

## Improving Student Outcomes: A Framework for Effective Oral Feedback

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**Abstract.** “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative” (Hattie & Timperley, 2007, p. 81). However, finding time and developing an approach for structured and quality feedback often proves problematic. Providing feedback may seem valueless if students do not interact with it, thus we developed the 5R+ feedback method as a solution using VoiceThread as the platform.

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### Introduction

“Learning isn’t about consuming content. Learning is about applying content, repeatedly practicing, and receiving feedback from an expert. In other words, practice + feedback = learning” (Haines, 2016, para. 3). Learning is a continual process for teachers and students alike. With this attitude in mind, the authors have ventured down a road to discovery of what best practice truly entails for spoken English tasks and feedback. This journey led to a proposal and presentation at MIDTESOL. The MIDTESOL presentation had two foci: using research to improve teacher oral feedback, and using a feedback method to more deeply involve students in the learning process. Their interest in oral feedback piqued when they both taught a low-intermediate Level 2 Listening, Speaking, and Grammar (LSG2) course in Spring 2017.<sup>1</sup> Buchheit’s initial interest in feedback was stimulated by her VoiceThread Certified Educator capstone project. VoiceThread is a “multimodal asynchronous computer-mediated” communication tool that can be used in various ways. VoiceThread itself is a platform for students to either respond to a prompt or create their own content within a communicative framework, easily lending itself to teacher and peer feedback (Dugartsyrenova & Sardegna, 2017, p. 61). VoiceThread’s training emphasizes the need for and value of quality feedback. Comparing the way that her students were using VoiceThread (VT) and the way that VoiceThread was suggesting feedback be used, Buchheit came to three conclusions:

- Although the students were completing their assignments on VoiceThread, their involvement was cursory.

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<sup>1</sup> Low-intermediate Level 2 roughly corresponds to level B1 in the Common European Framework of Reference for Languages (CEFR B1).

- Students were reluctant to return to VT to listen to her feedback, which seemed a waste of VoiceThread’s potential, as well as a waste of any teacher’s effort to give meaningful feedback.
- When she heard herself introduce her own feedback by describing one student’s 3-sentence summary as “pretty good,” she realized that she needed to make changes not just in student engagement, but also in her own.

Teachers do not work in a vacuum at the Applied English Center (AEC). Clark, a colleague at the AEC and coordinator of the LSG2 course, joined Buchheit in exploring existing research to gain more insight from published literature on feedback and to make their feedback more robust. It is from here that the process of developing a solution to fix a problem and practice reflective feedback turned into an ongoing action research project.

Although the authors’ focus was on the giving of oral feedback on VoiceThread; they were not using oral corrective feedback (Brown, 2016; Lyster, Saito, & Sato, 2013; Yang, 2016) or corrective feedback” (Lyster & Ranta, 1997) as it has been traditionally defined in research. (See Appendix H for targeted criteria.<sup>2</sup>) The authors’ goal was to measure the ability to meet the contextualized Student Learning Outcomes (SLOs) versus providing remediation on incidental language mistakes; the goal was to comment on content. Corrective feedback, such as: “recast, explicit correction, elicitation, clarification request, metalinguistic cue, and repetition, as well as target linguistic foci (lexical, phonological, and grammatical errors)” (Brown, 2016, p. 436) was not the target of this action research.

The authors use VoiceThread as a medium for providing feedback on content, with reference to problematic linguistic errors, only if said salient errors impede communication about the content. It is also important to note that VoiceThread is asynchronous online communication, which differs significantly from classroom feedback as provided in other research contexts (Brown, 2016; Lyster & Ranta, 1997). Asynchronous communication has, by definition, a time gap between response and feedback. These distinctions are critical because the feedback that the authors strive for is tied to clearly defined learning outcomes; it does not focus on incidental grammar errors or mispronunciations. That said, our VoiceThread feedback may indeed target specific linguistic foci, but only when those foci are the defined learning outcomes.

## Problems

### Identifying the Problem

As is common with most action research, the problems surfaced naturally within an assignment. This assignment highlighted four unique problems with feedback for both student and teacher.

