

Reimagining Course Design: Leveraging Feedback To Improve the Online Learner's Experience

July 16, 2020

Housekeeping

- Discussion for ~40 minutes.
- We will break every 10 minutes for 2 to 3 questions from participants.
- We will reserve time for questions and feedback and the end.
- Don't be shy!
- Registered participants will receive a follow up email with a link to this presentation.
- A recording will also be available at [D2L.com/webinars](https://www.d2l.com/webinars)



Assessment drives the curriculum.



- Identify improvements + mark progress
- Diagnostic information about misunderstandings
- Guides decisions about how to adjust instruction
- Guides a student's decisions about how to revise their work and adjust learning processes

Effective feedback (Andrade 2016)

- Focuses on the tasks and learning targets in a detailed and narrative manner, not simply evaluative and graded
- Delivered in a way that is supportive and aligned with the student's progress
- Delivered at a time when a student can benefit from it
- Delivered to a receptive learner who has the self-efficacy needed to respond

Andrade, H. (2016, unpublished). *Classroom assessment and learning: A selective review of theory and research*.

Paper commissioned by the Committee on the Science of Practice and Learning, National Academy of Sciences, Engineering, and Medicine, Washington, D.C.

Dr. Erin Crisp

- AVP of Innovation at Indiana Wesleyan University
- The hub of institutional spokes that include instructional design, faculty enrichment, strategic program launch, and employer partnerships.
- Doctorate in instructional systems technology from Indiana University (Go Hoosiers!)
- Research interests include feedback processes, adaptive learning, program evaluation, assessment, instructional implementation, design theory, and learner-centered design.
- Invited keynote speaker and presenter
- Awarded Best Graduate Student Research Project from the Online Learning Consortium in 2018



Why study learner feedback?

Instructional Designers

When we have to prioritize time and resources, which variables have the greatest impact?

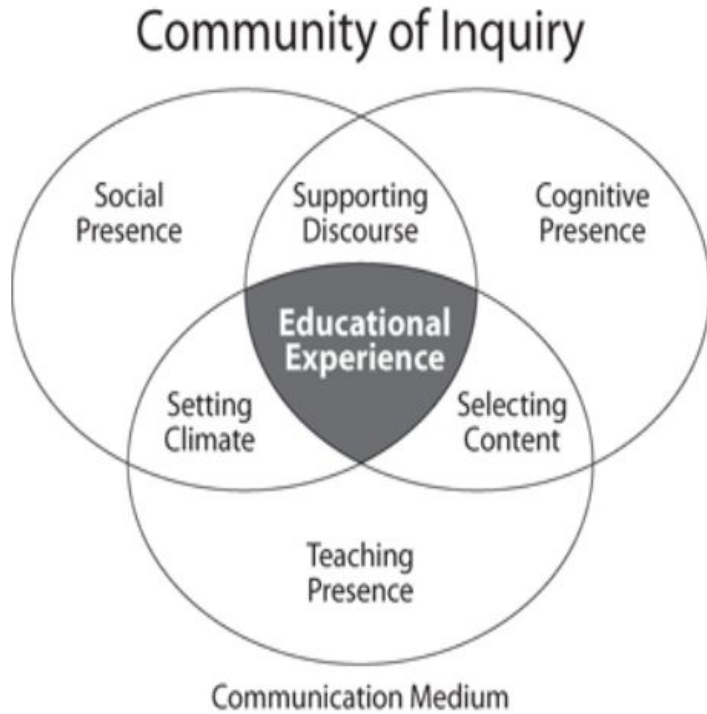
Academic Leaders

When we are monitoring online course quality, are there variables that could provide early warnings of problematic course design and/or faculty development needs?

Instructors

When we want to improve learner satisfaction and achievement, what actions should we prioritize?

Research model, methods, procedure



DIMENSIONS OF THE LEARNER'S FEEDBACK EXPERIENCE

Timeliness	Assignments are provided within 7 days of submission, and learners' questions are answered in 24-48 hours. The claim is that timely feedback is best.
Frequency	The number of feedback interactions between the learner and either peers or the instructor. The claim is that in the design of a course, higher frequencies of feedback are best.
Distribution	The extent to which feedback interactions are dispersed across the weeks in a course. The claim is that distributed interactions are best.
Individualized Content-specific	The feedback is specific to the individual learner's goals, strengths, needs, or questions; it either provides the learner with next steps to correct misunderstandings or prompts the learner to extend their learning in some new and novel way. The claim is that individualized and content-specific feedback are best.

