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Responding to Writing by Responding to Learning by Giving Effective Feedback

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Carol Damgen

A Reflection to
Responding to Writing by Responding to Learning
by Giving Effective Feedback

The goal of this workshop for me as an educator, is to facilitate improvement in the learner's writing submissions. We want our students to rethink and revise their assignments based on feedback. However, how that feedback is given and applied may create confusion and cause the building of walls, rather than a pathway to success.

How feedback is given is crucial in student centered learning. It is important to be clear on what works and what needs work. Simply stating that a submission is incorrect or lacking, is not tangible. Creating the environment of being a coach to your students may offer the opportunity for guidance which supports rather than defeats. One way we can uphold improvement in learning, is to focus on a few goals the student can address. However, what can make this journey more accessible and doable, is to lift the learner up, by communicating what their specific strengths are and build from there.

Let your student know they are on the right track, for example "here is where you were successful", "in this passage, you were very clear on what you wanted the reader to understand". Beginning all feedback with positive reinforcement allows constructive comments to be heard and comprehended with a more balanced and welcomed understanding.

Carol Damgen

Giving your students a few areas to address, focusing on a hierarchy of what is working such as: the title of the paper, introduction and topic sentences, can create the willingness of strengthening the papers transitions and conclusion easier to master. How we can address this behavior in a more decisive manner, is to provide feedback based on positive reinforcement. By providing the learner with higher order issues, stating what is effective in their writing and what needs further clarification, allows the learner to have clarity and ability in their corrections.

As an educator, I appreciate the opportunity to learn a new approach in addressing my students writing. Allowing the learner to revise and rethink, facilitates improvement, sharing the gift that keeps on giving.