First, the listening and speaking assignment that triggered their interest was a new addition to listening logs: an oral summary. The intention of this addition was to add listening comprehension to the traditional note-taking aspect of listening logs. It proved quite challenging for students who struggle with identifying main ideas and differentiating between main and supporting ideas. With this challenge, came another challenge for the teacher—to provide more feedback on the task.

Problem two was an overall lack of engagement with the task from the students. Students had a “one-and-done” attitude toward their oral assignments, which demonstrated their under-engagement with the task. One reason for this was a lack of clear direction. “Absent a learning target, students will believe that the goal is to complete the activity. When students believe that *finishing* rather than *learning* is the

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<sup>2</sup> Appendices were handouts given to attendees of MIDTESOL 2017 with the exception of Appendix F and Appendix G.

goal of their effort, acting on feedback about [specific learning targets] may be regarded as more work, not an opportunity for learning (Chappuis, 2012, p. 37). It was also unclear whether students were using the feedback given on the oral summaries as they continued making similar mistakes for each listening log. Additionally, VoiceThread does not provide a way to monitor students' observational participation. It is possible that students were listening to teacher feedback, but were continuing to struggle with the task; therefore, finding a better way of tracking student engagement with feedback seemed necessary. Nonetheless, there was no clear mechanism to ensure that students were engaging with feedback.

Problem three was the quality of teacher feedback: the realization that the onus did not lie solely on the students. Students deserved clearer, more targeted feedback. The students could not be expected to improve without understanding how to improve; without it, feedback was at best impeded.

Finally, students are themselves a valuable learning resource. They were neither learning from nor teaching each other. Students, no matter their language ability, are able to provide feedback to their peers with proper scaffolding and instruction on feedback. Empowering students "with regular opportunities to give and receive peer feedback enriches their learning in powerful ways" (Sackstein, 2017, p.4)", ways that we were not utilizing. It was at this point that the authors realized that all four problems fell into two distinct groups: how to improve teacher feedback and how to improve student engagement.

### Improving Teacher Feedback.

Providing feedback to students, corrective or otherwise, is a necessary part of teaching. According to Hattie and Timperley (2007), "feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (p. 81). However, providing feedback is a time-consuming activity, so it is imperative that the feedback be clear and effective in order to ensure that the impact be positive.

Yet, the authors found that when they listened to their own feedback to students, the feedback varied from long explanations, short judgements ("nice work"), or something in between. Identifying ineffective feedback led to more questions about the best way to provide quality feedback. After consulting existing literature, one particular reading was influential in establishing a framework for giving feedback—Hattie and Timperley's (2007), article on the power of feedback. It was this article that helped support what the authors had already discovered—trite comments were ineffective. While it is obvious that vague feedback is unhelpful, Hattie and Timperley (2007) posit four categories of feedback (see Figure 1 below). For a full handout of this figure, see Appendix A.

Feedback on Task	Feedback about Processing of Task	Feedback about Self Regulation	Feedback about Self
<ul style="list-style-type: none"><li>• Comment on whether the response to the task is correct or not.</li><li>• "The goal of the assignment was to record a three-sentence summary. I heard one."</li></ul>	<ul style="list-style-type: none"><li>• Comment on deeper learning processes--critical thinking instead of discrete tangible items.</li><li>• "Your presentation topic is on jazz. Have you thought about the origins of jazz?"</li></ul>	<ul style="list-style-type: none"><li>• Comment on their ability to self assess</li><li>• "You said that you want to work on your fluency for your next presentation. Reflect on your success."</li></ul>	<ul style="list-style-type: none"><li>• Comment to student only</li><li>• "Great effort!"</li><li>• "You're such a good learner."</li><li>• "Nice job!"</li></ul>

*Figure 1. The Focus of Feedback: Four levels.* Clark, E. & Buchheit, C. (2017). Adapted from Hattie, J. & Timperley, H. (2007). *The Power of Feedback. Review of Educational Research.* 77 (1). pp., 81-112.

