATTERS MOST
- GIVE FEEDBACK ONLY WHEN IT CAN AND WILL BE USED
- ENHANCE MOTIVATION – INTRINSIC AND EXTRINSIC –  
TO USE FEEDBACK FOR LEARNING IMPROVEMENT
- HOLD LEARNERS ACCOUNTABLE FOR USING FEEDBACK
- TAKE ADVANTAGE OF DIVISION OF LABOR

*HAVE YOU EVER HEARD OF THE  
“FEEDBACK SANDWICH” OR  
FEEDBACK “PIE”?*

**If yes, don't swallow them!**

Sure, they taste good . . .

But they are ego-fattening,  
cognitively non-nutritious and  
ultimately counterproductive for  
producing fit, strong learners.

**PRAISE!**

**is very**

***problematic***

**as feedback**

# **Praise and its Pitfalls**

**Depending what and  
how we praise . . .**

**we may encourage or  
inhibit deep learning.**

# When you do praise

- Praise effort and strategy, not intelligence.
- Make praise specific.
- Praise in private.
- Offer praise only when there's a good reason for it.

(From Pink, D.H. (2009). Drive.)

*Page 6 – Top half*

*VII. The GIFT – Informal Feedback on Teaching*

*Page 6 – Bottom half*

*What is the most difficult aspect of feedback in your practice?*

*Page 7 – Top third*

## *IX. Feedback for Learning – Some Discussion Points*

### *Why Give Learners Feedback?*

- TO IMPROVE PERFORMANCE & ACADEMIC SUCCESS
- TO INCREASE INTEREST & MOTIVATION TO LEARN
- TO ILLUMINATE AND UNDERMINE MISCONCEPTIONS
- TO PROMOTE SELF-ASSESSMENT & SELF-REGULATION
- TO DEVELOP INDEPENDENCE AS LIFELONG LEARNERS



*Page 7 – Middle third*

## ***TO USE FEEDBACK WELL, LEARNERS NEED M.O.M.***

- **M**OTIVATION — *COMPELLING REASONS TO USE IT*
- **O**PPORTUNITIES — *FOR SAFE, GUIDED PRACTICE*
- **M**EANS — *KNOWLEDGE & SKILLS FOR IMPROVEMENT*

*Page 7 – Bottom third*

## *THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS*

CONSIDER THE FOLLOWING FIVE STEPS:

1<sup>ST</sup> - GOOD NEWS: WHAT WAS DONE *WELL*

2<sup>ND</sup> - BAD NEWS: WHAT STILL NEEDS *IMPROVEMENT*

3<sup>RD</sup> - OPTIONS: WHAT *CAN BE DONE* TO IMPROVE IT

4<sup>TH</sup> - PLANS: WHAT THE LEARNER *INTENDS* TO DO

5<sup>TH</sup> - COMMITMENTS: WHAT BOTH PARTIES *AGREE* TO DO,  
HOW, TO WHAT STANDARD, AND BY WHEN

*Page 8*

*X. Specifications Grading & Feedback*

*A Sample Rubric*

*Page 9*

*XI. Applications Card*

*Interesting*

*IDEAS/TECHNIQUES*

*Possible*

*APPLICATIONS*

# **The Parking Lot Test**

**A simple technique for getting more value from a session – and making follow up more likely to occur.**

# What, Why and How

Choose one of your possible applications.

Prepare to answer the three questions below about that specific application:

- What is it?
- Why do you think it might be useful?
- How do you think you might use it?

# *Making Feedback More Effective and Efficient To Make Assessment More Valuable*

A Pre-Institute Workshop in the *2017 Assessment Institute in Indianapolis*

Sunday 22 October 2017 – 9 AM to 12 Noon

*Tom Angelo*

Executive Director, *Center for Innovative Pharmacy Education & Research – CIPhER*

Clinical Professor of Educational Innovation & Research

UNC Eshelman School of Pharmacy – University of North Carolina at Chapel Hill

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## *I. Assessing Interests – Motivating Questions*

Please circle the two or three questions below which most interest you today.

