

## Provide Detailed Feedback on the First Assignment

Students often use the feedback they receive on their first assignment as a benchmark for your expectations. Therefore, in addition to making a rubric available to help students better understand your expectations, make an effort to offer more detailed feedback and opportunities to use that feedback to improve their work. This initial feedback and the opportunity to use your detailed feedback will impact the quality of student work on future assignments (Boettcher & Conrad, 2016). Students typically have questions, such as

- How closely do you follow the rubric?
- How much do you notice or count grammar mistakes?
- How much analysis or reference to research is sufficient?

### Tips for Providing Effective Feedback

- Balance positive and constructive feedback so that students know what they did well and what they can do to improve.
- Positive feedback should specify what the student did well in order to promote future usage of the practice.
- When asking students to write more or develop their ideas, propose clear, open-ended questions to help guide their thinking.
- Encourage students by using growth mindset cues to emphasize that they have the ability to improve their skills and grades through this cycle of feedback and revision. For example:
  - “Don’t worry about the grade on this one. Remember, this paper doesn’t count as much as the later papers, so if you support your ideas with evidence from the authors we’ve read on future papers, your grade will improve.”
  - “When you include a counter-argument, your papers will be even better.”
  - “I’m looking forward to seeing [the citations / your point of view / an example] about music therapy in the next one!”
  - “I look forward to reading your revised essay using the feedback I provided; remember all of us, even professional writers, use this process of revising.”
- Provide manageable amounts of feedback; prioritize feedback that will help them on future assignments.

- Use specific, clear and accessible language to help ensure your students understand the feedback terms you are using. For example:

Rather than:	Use:
derive	come from
contextualize	provide context or background information
salient	important

### Provide Feedback in Margins

For written assignments, give specific feedback using comments in the margins to help students know exactly what works well and what they need to adjust. For example, if you want them to add a citation or develop an idea, you can underline the phrase or sentence that needs development or support and put your comment next to it. It's a good idea to provide some positive feedback on the overall assignment to encourage students to keep reading. See the example of effective practice below.

Excellent job, Keishin! You did a great job of analyzing Kohn's arguments through the lens of your own experience.

#### Homework is Important, but Shouldn't Replace Reading for Fun

In "The Homework Myth," Alfie Kohn asks whether doing a lot of homework helps children take the initiative and get good grades. According to Kohn, there is no evidence that proves students who complete homework get better scores on tests than students who don't. He argues that school should let children use their imagination rather than make them do a lot of tedious homework that doesn't require imagination or creativity.

I partially disagree with Kohn because doing homework actually help me catch up with the class and understand subjects deeply. For example, If I learn something new in the class and teachers don't give me homework, I would not review it, so I forget it quickly. Repeating and reviewing what you have learned is essential for long-term memory, which is has been proven by a lot of research. I think it doesn't matter if homework requires children to just follow the direction, it helps them catch up with the class and go to the next step.

However it will stunt children's great imagination and creativity if school give them too much homework and they can't have time to play and are stressed out from the "busywork". Therefore elementary school should think about how much homework is ideal for children to be able to both catch up with the class and play vigorously.

Sarah Eisenst...  
11:38 AM Apr 1  
cite in APA format

Sarah Eisenst...  
11:32 AM Apr 1  
Can you cite a study or some research that we have read to support this idea?

Sarah Eisenst...  
2:52 PM Today  
Why do you think too much homework or stress can stunt creativity? And why is creativity important for learning later in life?

A positive note at the top encourages students to keep reading.

Specific questions and directions help the student understand what needs to be added or clarified.

Open-ended questions can help students think about and explain their ideas more deeply.

Although I think that homework is more important than Kohn says, I strongly agree with that reading is beneficial. I have loved reading since I was a child, and it helped me a lot with getting good scores in Japanese tests because I knew a lot of vocabulary and could read a lot of Chinese characters. It's because I was learning a lot of words from books even though I wasn't studying but enjoying. It wasn't until I took tests later that I realized I knew a lot of vocabulary, which means I was learning a lot of things effortlessly and naturally by reading books. However, I think it works only when you read books that you can get into or are interested in otherwise you read it mindlessly and get nothing out of it.

As a result, I think it's a matter of the amount of homework, and I can say, from my experience, it certainly helps children to some extent - but shouldn't take over their experience, or take away from time that they could spend reading for joy. |



Sarah Eisenst...  
3:37 PM Apr 4

Resolve



This is a great example of how/why reading for pleasure helps you learn!

Positive feedback that is specific helps students repeat what they did well in future papers.