To summarize these four levels: the first three types of feedback are “aimed to move students from task to processing and then from processing to regulation [which are] most effective” (Hattie & Timperley, 2007, p. 91). The first category is feedback on the task itself—how well the students performed on the task. The second focuses on how the students processed the task—how well they thought critically about the task and addressed gaps in learning or room for growth in this area. The third type is feedback about a student’s goal or plan. Here the teacher simply addresses whether the students have accomplished what they wanted to accomplish. The last type of feedback is simple praise although feedback about self is ineffective for bolstering learning for several reasons. It typically fails to address the SLO tasks, to improve student involvement with those tasks, and to inspire the setting of challenging goals. Finally, this type of feedback is usually disregarded or discouraging as it could encourage comparison to peers (Hattie & Timperley, pp. 96-97).

A better understanding of what makes feedback ineffective led the authors to reflect further about their own feedback, endeavoring to limit feedback about self and make all feedback specific. This discovery validates more than simply divorcing feedback from a grade; it exposes the importance of divorcing performance from self and self-worth. This discovery was further supported by O’Connor (2011, pp. 108-109), who argues for the practice of separating grades from feedback. Using O’Connor’s (2011) idea of separating grades from feedback, Buchheit developed a method (5R+) for delineating a systematic process for students and teachers to follow in order to address the problem by making feedback more effective.

### **Discovering a solution**

#### **Solution: Development of the 5R+**

The 5R+ is a multi-tiered feedback method created to engage students more deeply with their own learning, particularly with oral assignments. The following is an overview of the development of 5R+ as well as a description of each step in detail.

## The Approach to 5R+ Feedback

### 5R+ FEEDBACK RESPONSE METHOD

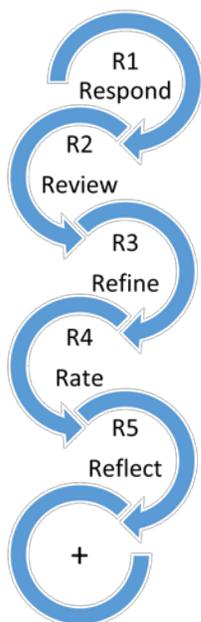


Figure 2. The 5R+ Feedback Response Method.

The authors have been developing this method as an approach for setting up a spoken summary task. They use it to support several curricular objectives in their speaking, listening, and grammar (LSG) classes, particularly with listening log assignments. With listening logs, students watch videos, take notes and record a short summary of the video on VoiceThread, addressing several course objectives simultaneously. At Level 2, even the most proficient student continues to struggle with identifying main ideas and details. Thus, the primary purpose of 5R+ is to engage students more deeply in meeting those objectives. In fact, because this is its primary purpose, this method is not limited to a speaking/listening curriculum.

Moreover, this method is useful even if it is not used in its entirety. For example, in an LSG2 course, a VT assignment would typically start with a prompt, followed by a student response (R1), a teacher response (R4) and score (posted in Blackboard, but not included in feedback). After teaching students how to give feedback (see Appendix D), a teacher might add in peer-to-peer feedback (R2). The final steps added are student response to peer feedback with revision (R3), and student reflection on teacher feedback (R5), ending with the teacher responding to a student's reflection on how the student will improve on future tasks. Each step is flexible, depending on the purpose of the activity. For example, for some classes peer response might ask students to review their own response and analyze one or more particular facets of the response (whether for an LSG class or Reading/Writing/Grammar (RWG) class (T. Hirata-Edds, personal communication, October 2017). An adaptation of 5R+ is now being used in the Level 2 Grammar Support class, where the focus is on six verb tenses. Here students respond (R1), and review in R2; however, in R2 they listen to their own recording, write down all their verbs, and analyze the accuracy of forms and tenses, instead of giving peer-to-peer feedback. The remainder of

the steps stay the same. Students might do the same in a RWG class, by uploading their written assignments to VT, if oral feedback is the teacher's choice, or by employing 5R+ with written feedback about targeted content. Either way, in both these situations, students are required to think more critically about their use of English, engage more deeply with their course objectives, and communicate their own learning.

### A More In-Depth Look at Each Step

It is important to note that just providing feedback at the end of a completed task is insufficient for aligning the learning process to assessment. Before approaching the 5R+ system, teachers must consider what conditions are needed to set up the task in preparation for providing feedback. According to Chappuis (2012), three conditions must be met before feedback is given. First, students need to understand what they will learn. Second, learning activities and learning outcomes must align, and students must understand the relationship between the two. Third, assignments and assessments must be designed so that the results of both reveal to students what progress they have or have not attained regarding SLOs (p. 37).