1. What is feedback? 1. \_\_\_\_
2. How/How much can feedback affect learning? 2. \_\_\_\_
3. Why do learners so often ignore or fail to use feedback? 3. \_\_\_\_
4. What kinds of and how much feedback do learners need? 4. \_\_\_\_
5. When is feedback most effective? 5. \_\_\_\_
6. Whose feedback is most effective for what? 6. \_\_\_\_
7. How can we ensure our feedback is taken seriously? 7. \_\_\_\_
8. How can we be most efficient in giving feedback? 8. \_\_\_\_

*Please write in your additional question(s) below:*

9. \_\_\_\_\_ 9. \_\_\_\_
  10. \_\_\_\_\_ 10. \_\_\_\_
-

## II. Self-Assessing and Ranking Goals/Motivations

Ambrose, et al. (2010)

What specifically do you hope to learn/gain through participating in this feedback workshop?  
 Please rank the goal statements below on a scale of 1-5, with 1 being “Most important to Me”  
 And 5 being “Least Important to Me.” Feel free to write in and rank other goal(s) on the lines provided.

*I hope/expect this workshop will help me to . . .*

- \_\_\_ A. Be/continue to be recognized by students/others as highly effective at giving feedback
- \_\_\_ B. Avoid being viewed/criticized by students/others for being ineffective at giving feedback
- \_\_\_ C. Understand the research on and practice of feedback more deeply
- \_\_\_ D. Fulfil an RTC Program requirement/List this on my FAR/Get credit for attending
- \_\_\_ E. Exchange ideas/spend time with colleagues who share my interests
- \_\_\_ F. \_\_\_\_\_
- \_\_\_ G. \_\_\_\_\_

## III. Reflecting on Past Experiences

1. Recall a recent experience in which you sought feedback, got it, and acted on that feedback.  
 Jot down brief notes about: Why you sought feedback, from whom, and why you acted on it.

\_\_\_\_\_

\_\_\_\_\_

2. Next, recall a recent experience in which you sought feedback, got it, but did not act on it.  
 Jot down brief notes about: Why you sought feedback, from whom, and why you didn't act on it.

\_\_\_\_\_

\_\_\_\_\_

3. Last, recall a recent experience in which someone gave you unsolicited feedback.  
 Jot down brief notes about: Your reaction to it, whether you acted on it, and why/why not.

\_\_\_\_\_

\_\_\_\_\_



## IV. Assessing Prior Knowledge

Dunlosky, et al. (2013)

Some key terms and concepts that *might* be of use

- Surface, Strategic, and Deep Learning approaches
- Formative and summative assessment/feedback
- The Dunning-Kruger effect
- Motivated reasoning
- The Zone of Proximal Development (ZPD)
- Deliberate practice
- Outcome expectancies and Efficacy expectancies
- Stereotype threat
- Metacognition
- Fixed vs. Growth mindset
- Performance-approach and performance-avoidance goals
- Learning/Mastery goals
- Compliance/Work-avoidant goals
- Novice-Expert differences

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## V. Effective feedback for learning . . .

- Is/can be explicitly related to meaningful personal learning goals
- Feeds forward: Focuses on improving future performance
- Is iterative – part of a robust, regular process
- Is consequential and intrinsically valued
- Comes from multiple, credible and trusted sources
- Focuses on assessable outcomes or behaviors, not on personal qualities or attributes
- Is criteria and standards referenced, not norm-referenced
- Is specific and limited to what matters most
- Provides enough and strong enough evidence to support judgments and decisions made
- Can be implemented, given skills and time available
- Offers some appropriate choices regarding follow up
- Encourages and involves self-assessment, as well

## VI. Bloom's Cognitive Domain Taxonomy (Revised)

Anderson, & Krathwohl (2001)

### (6) CREATE

Generate, Plan, Synthesize, Produce the New

### (5) EVALUATE

Critique or Judge based on Explicit Standards/Criteria

### (4) ANALYSE

Break Down, Relate Parts and Whole, Organize

### (3) APPLY

Follow Procedures to Solve Problems or Carry Out Tasks

### (2) UNDERSTAND

Connect New Learning to Prior Knowledge by Interpreting, Classifying, Comparing, Summarizing, etc.

