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GIVING FEEDBACK in remote/online settings
SUMMARY HANDOUT

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Illustrative examples:
(S=synchronous session or F2F; A=asynchronous online or regular homework)

A. In-the-moment feedback during a class activity (S)
B. Teacher's collective comments on homework at start of a synch session (S)
C. Teacher's individual written feedback on student work (A)
D. Peer feedback on a first draft, before a grade is assigned (A/S)
E. Peer comments on online discussions (A)

Key tips:
- Create first a "safe learning environment," with clear norms and expectations regarding feedback
- Be sensitive about how negative feedback is worded and communicated
- Set aside time in your schedule to provide timely feedback
- Whenever possible, assign grades only **after** the student has had the chance to make revisions in response to the feedback received
- Provide rubrics and models of past work as a form of "advanced feedback"

Key decisions to be made *(and related options to consider)*:

WHEN to give feedback:	WHO gives the feedback:	Level of PRIVACY:	GRADING:
• *Advanced* (through rubrics & models) • *In-the-moment,* while the activity is in progress • *First draft* (w/ opportunity for revisions) • *Final product* (no revisions)	• *Teacher* • *Classmates* • *Real audience*	• *Public & individual* • *Public-collective* • *Private* (shared only with student) • *Impersonal* (ex: models)	• *No grade* • *Effort grade* • *Grade after revision* • *Grade-no revisions* allowed

Useful online tools:
- Editable documents (Google doc; track-changes in Word)
- Options to leave comments in online discussions (any LMS; Padlet; Flipgrid)
- Voice recording to leave comments *(VoiceThread; others)*

Reflective questions about specific implementations of this practice:
- *What did you do to provide feedback to your students' work?*
- *What decisions did you make (and why) about WHEN, WHO, PRIVACY, and GRADING?*
- *What worked/didn't work and why?*
- *What may you want to do differently next time?*