#### **R1: Respond.**

A teacher assigns a task and the students respond accordingly to accomplish the task. This is step one. Yet, before the task even begins, an overall goal of the assignment, instructions, and scoring needs to

be clear; these can be included in the VoiceThread as well as the associated rubrics. This is especially critical when using a multi-step feedback method. “Essential to feedback is goal-setting, making criteria and rubrics clear and understood and evaluating where a student is in relation to these” (Lenihan, 2015, para 2). Thus, it is important for teachers to remember that students need clear goals and explicit rubrics in order to understand, before starting assessments, what objectives students are expected to demonstrate.

### **R2: Review.**

In order to perform this step, students need access to other students’ recordings. This is easy to navigate using VoiceThread. This step asks students to think critically about their assignment and to analyze a peer’s oral report. To improve student understanding of this step, Clark created an informational worksheet to teach students how to give positive feedback (see Appendix D). This step is part of the assignment. Students are required to review one classmate’s response, but they can listen to and learn from any of their classmates’ responses and/or reviews.

O’Connor (2011) argues that peer and self-assessments in formative activities allow students to practice the skills of self-assessment and to deepen their understanding of the conditions of quality (p. 127). Clark also developed a rubric (see Appendix E) to help teach LSG2 students how to give and benefit from feedback. The authors refer to research, as well as their own experience, which demonstrates that, “[s]tudents can learn how to monitor their own progress and how to communicate that progress to others” (O’Connor, 2011, p. 126).

### **R3: Refine.**

While the authors believe this step is critical, this step could be skipped due to time constraints. It allows students to improve their initial recording based on various factors such as: a) exposure to classmates’ responses, b) a classmate’s feedback, or c) new understanding of the assignment or content. Students are told not to delete their first recording, but instead to re-record. This allows the student to demonstrate developing skills. “Whether students engage in error correction strategies following error detection depends on their motivation to continue to pursue the goal or to reduce the gap between current knowledge and the goal” (Hattie & Timperley, 2007, p. 93). Over time, the authors have found that students welcome this step as soon as they realize that it allows them to improve their work without any grading penalty.

### **R4: Rate.**

After creating a VoiceThread, complete with instructions and rubric, this is the first interaction that the teacher has with the students’ work. Oral feedback in this step focuses on the student’s response, addresses the rubric components, and gives more targeted suggestions on what to improve versus the correct answers. While the grade would be completed at this point, the grade is not included in the feedback; in fact, ideally, students do not see their grades until after the feedback has been given (O’Connor, 2011).

Hattie and Timperley (2007) have much to say about effective feedback relevant to R4, teacher feedback (see Appendix B). Teacher feedback needs to be clear, purposeful, and meaningful. It needs to be compatible with students’ prior knowledge and to provide logical comments. In addition, it needs to be clearly directed to the task and not to the self (p. 104). Using cues in feedback is most effective when it assists students in rejecting erroneous hypotheses and provides direction for information searches or task strategies (p. 93).

### **R5: Reflect.**

This step has two purposes: a) It asks students to recognize strengths and weaknesses and to set goals for what to improve and b) It ensures that students listen to the teacher’s feedback. Formally

including a step for reflection, which is widely supported by research, reinforces its value to student achievement. Stiggins & Chappius (2008) argue that “profound” improvement is possible, particularly for lower proficiency learners, when assessment is clearly delineated, with clear goals, learning targets, measures for tracking, and opportunity for reflection (p. 44).

### **Plus (+).**

The plus (+) in 5R+ should be short and supportive. Whether on VoiceThread or in the classroom, the teacher simply acknowledges the student’s reflection. However to be most effective and useful the teacher should record the students’ goals as a reference point for student-teacher communication, as well as for tracking progress during future assignments. “It turns out that it isn’t the giving of feedback that causes learning gains, it is the acting on feedback that determines how much students learn” (Chappuis, 2012, p. 36). Thus, this final half step simply offers students support to take positive action to improve their learning.

