

Aiding Students' Understanding of Written Feedback through Blogs

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Questions?

1. Are students *reading* the feedback on their assignments (e.g. discussion worksheets)?
2. Do students *understand* the feedback?
3. Do student *use* the feedback to improve their future assignments?

Goals

1. to have students read feedback
 - general feedback (blog)
 - individual feedback on writing (worksheet)
 - individual feedback on discussion skills (worksheet)

2. to have student decide which feedback was the most useful
3. to have students use the feedback to improve their future worksheets / discussions

Feedback Cycle

1. Classroom



2. Blog (general) & Worksheet (specific)



3. Blog

(assessing student comprehension)

★ *This feedback cycle is repeated three times during the semester.*

Instruction

- Before the start of each discussion, students are given instruction in a specific discussion skill and have a 20-minute controlled practice activity.
- Students receive 45 minutes of instruction on the first day of class on summary writing.

Feedback Cycle

1. Classroom

- a. Students lead discussions.
- b. General feedback given to students after each round of discussion (1-2 comments).
 - Students required to note down feedback in their notebooks.
 - Students required to include this feedback in the next round of discussions.

2. Blog & Worksheet

- a. Students read *general feedback* about discussions on blog after each lesson.
 - 1-2 positive comments on discussions
 - 2-3 comments on how to improve discussions and worksheets

Example of General Blog Feedback


November
30

Aogaku Oral English 1 / Nov. 30

Hi everyone,

Good work with your discussions!
Your conversational style was very good; you asked your group members for their opinions. For next week's discussions, remember these points:

1. When you pre-teach your vocabulary, make sure you have each member of your group pronounce each each. You need to know the pronunciation of a word to help you remember it.
2. Use English expressions to show interest when others are speaking.
For example, you can use these words: Yeah. / Uh-huh. / I see. / Really



b. Students read *individual and specific feedback* on discussion worksheet.

- Pointed out specific errors in summarizing and opinion giving.
- Gave specific comments on discussion skills based on classroom observation notes.

Feedback Comments on Discussion Worksheet

Summary

Japan's ranking had been falling in the triennial international academic survey of 15-year-old student by the OECD. In the PISA, Japan fell from eighth place in 2000 to 15th place in 2006 in reading, from first place to 10th place in mathematical literacy and from second place to sixth place in scientific literacy. But in the 2009 PISA, in which 65 countries and regions took part, Japan moved up to eighth place in reading, to ninth in math and fifth in science. Shanghai, the newcomer to the test, took the top position in all three fields. However, we cannot be complacent about the results of the test. The education ministry should rethink its approach and lessen the burden of individual teachers so they can help students develop interests, and learn the joy of thinking and studying.

well-organized main ideas.

Feedback Comments on Discussion Worksheet

In my opinion, I think the results...

Opinion need to directly state your opinion ↗

It is very blessed, I think. However, this problem involves the problem of achievement. This is so ordinary that I can't analyze it easily, but I should. Well, from the beginning, I can't understand why this data shows us now? This data is on 2009, it is old! I expect that writer wanted to compare with newest data soon. Achievement is used to use as a ruler of individual's value because it is very easy for judgement. However, it is partial, for example, a person's ability is various by a person. In addition, it is possible that results of tests compare with different test. Of course, reading literacy's test is different, So, this test has many problems. Education is very important for society and individual, we should choose the way of education, I think.

Need to
give your
opinion
directly
on the
results

What do you specifically think about these results?

Feedback Comments on Discussion Worksheet

Remember to attach your article to your response!

Worksheet

$3\frac{1}{2}$
5

Discussion

$3\frac{1}{2}$
5

- ⊕ great gestures + eye contact.
- good use of transitions

Total: $\frac{7}{10}$

- ⊖ need to have your group members give reasons for their opinions and comment on each other's opinions
- need to show interest when someone talks. (eg. I see / Yeah.)

3. Blog

- a. Students respond to feedback questions on the blog as homework before their next assignment.

Example:

Review the blog advice I have given you about your discussions and read through the comments on your discussion worksheet.

What are the three most important points you need to remember to improve your next discussion?

OE 2 Student Blog Comment Example #1



November 27th, 2010 at 10:11 pm

AGOE2-Fuyuki Says:

In my opinion, When I lead a discussion, I should remember that I try to become friendly, have eye-contact and enjoy. First, I have to be sociable, for example, although I talk fluently, it is meaningness that I don't want to communicate with audiences. In addition, I should discuss with consideration for their understanding. For this, I have to make sure that they understand other's opinion. Second, eye-contact is the most important for communication. That is helpful for understanding about audience's feeling. Finaly, I must talk happily. The more I enjoy communication, the more we discuss smoothly. This three point is very important. I have to make sure these arts.

IE 2 Core Student Blog Comment Example #2



November 16th, 2010 at 9:04 pm

IE2-Th-Aya Says:

I have some important points I need to remember to improve my next discussion. First, I have to correctly use connective words such as and, but, and so. When I wrote the last discussion worksheet, I used these connective words at the head of sentences. I knew that it was wrong, so I have to use them like "..., but ..." the next my discussion. Next, I should avoid overgeneralizations. It may be difficult for listeners to understand my opinion. I tend to say my opinions subjectively, so I want to say opinions objectively. Finally, I have to use more English expressions to show interest. If I use these expressions, my next discussion will go more smoothly. Therefore, I pay attention to these three points when I discuss the next time.

Types of Feedback

A. Discussion Skills Feedback

1. opinion giving expressions
2. concept-checking
3. turn-taking
4. transitional devices
5. giving examples
6. clarifying information / asking for repetition
7. paralinguage
8. asking follow-up questions
9. hedging / interrupting
10. body language / gestures

B. Writing Feedback

1. evaluation

- opinion & supporting evidence

2. synthesizing

- *How is this topic relevant to your life / to Japan?*

3. summary and opinion giving expressions

4. grammar

- coordinating conjunctions (e.g. and, but, so)

5. MLA style

Conclusions

1. Teacher:

- improvement on feedback comments (e.g. clarity and consistency)
- needed to repeat feedback

2. Students:

- Students read comments because feedback was included as a homework assignment.
- Students showed an understanding of the feedback through their blog comments.
- Final discussion worksheets had overall higher grades than first discussion worksheet.

Summary

- Teachers need to make sure students *read*, *understand* and *use* feedback.
- Teachers can assign students *blog activities* as homework to assess their comprehension of feedback.

Resources

1. Making your own blog

<http://edublogs.org/>

2. Making your own website

<http://www.weebly.com/>

3. Oral English, IE Core & Academic Writing

<http://ntakeda31.edublogs.org/>

October
1

Aogaku IE Core 2 (Thurs.) / Sept. 30

Welcome to IE Core 2!



It was really great to meet everyone in yesterday's class. I really appreciated your participation when you did pair and group work. **However, please remember to use only English in class.**

Blog Postings:

Some of you contacted me last night that you could not see the blog posting. Please don't panic. I usually complete the postings either late Thursday night or Friday morning. Make sure you check our course blog posting (Aogaku IE Core 2 / Thursday). Do not check the IE2 course on Tuesday. That class has a different schedule.

Syllabus:

In the first part of our class, we had a "Find Someone Who..." introduction activity and then went through our fall syllabus. I will upload our course information in the "Pages" section by the end of the weekend. If you forget our schedule, you can click on "**Aogaku IE Core 2 / Thursday**" for the information.

We will have a lot of work to do this semester, so make sure you manage your time so that you have enough time to complete your assignments.

Speed Discussion:

You also participated in your first speed discussion activity.

PAGES

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Thank you!

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