Key findings

- Positive correlation between Individualized, content-specific feedback and standardized posttest assessment scores.
 - Pearson correlation = 0.17*
 - Sig. (2-tailed) = 0.01
 - N=206, * $p < 0.05$
- Positive correlation between the amount of individualized, content-specific feedback a student receives and the ratings they provide to instructors on all 8 EOC survey questions.
 - Q2, Q8 & Q9 at $p < 0.05$
 - Q3-Q7 at $p < 0.01$

Questions?

Please submit questions using the Q&A button



Recommendations for Instructors and Instructional Designers

Challenges for Instructors:

- Time consuming
- Learners don't read it or use it



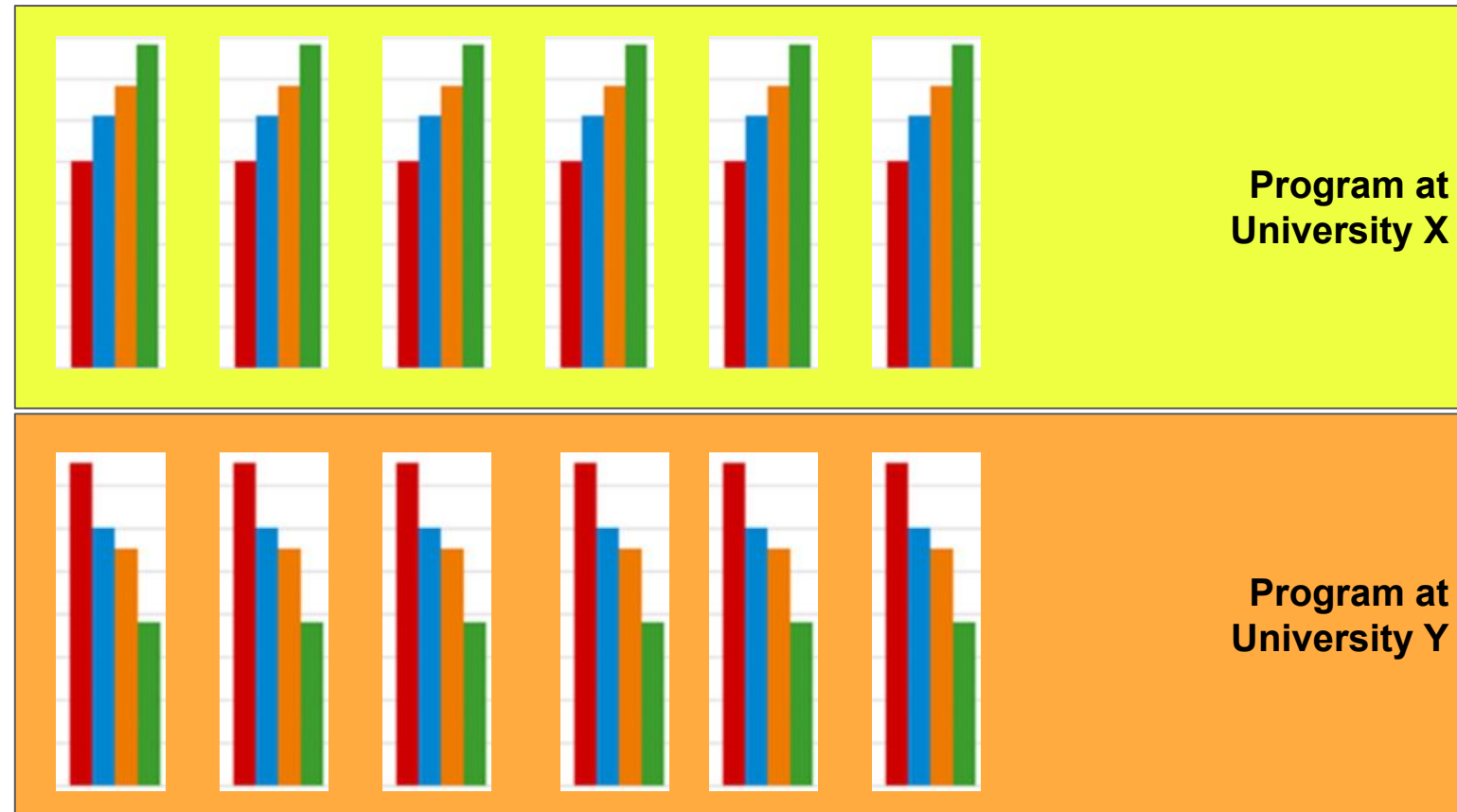
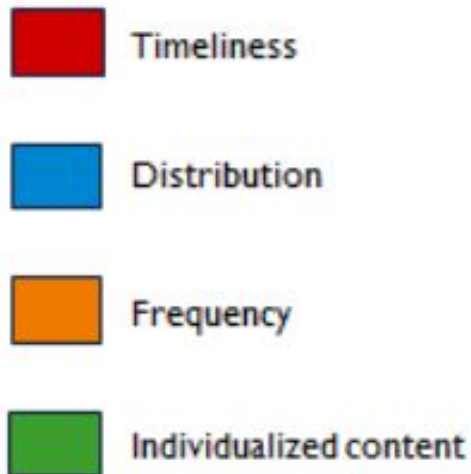
Course Design Tips