## **Impact of 5R+**

### **A Curricular Reflection**

From a curricular standpoint, the authors have found that what started in spring 2017 using VoiceThread continues to develop, creating a *community of discourse*. This includes teaching students the discourse of feedback, as well as how to give feedback using scaffolding. Knowing how to give feedback is not simply intuitive; it must be taught. This training also promotes teaching students principles, which we have learned from research (Hattie & Timperley, 2007; Wiggins, 2012), namely that feedback should be specific, not focusing solely on praise or providing value judgements. The goal is to teach the students to take ownership of their learning by providing the language needed to give helpful feedback to their peers and the tools needed to understand feedback from others. Regarding curriculum, materials continue to be created (both for language and structural organization) to teach students how to give feedback, how to track their progress toward course goals, as well as how to incorporate feedback into assessment tasks. In order to build this into the curriculum, some of our current materials need to be improved, specifically worksheets on how to give feedback and how to use feedback to set goals. Some class activities will also need development to better support those materials.

Because Hattie & Timperley’s (2007) research is overwhelmingly persuasive for the need for quality feedback to deepen student engagement and outcomes, the next step will be to tie 5R+ to students’ active engagement in setting goals related to student learning outcomes and to communicating their progress toward those goals. Stacy Hagen, a guest speaker at MIDTESOL 2017, demonstrated a grammar chart that she uses with her students; it has inspired a similar chart for 5R+ purposes (See Appendices F & G) which corresponds directly with the assigned rubric for the notes and summary listening log assignment (see Appendix H).

As evidenced anecdotally from our own use of peer feedback with the oral summaries, students were able to continue to provide rich feedback to their peers, albeit with reminders about the structure of how to do so (see Appendix D). One way to encourage peer feedback is to create an environment that automatically includes peer feedback. Liu & Carless (2006) suggest that if peer feedback is a standard part of the course and the students are involved in the process of providing feedback, students’ ability to provide quality feedback is increased (p. 288). Additionally, particularly for a low-intermediate (B1) listening, speaking, and grammar course, it is important to consider the learners’ preferences for feedback (Yang, 2016). This could be a short conversation to explain the type of feedback that the students can expect on the assignment; a pronunciation quiz would warrant targeted pronunciation feedback, while other errors may be ignored.

As the course continues to evolve, incorporating the 5R+ into the assessment cycle for teachers will, of course, require more adaptations, a further reminder that action research is a learning process for teachers, too.

## Instructors' Reflections

The authors were particularly struck at how adept the students were at giving correct and beneficial feedback to each other. They found that their feedback often corresponded with what feedback they too might provide a student. Perhaps most importantly, the opportunity to add in an ongoing 'process' approach to spoken English, provides the students with opportunity to revise their language and content, chronicling their progress and creating autonomy, while providing the teacher with a 'portfolio' of language with which to demonstrate achievement and proficiency. Additionally, separating grades from feedback in an online format allows the teacher to hold online office hours, providing support for students, without using valuable class time. As a teacher, any kind of timesaving method which also involves quality student-teacher time will always be worth the effort. The emphasis really lies in the quality of the amount of targeted, thoughtful feedback that can be given on VoiceThread versus a simple, impromptu recast or brief explanation in the classroom, which highlights perhaps the most important strength of using VoiceThread for feedback.

At this point, the 5R+ shows promise. The authors found that the students who were exposed to 5R+ returned to this system of responding to classmates and the teacher in a new course with a new instructor. After being introduced to the basic 5R concept, when students completed VoiceThreads during a subsequent class, they used VoiceThread for response (R1 & R4, with inconsistent R2) and with no prompting, they returned to complete R5. That seems to bode well for improving student engagement, and perhaps indicates that those students found value in it. In addition, most of the students in a grammar support course used all five steps reliably, with R2 involving a self-review not a peer review. As the authors have become more familiar and comfortable with 5R+, and as they continue to learn how to finesse it to best suit SLOs, student needs, and varying content, they surmise that applying the method on VT will take less time and allow for more focus on refining instructional feedback.

Overall, the goal as seen by both authors is to improve students' ownership of their learning process. They believe that an emphasis on formative content-based feedback will lead students (and teachers) to a clearer understanding about goal-setting. Learning goals must be set to be reached, that grades as validation are not the same as learning, that learning truly is a process of improvement, and, perhaps most importantly, that active engagement in becoming skillful is the goal of learning. The 5R+ has aided the authors and arguably the students in practicing autonomy, though there is still much work to be done.