### (1) REMEMBER

Elaborate, Encode, and Retrieve Information from Long-term Memory

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## *"Blooming" - Categorizing Questions by Bloom's Taxonomy*

Cook, E., et al. (2013)

**Directions:** Using the numbers 1-6 to represent the levels of Bloom's revised taxonomy (above), please identify the level of each question below.

- \_\_\_A. Give an example of "seasonal change"
- \_\_\_B. Why do the Earth's seasons change?
- \_\_\_C. What causes the Earth's seasons to change? (Explain how it works.)
- \_\_\_D. When it is winter in Milan, Italy, what season is it in Melbourne, Victoria (Australia)?
- \_\_\_E. Where on Earth would you predict the greatest seasonal variation occurs? Why?
- \_\_\_F. What contribution, if any, will global warming likely make to seasonal change? Explain your reasoning.
- \_\_\_G. What would happen to seasonal change in Milan if the Earth's degree of tilt on its axis changed to:
  - i. 45 degrees?
  - ii. 90 degrees?
  - iii. 180 degrees?
  - iv. 0 degrees?
- \_\_\_H. If the Earth's orbit moved it significantly further away from the Sun, what difference, if any, would you predict that increased distance would make to seasonal change? Explain your answer.
- \_\_\_I. If you were teaching how and why the seasons change to a 5-year-old, how would you explain it?
- \_\_\_J. If astronomers discovered an Earth-like planet with no seasonal variation, what would you predict about that planet's orbit, etc.? Explain your reasoning.

## VII. Bondy's Clinical Performance (Skills) Rating Scale

Bondy, K.N. (1983)

**(6) EXPERT INSTRUCTOR \***

Safe – Very Proficient – Capable of assessing, demonstrating, instructing & supporting learners in levels 1-5

**(5) INDEPENDENT**

Safe – Very Proficient – Requires no support

**(4) SUPERVISED**

Safe – Proficient – Requires only occasional support and direction

**(3) ASSISTED**

Safe – Mostly Proficient – Requires frequent support and direction

**(2) MARGINAL**

Safe only when supervised – Unskilled – Requires continuous support and direction

**(1) DEPENDENT**

Unsafe & Unaware – Unable to demonstrate skill – Requires direct instruction and continuous support

\*Level Six is not in the original Bondy Scale, but is implicit in its use as a criterion-based assessment tool.

### Skills Self-Assessment Exercise

Using the Bondy Scale above, and thinking of skills you already possess and your current levels of competence, confidence and independence in those skills: Identify at least one of your skills in which you are currently "Dependent," another skill(s) in which you are "Marginal," and so on all the way up.

**Bondy Levels**

**My Skills**

Expert Instructor (6)

\_\_\_\_\_

Independent (5)

\_\_\_\_\_

Supervised (4)

\_\_\_\_\_

Assisted (3)

\_\_\_\_\_

Marginal (2)

\_\_\_\_\_

Dependent (1)

\_\_\_\_\_

## ***VIII. The GIFT – Gathering Informal Feedback on Teaching***

### **A Mid-Semester/Mid-Block Feedback Technique**

- 1. Please give two or three examples of specific things your instructor does that help you learn in this course.**

At the end of each example, please indicate whether that specific thing is:

(1) Very important; (2) Somewhat important; or (3) Not very important in helping you learn.

