FROM FEEDBACK TO FEEDFOWARD

Course Design Principles And Practices To Increase Student Success And Decrease Instructor Workload

Patrick Dempsey, EdD, MBA
Director of Digital Teaching & Learning
Loyola University Maryland
AGENDA

1. Differentiate between feedback and feedforward

2. Recognize course elements that limit the ability for instructors to provide quality feedback

3. Create feeding cycles to improve student satisfaction/success and decrease instructor workload
1. Differentiate between feedback and feedforward
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FEEDFORWARD
before

FEEDBACK
after
What is the purpose of negative/positive feedback?
FEEDBACK

1. Differentiate between feedback and feedforward

- **negative feedback**
  - corrective
  - control
  - avoid failure

- **positive feedback**
  - directive
  - propel
  - amplify success
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  - corrective
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  - directive
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**FEEDFORWARD**

before
- corrective
- control
- avoid failure

**FEEDBACK**

after
- directive
- propel
- amplify success
2. Recognize course elements that limit the ability for instructors to provide quality feedback.
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What is the biggest obstacle to giving feedback?
2. Recognize course elements that limit the ability for instructors to provide quality feedback.
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This assignment was due on Sunday. It was supposed to be 3 pages long . . .
For your synthesis, it would have been helpful to include at least two competing perspectives...
It would have been interesting to see you connect this concept of . . . to the lessons from last week related to . . .
Your discussion of complexity theory was quite informative. Last week you wrote about amplifying feedback. Check out this recent article that discusses . . . Also, look at the post by Fakomi, he discusses this same issue from the perspective of . . .
2. Recognize course elements that limit the ability for instructors to provide quality feedback.

- **Logistical**
  - instructions
  - expectations

- **Content**
  - general
  - specific

- 
- 
- 

[[Diagram]]
What features of a course limit the ability to provide specific, individualized feedback?
2. Recognize course elements that limit the ability for instructors to provide quality feedback.

**CHALLENGES**

- **COURSE ORGANIZATION**
- **CLARITY OF INSTRUCTIONS**
  - SPECIFICITY OF EXPECTATIONS
- **(MIS)USE OF TOOLS**
### APPLICATION

2. Recognize course elements that limit the ability for instructors to provide quality feedback

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Logistical</td>
</tr>
<tr>
<td>Student Name</td>
<td>Instructions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Total/Average</th>
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- COURSE ORGANIZATION
- CLARITY OF INSTRUCTIONS
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- (MIS)USE OF TOOLS
3. Create feeding cycles to improve student satisfaction/success and decrease instructor workload.

COURSE ORGANIZATION

CLARITY OF INSTRUCTIONS
SPECIFICITY OF EXPECTATIONS

(MIS)USE OF TOOLS
Consistent layout across courses is the #1 predictor of student satisfaction in online courses.

Recommendations to a community college after being denied accreditation:

student-centered standardization and consistency across the college’s academic online offerings.

- Module length
- Module structure
- Module flow
- Due days
- Document layout
- Document appearance
- Submission requirements
- Vocabulary

Abott et al., 2018
Liu & Dempsey, 2019
3. Create feeding cycles to improve student satisfaction/success and decrease instructor workload.
1) use objectives to drive learning

2) use instructions to direct learning

3) use instructional statements to define learning

4) use feedback to develop learning
1) use objectives to drive learning

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### Shaping Your Research: Identify a potential research topic and create a research question.

**Snapshot**
50 points
Initial Post due by Thursday, 11:59 PM ET
One Peer Review due by Sunday, 11:59 PM ET

**Format**
Title your post with your preferred name and a few words describing your topic.
(e.g., Patrick, Parental Engagement)

**Initial Posting Guidance**
1. Add a new discussion topic.
2. Organize your initial post with the following:

**Topic**
a. Identify the topic you are interested in researching.
b. Describe the topic you are interested in researching.

**Gap**
a. Describe what information you believe is not yet known about this topic.
b. Predict what new information you hope to discover from your research on this topic.

**Access**
Identify the participants you plan to invite to participate in this study.

**Instrument**
Describe how you plan to gather data from your participants (e.g., using an existing instrument, a survey you created, interviews, observations, etc.).

**Research Approach**
a. Identify the research approach you are considering for this project.
b. Justify your selection of this approach.

**Research Question**
Create a research question for your topic.

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**Peer Review Guidance**
1. Respond to one peer.
2. In your response, take the role of a critical reviewer to help strengthen your classmate’s proposal.
3. Organize your response with the following:

**Topic**
Describe how your peer could clarify, refine, or narrow their topic to make their research more focused.

**Gap**
Explain whether your peer has identified a legitimate gap in knowledge on the topic.
   - If they have, identify one new thing this research will help educators understand.
   - If they have not, explain how your peer can think differently about their topic to identify a more meaningful gap.

**Access**
Explain whether your peer has identified an accessible sample for their research.
   - If they have, explain why this sample will be appropriate for their research.
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**Research Approach**
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**Research Question**
Rewrite your peer’s research question to include ideas you have for improvement or some of the suggestions you made in your review.
1) use objectives to drive learning

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     - Rewrite your peer’s research question to include ideas you have for improvement or some of the suggestions you made in your review.

**Q:** What is your research question?

**A:** The question that will guide my research project.

**Q:** How did your peer do creating a research proposal?

**A:** Pretty good.
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OLC 2021

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