01	Require a pre-submission round of feedback	<ul style="list-style-type: none">• Learners submit a draft for peer and/or instructor review 2 weeks before final.• Require learners to incorporate feedback-based changes in their final version.• Learners provide a brief description around their use of the feedback.
02	Consider instructor grading workload	<ul style="list-style-type: none">• During heavy instructor grading weeks (after a big submission) plan independent learning activities.• Examples- Adaptive learning technology, group work, eLearning modules
03	Create a bank of content-specific feedback comments.	<ul style="list-style-type: none">• Learners have similar weaknesses, so capture your responses and reuse them.• If several instructors use the same assignment, create a shared doc and add to it collectively.• Copy/paste while you grade, and then personalize the comment (see #4).
04	Connect with individual learners in assignment feedback.	<ul style="list-style-type: none">• Use course introductions or bios to jot down a few personal details for each student during the first week, and add to it throughout.• Connect these personal details (program, geographic location, job, etc.) with your feedback on students' assignments in an authentic way.
05	Unless you are an English instructor, focus your feedback on the discipline/content.	<ul style="list-style-type: none">• Focus your feedback on readability and audience appropriate messaging instead of grammar rules and APA/MLA.• Align your feedback to the learning outcomes and/or the rubric criteria.

Leveraging Learning Analytics

What if...

“Regarding the conundrum of measuring and monitoring online course quality, most current practices are lag measures at best and inconsequential at worst.”