- 2. Please give two or three examples of specific things your instructor does that hinder your learning in this course.**

At the end of each example, please indicate whether that specific thing is:

(1) Very important; (2) Somewhat important; or (3) Not very important in hindering your learning.

- 3. Please suggest two or three specific, practical and constructive changes your instructor could make that would help you learn more effectively in this course.**

At the end of each suggestion, please indicate whether that specific change is likely to be:

(1) Very important; (2) Somewhat important; or (3) Not very important in improving your learning.

- 4. Any further comments?**
-

## *IX. Feedback for Learning – Some Discussion Points*

### *WHY GIVE LEARNERS FEEDBACK?*

- TO IMPROVE PERFORMANCE & ACADEMIC SUCCESS
  - TO INCREASE INTEREST & MOTIVATION TO LEARN
  - TO ILLUMINATE AND UNDERMINE MISCONCEPTIONS AND BIASES
  - TO PROMOTE SELF-ASSESSMENT & SELF-REGULATION
  - TO DEVELOP INDEPENDENCE AS LIFELONG LEARNERS
- 

### *TO USE FEEDBACK WELL, LEARNERS NEED M.O.M.*

- MOTIVATION – REASONS TO USE THE FEEDBACK
  - OPPORTUNITIES – FOR SAFE, GUIDED, PRODUCTIVE PRACTICE
  - MEANS – KNOWLEDGE & SKILLS REQUIRED FOR SELF-IMPROVEMENT, AND METACOGNITIVE SKILLS ARE CRITICAL IN THIS REGARD
- 

### *THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS*

CONSIDER THE FOLLOWING FIVE STEPS:

1<sup>ST</sup> - GOOD NEWS: WHAT WAS DONE WELL

2<sup>ND</sup> - BAD NEWS: WHAT STILL NEEDS IMPROVEMENT

3<sup>RD</sup> - OPTIONS: WHAT CAN BE DONE TO IMPROVE IT

4<sup>TH</sup> - PLANS: WHAT THE LEARNER INTENDS TO DO

5<sup>TH</sup> - COMMITMENTS: WHAT BOTH PARTIES AGREE TO DO, HOW, TO WHAT STANDARD, AND BY WHEN

## X. Specifications Grading & Feedback

Nilson (2015)

### Sample Self- and Peer Assessment and Grading Rubric

UNC Eshelman School of Pharmacy – Spring 2017

PACE 809.2 – Effective Teaching Strategies for Health Sciences Education – Tom Angelo

