Lunch with EDNA: Meaningful Feedback for Learning

[Link to the video recording of Marjorie's presentation](#)
[Marjorie's slides](#)

[Chat responses to Marjorie's questions during the session](#)
[Resources linked in Marjorie's PowerPoint throughout the presentation](#)
[Additional interesting and useful resources](#)

Chat responses to Marjorie's questions during the session

Question from Marjorie's slide:
Are my learners using my feedback to make sense of information about their performance and to enhance the quality of their work or learning strategies?

Responses in the Chat:
- Yes, but I also structure assignments so they can use the feedback in the near future
- I find recently, learners are so focused on grades they skip over any other feedback
- When we give them the opportunity to resubmit work, they are using the feedback.
- I find that in person feedback I give is easier to gauge than the usefulness to them of the feedback I give in assignments.
- I think we also need to make students aware that their good feedback will help them learn better
- Yes, but I also give exclusively formative feedback before an assignment , so when it's time for grades, they're used to it
- I am here to learn how to give less.
- Scaffolded feedback, useable chunks, give a reason to incorporate the feedback - these are all things I think about.

Question from Marjorie's slide:
Is the feedback you deliver targeted, succinct and does it build throughout the course?

Responses in the Chat:
- I think it's important to identify high priority concerns, so you don't end up overwhelming students with too much feedback. A couple of items should be enough
- Yes - also, if there are non-negotiables, then state those as "must haves". This saves time "marking" things you expect to be there. What can be "tight" and what can be "loose"....

Question from Marjorie's slide:

How ready/able are your learners to access, understand and use your feedback?

Responses in the Chat:
- After I give back assignments, I ask students in class to share the feedback that surprises or helps the most.

Resources linked in Marjorie's PowerPoint throughout the presentation

- [Formative assessment: Why and how to use it in post-secondary education](#) (Blog post from Lethbridge College instructor, Jude Bialik)
- [Dr. David Boud, National 3M Teaching Fellow](#) (Video [4:55] of Dr. Boud's self-delivered introduction for the International Federation of National Teaching Fellows Symposium, 2021; his presentation focused on student learning and developing students' capacity for learning.
- [Dr. David Boud](#) (Links to Dr. Boud's publications)
- [Teaching students to use feedback: A step to deeper learning](#) (Article from Maika J. Yeigh, EdD, in Faculty Focus newsletter). Faculty Focus is a very informative newsletter/website that publishes three articles each week written by instructors, teachers, and instructional designers.

Additional interesting and useful resources

- [How students perceive feedback](#) (Article from Dr. Maryellen Weimer in Faculty Focus newsletter).
- [Using peer review (peer evaluation, peer assessment) in the classroom](#) (Resource website from UBC).
- Marie, J. A. (2016). [Student views on the value of feedback](#). *Journal of Education and Training Studies*, *4*(6).
  - Student views on the value of feedback: "I show that the students studied valued feedback most where they could see the possibilities for using it to improve future work: through a clear linkage between coursework and exams, the coursework being of sufficient weighting and the students appreciating that it can be used to improve. I argue that the students studied would have benefitted from more education about the value of feedback and how to use it productively. Further research is required..."