## Caveats

Providing oral feedback is one vehicle for teachers to give comprehensible input to their students, with the hope of improved learning, motivation, and autonomy. The 5R+ or even more simply listening, understanding, and responding to teacher oral feedback is a valuable tool for connecting with students for the purpose of bolstering learning. Yet with every system, there are caveats. The first is time. Some teachers may find that setting up the 5R+ requires more time than they have available or they may not have time to revisit a VoiceThread more than once for assessment purposes. Using 5R+ will require pre-planning on the teacher's part. Moreover, each assignment's due dates must be determined within a longer time frame to allow for multiple due dates in order to give students time for feedback (see Appendices I & J). This planning follows Gonzalez & Moore's (2017) assertion that "effective instructor feedback should explicitly state expectations for improvement and adhere to agreed upon timelines (i.e., when feedback will be sent to student) between the students and the instructor" (p. 3). The solution to this might be simply to adjust to the number of 'Rs' needed given contextual constraints or to set up a 'rhythm' for VoiceThread assignments such as "[e]very Monday you record, every Tuesday you give feedback, you revise until Friday when you teacher will grade your assignment." Another point to consider is that teachers will need continual reflection for efficacy and then self-training as necessary on

giving feedback. They may find it helpful to peer train, giving each other feedback, although this is not necessary. Additionally, students must be taught how to give feedback including the language of how to do so politely, meaningfully, and comprehensibly. This practice is best served by starting at the beginning of the term and repeating the process often enough for students to automatize this step. The teacher may also want to remind students to ask questions of their peer if they are unclear about the peer's feedback. If the peer feedback is not understood, then it is null. Finally, students need training about the reflective process--how to use it to set and track progress toward their own personal achievement goals.

### **Conclusion**

Feedback is an essential learning component desired by both students and teachers (Lyster et al., 2013), and it is critical that teachers' feedback be clear, purposeful, meaningful, and compatible with students' prior knowledge (Hattie & Timperley, 2007). Yet, it is possible that other instructors may find themselves in a similar position that the authors did—where the use of vague or unclear feedback language was present, though not pervasive. Using the 5R+ or a variation thereof, the authors discovered that empowering students to digest, internalize, analyze, and reciprocate feedback can be one of the most powerful forces for continued growth and learning, promoting learner autonomy. Those steps are part of the complex connection between learning and feedback. Feedback, it seems, is a process in which there is always room for development and improvement. Learning how to apply feedback as a teaching tool will require measured and continued feedback for teachers, with the benefits far outweighing any caveats involved.

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## Appendix A

### The Focus of Feedback: Four Levels\*

Guidelines for use: Use this chart to inform the type of feedback that you give students about the process of the assignment. You should also listen to your own comments to gauge a rough ratio of whether you are giving useful feedback (Feedback on task, processing of task or self-regulation) versus less effective feedback about self.

Feedback on Task	Feedback about Processing of Task	Feedback about Self Regulation	Feedback about Self
<ul style="list-style-type: none"><li>• Comment on whether the response to the task is correct or not.</li><li>• "The goal of the assignment was to record a three-sentence summary. I heard one."</li></ul>	<ul style="list-style-type: none"><li>• Comment on deeper learning processes--critical thinking instead of discrete tangible items.</li><li>• "Your presentation topic is on jazz. Have you thought about the origins of jazz?"</li></ul>	<ul style="list-style-type: none"><li>• Comment on their ability to self assess</li><li>• "You said that you want to work on your fluency for your next presentation. Reflect on your success."</li></ul>	<ul style="list-style-type: none"><li>• Comment to student only</li><li>• "Great effort!"</li><li>• "You're such a good learner."</li><li>• "Nice job!"</li></ul>

Clark, E. & Buchheit, C. (2017). Adapted from Hattie, J. & Timperly, H. (2007). The Power of Feedback. *Review of Educational Research*. 77 (1). pp., 81-112.