<p><b>32-35 Points</b> [High Pass or A]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully meets all the criteria for “Pass/B” listed below – and at least 3 of the 5 criteria below:</li> <li><input type="checkbox"/> Goes beyond Pass-level expectations in integrating relevant current research and practice literature</li> <li><input type="checkbox"/> Goes beyond Pass-level expectations in integrating effective strategies and techniques</li> <li><input type="checkbox"/> Demonstrates notable creativity and/or innovative thinking in content, execution and/or presentation</li> <li><input type="checkbox"/> Contributes new information/ideas/concepts that, when shared, will contribute significantly to the learning, health, well-being and/or success of the intended “target audience”</li> <li><input type="checkbox"/> Has already been accepted for inclusion and use in a course, patient ed., continuing ed. program, etc.</li> </ul>
<p><b>28-31 Points</b> [Pass or B]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a well-polished, highly readable document that could be shared, as is, with and benefit that “target audience(s)</li> <li><input type="checkbox"/> Presents a well-integrated final document that contains both a text (prose) explanation and elaboration of the SLED and a detailed agenda, running sheet or storyboard – complete with timings – to serve as a guide for successful implementation of the SLED</li> <li><input type="checkbox"/> Provides a complete, concise overview and introduction to the SLED, explaining: who the “target audience(s) is/are; what the overall purpose is; why and how it is likely to be significant and beneficial to that audience(s); where, when, and how it could be implemented; what the key design assumptions are; and, what the author’s motivations were in proposing and developing it</li> <li><input type="checkbox"/> Provides an appropriate number (+/- 3-7) of well-framed, levelled (i.e., using Bloom’s and/or Bondy’s scale) and assessable intended learning outcomes (ILOs)</li> <li><input type="checkbox"/> Explains what will motivate the “target audience(s)” to participate and how the audience(s) will be engaged and activated – including appropriate strategies and/or techniques</li> <li><input type="checkbox"/> Provides a teaching and learning plan for presenting the SLE, including appropriate strategies and techniques – all clearly aligned with the ILOs</li> <li><input type="checkbox"/> Provides an assessment and feedback plan, including appropriate strategies and techniques – all clearly aligned with the ILOs</li> <li><input type="checkbox"/> Integrates a minimum of five research-based, demonstrably effective, appropriately referenced teaching, learning, assessment and/or feedback strategies <u>overall</u> – aligned with the ILOs</li> <li><input type="checkbox"/> Explains succinctly how each strategy and technique aligns with the relevant ILO and why it is appropriate and likely to be effective in promoting that ILO</li> <li><input type="checkbox"/> Explains succinctly what the appropriate criteria would be for SLED success/effectiveness and how the degree of success/effectiveness in an actual implementation might be determined and/or measured</li> <li><input type="checkbox"/> Includes a brief reflection on the lessons learned from the SLED exercise and from feedback on it that are likely to be relevant and useful in future coursework, experiential learning, and/or practice</li> <li><input type="checkbox"/> Provides relevant references from the literature that support all key SLED elements</li> <li><input type="checkbox"/> Cites and references correctly 95%-100% of the time, using AMA citation &amp; referencing style</li> <li><input type="checkbox"/> Is written clearly, coherently and appropriately, with no significant errors in grammar, spelling, or usage</li> </ul>
<p><b>24-30 Points</b> [Low Pass or C]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to all the requirements for “Pass/B” listed above, but displays some non-critical shortcomings in quality and/or execution. Essentially, a Low Pass or C-level SLED would require at least one additional revision cycle to meet the “Pass/B” criteria.</li> </ul>
<p><b>0-23 Points</b> [Fail]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to respond fully to all the requirements because it is incomplete or, if complete, because some elements are of poor/unacceptable quality</li> </ul>

## ***XI. Applications Card***

Angelo & Cross (1993)

*DIRECTIONS:* Please take a moment to recall the ideas, techniques, and strategies we've discussed -- and those you've thought up – to this point in the workshop. Quickly list as many possible applications as you can.

*Interesting*

*IDEAS/TECHNIQUES*

*from this Workshop*

*Some possible*

*APPLICATIONS of those*

*ideas/techniques to my work*

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## XII. A FEW USEFUL REFERENCES ON FEEDBACK AND LEARNING

- Ambrose, S.A, et al. (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass.
- Anderson, L. & Krathwohl, D.R. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged Ed.)*. New York: Allyn & Bacon.
- Angelo, T. (2012). Designing subjects for learning: Practical, research-based principles and guidelines. In Hunt, L. & Chalmers, D. *University Teaching in Focus: A Learning-centred Approach*. London: Routledge, 93-111.
- Angelo, T.A. & Cross, K.P. (1993). *Classroom Assessment Techniques, 2<sup>nd</sup> Ed*. San Francisco: Jossey-Bass.
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## Workshop Feedback Form

**Overall Feedback** – Please circle the rating for each item which best represents your experience and evaluation of this pre-Institute workshop.

1. Overall, the value of what I learned in this workshop is

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

2. Overall, the quality of this workshop is

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

3. Overall, I rate this presenter's overall effectiveness as

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

### *Comments on this workshop*

4. Which 3 or 4 specific aspects of this workshop were most useful/helpful/engaging?

5. Which specific aspects could have been improved?

6. What questions, if any, remained unanswered?