

## The What, When, Where of Feedback | Mapping feedback strategy to course calendar

### Step 1:

*To help you strategize your feedback, take a look at a course calendar for a writing intensive or writing-enriched course you teach. Consider these questions to get a sense of your existing approach/strategy.*

- **Is my feedback nested within repeated practice and performance opportunities?**
  - Do I assign multiple drafts?
  - If so, am I using *formative* feedback on initial drafts and then asking students to revise?
  - Am I using *summative* feedback on final drafts?
- **Am I giving too much feedback?**
  - Is the scope of my feedback focused (e.g., for this draft, I'll only look at X and Y)?
  - Is the feedback segmented (e.g., I will point out issues in this paragraph, you do the rest of the paper)?
  - Am I cycling feedback between individual and group (e.g., my feedback & peer-feedback)?
  - Am I using multiple feedback mechanisms (e.g., peer-review, rubric, summative comments, video comments)?
- **What am I requiring students to do with my feedback?**
  - Can I ask students to use track changes to show how they have used the feedback?
  - Can I ask students to add comments to show where they have used the feedback?
  - Can I ask students to present written reflections based on the feedback?

### Step 2:

*Highlight all of the places on your calendar where students are submitting initial or final drafts of assignments and other pre-writing/process-based writing exercises or activities that lead up to a first or final draft.*

### Step 3:

*In the margins besides each place on the calendar that you highlighted, write a note for yourself identifying the following three things:*

- a) what outcome you'll focus on in that draft and why;*
- b) what type of feedback you'll give (summative/formative/peer/rubric and why);*
- c) what you'll ask students to do with the feedback*