## Appendix B

# RULES OF EFFECTIVE FEEDBACK

## DO

- Address student performance about the task.\*
- Motivate the student to process the task, their performance, and your feedback in order to self-regulate.\*
- Consider giving cues vs. corrected answers.
- Adjust your tone when giving critical feedback.
- Make comments private when giving critical feedback.
- Vary your feedback. Each comment should be specific to student and task.

## DON'T

- Solely give praise. *Nice work* or *good job* are vague and unclear.\*
- Give feedback weeks later. (DO listen and comment quickly.)
- Include a grade with your feedback. (DO keep these separate.) \*\*
- Rely solely on peer feedback for accurate error correction.
- Give critical feedback only. (DO focus on 1-2 positives.)
- Don't speak for extended amounts of time. (BE concise.)

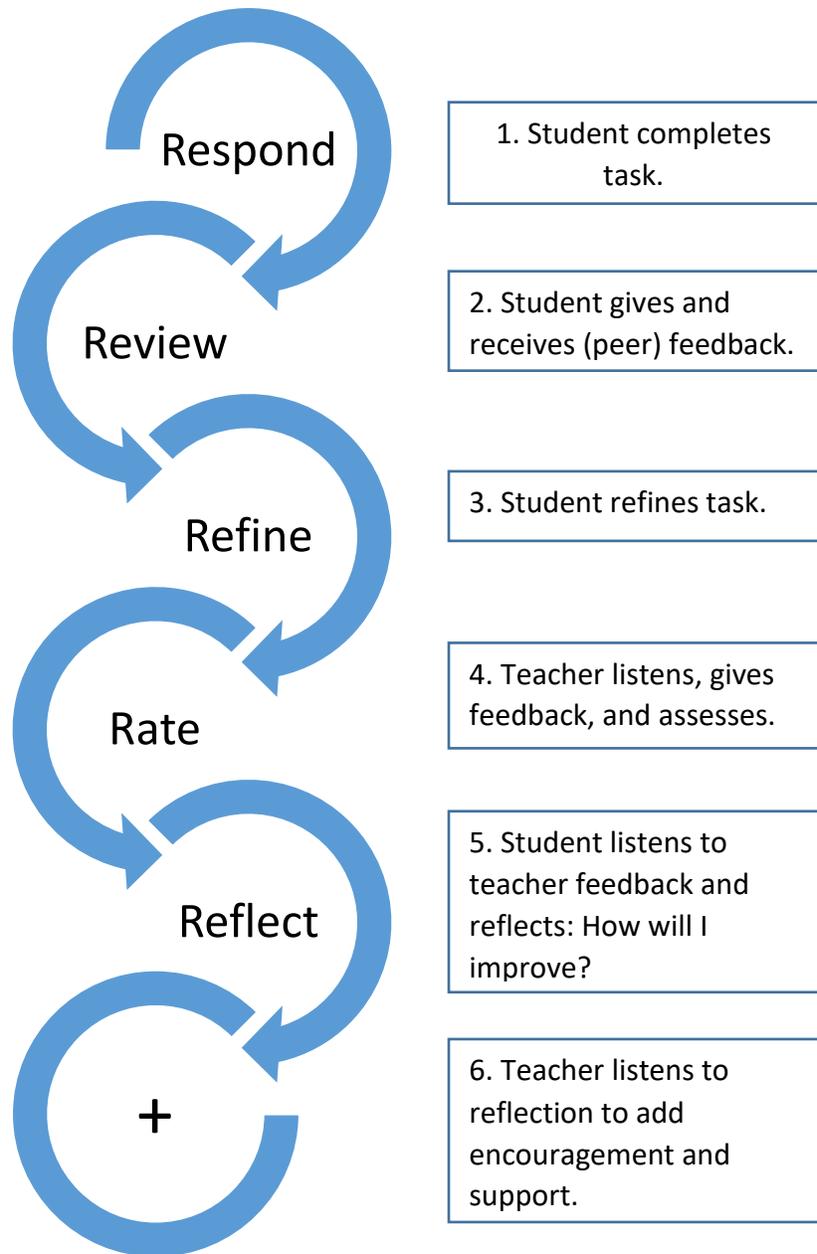
Clark, E. & Buchheit, C. (2017). Rules of Effective Feedback. Unpublished material. The University of Kansas.

