

## Varied Forms of Feedback

Although habit and time constraints often lead us to provide students with written feedback, research shows that many students prefer audio or video feedback (Nilson & Goodson, 2018). In fact, students often fail to read all of the written feedback provided by instructors. Presenting feedback as an audio or video recording allows for our tone or facial expressions to convey encouragement, empathy, enthusiasm, or concern. We also generally speak faster than we type, which allows us to provide more feedback through video or audio than we could in writing.

Although not all feedback needs to be provided as audio or video, it is helpful to vary forms of feedback. Video or audio recordings are an efficient and often welcome approach to providing feedback to your students.

### Providing Video or Audio Feedback

To provide audio or video feedback, use screencast or recording software to describe your feedback on a student's paper. Many LMSs have the ability to provide audio feedback right in the scoring system. It can be helpful to provide the student with a grading rubric for the assignment, and as you work through the paper, use the rubric language to explain your ratings and point out the specific evidence you used to make a quality judgment.

Following the process of providing feedback, begin by discussing what the student has done well, then cover the areas for improvement using language from the rubric, and last, provide the student with actionable steps to take to improve their work. If possible, set revision steps and a due date for the next draft of the assignment.

### Using the Chat Feature to Provide Feedback

During a live, synchronous session, you may consider using the chat feature to provide feedback to students during the session. If students are working in breakout groups, you can drop into the room, listen for a few minutes, and leave a note in the chat providing feedback on what you noticed. You can also provide individual feedback to students. It can be challenging to write notes in the chat and also keep things going in a live session, so try using emojis or a "thumbs up" to let students know you noticed their participation, great thinking, or support of a fellow student.

### Sources

Darby, F. (with Lang, J. M.). (2019). *Small teaching online: Applying learning science in online classes*. Jossey-Bass.

Nilson, L. B., & Goodson, L. A. (2018). *Online teaching at its best: Merging instructional design with teaching and learning research*. Jossey-Bass.