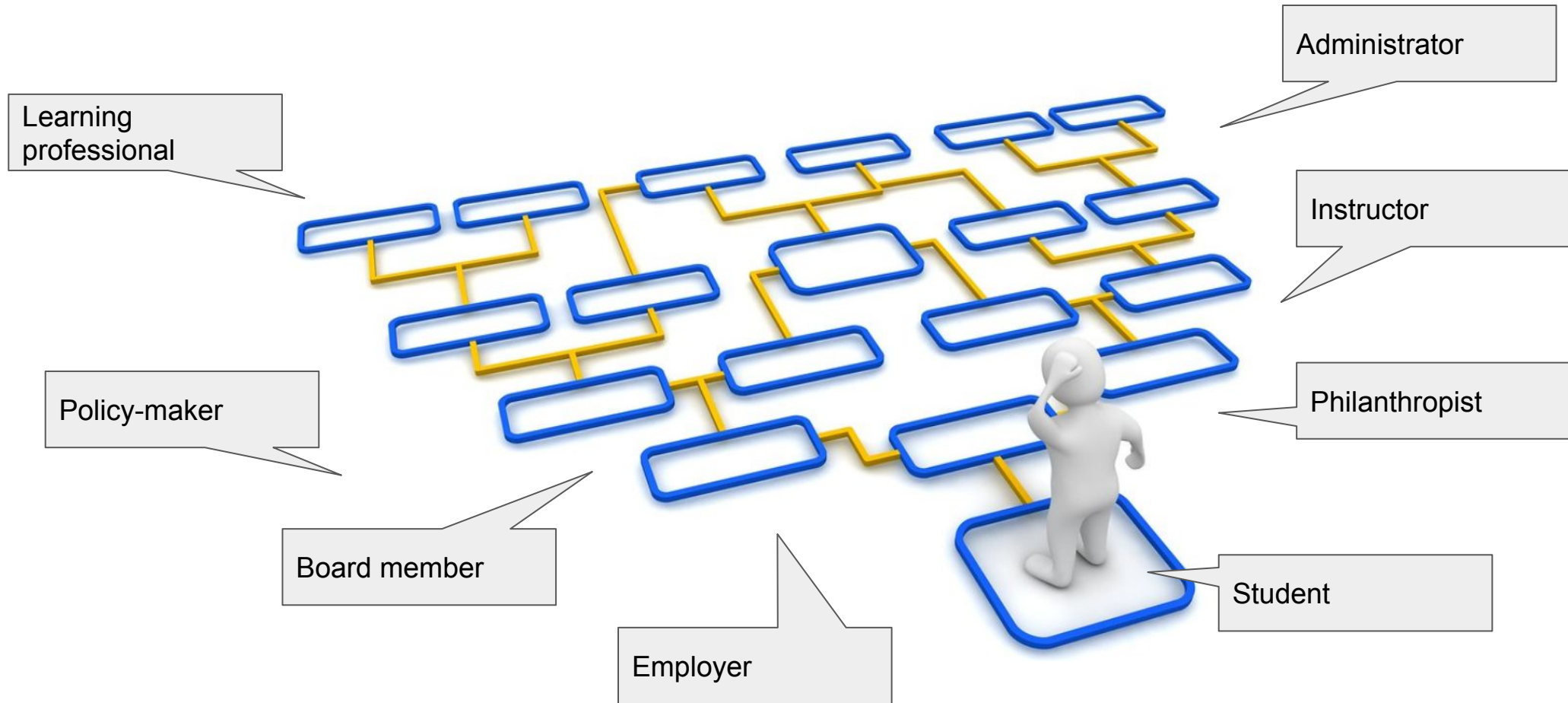


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Measuring Quality in Online Learning



Learners, Grantors, Accreditors

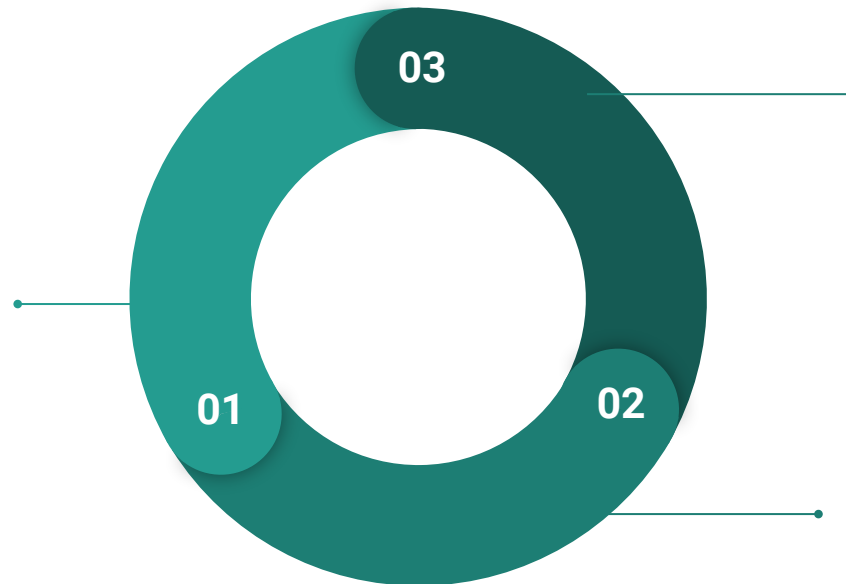
What if...

“Tell us about your learners’ feedback experience statistics.”

- What is your the average turnaround time on human-assessed learning?
- What is your ratio of individualized/content-specific feedback instances to learner assignment submissions?
- Do you have these data disaggregated by race/ethnicity, gender, SES?
- Student: “How many times will I hear from a human instructor in my coursework, on average?”
- Student: “How do you ensure that learners have meaningful opportunities to engage with peers? What are your metrics around that?”

Key Takeaways

Individualized and content-specific feedback is essential for effective student learning experiences.



Leveraging data analytics around the dimensions of feedback, leaders could have better real-time insight into opportunities to improve student learning.

Course design can impact the extent to which students receive and use feedback.

Questions?

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Thank you!



For more information about Brightspace contact us at HigherEd@D2L.com