\*Adapted from Hattie, J. & Timperly, H. (2007). The Power of Feedback. *Review of Educational Research*. 77 (1). pp., 81-112.

\*\*Adapted from O'Connor, K. 2011. A Repair Kit for Grading: 15 Fixes for Broken Grades. Pearson ATI: Boston.

Appendix C

5R+ Feedback Method



Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.

## Appendix D

### **How to give Feedback to a Peer**

1. **Greeting & Plan:** Hi, name! Say YOUR name. I listened to your recording and I would like to give you some feedback.
2. **Praise:** Give your peer a compliment on what they did well. Be specific and be honest!
  - a. You had a very nice introduction sentence.
  - b. I could hear the citation for this video.
  - c. You introduced the topic and main ideas and this was clear.
  - d. You spoke slowly and clearly. It was easy to understand you!
3. **Constructive Feedback:** Give your peer some ideas on what they can improve for their next recording.
  - a. You might speak more loudly. I couldn't hear you very well.
  - b. Next time, you should say the topic of the video at the beginning of your summary.
  - c. For your next recording, please use word stress on important words. I didn't understand your topic.

### **Things to Avoid:**

- Good job, Clark! (Very polite, but not helpful to improve)
- I liked your recording. (Very polite, but not helpful to improve)
- You are my friend, so this is great. (Nice, but not helpful)
- This was terrible. I can't understand you at all! (Very disrespectful)

Let's practice! Go to the Introductions VoiceThread and listen to 2 of your classmates' recordings. Practice giving them feedback.

### **Example:**

Hi, Clark. My name is Jane. It is nice to meet you. I listened to your recording and I would like to give you some feedback. Your introduction was clear. I now know that you like to travel and read books for fun. But, your last two sentences were hard to hear because your volume was too low. Next time, remember to speak clearly and loudly for your entire recording. Nice to meet you!

## Appendix E

### Feedback Rubric

#### Peer Feedback Rubric—Presentation 1 (Video about Transportation)

	Yes (1)	No (0)	Comments
• Student gave feedback to 2 classmates' videos.			
• Student's feedback was clear and easy to understand.			
• Student gave constructive feedback on what their peer did well.			
• Student gave feedback on what their peer could improve.			
• Student gave specific feedback, not "good job" or "next time be better"			
<b>Total: _____/5 points</b>			

Source: Clark, E. (2017). Peer Feedback Rubric. Unpublished material. The University of Kansas.

Appendix F  
Comprehension Tracker

COMPREHENSION Skills	Assignment 1													
		<b>Summary</b>												
1. Citation includes speaker's name, video source, video title.	4													
2. Stated topic	4													
3. Clear statement of main ideas	2													
4. Important details; no small ones.	2													
5. Appropriate length	3													
6. Completed VT R-steps (Y/N)	Y													
<b>Date and Personal Goals for Comprehension:</b>														
1) mm/yy Ex. Understand main ideas and details. Less time.														
2)														
3)														
4)														
5)														
6)														
7)														
8)														
9)														
10)														
11)														
12)														

Source: Buchheit, C. (2017). Comprehension Tracker. Unpublished material. The University of Kansas.

Appendix G: Notetaking Tracker

<b>NOTE-TAKING Skills</b>														
	Assignment 1													
<b>Content</b>														
Clear understanding of material														
Clear idea relationship: MI-->imp details, imp details--> sm details														
<b>Formatting</b>														
Outline format w/ indentations														
Key words without unnecessary words														
Abbreviations & Symbols Abbrvs & symbls														
<b>Date and Personal Goals for Note-taking:</b>														
1)														
2)														
3)														
4)														
5)														
6)														
7)														
8)														
9)														
10)														
11)														
12)														

Source: Buchheit, C. (2017). Notetaking Tracker. Unpublished material. The University of Kansas.

Appendix H: Listening Log Rubric

<b>Listening Log Rubric Name:</b> _____		<b>Date:</b> _____		<b>LL# 5 Total Score:</b> ____/20	
	<b>0-- Incomplete</b>	<b>1-Beginning</b>	<b>2-Basic</b>	<b>3-Proficient</b>	<b>4—Excellent</b>
<b>Notes</b> — Notes demonstrate understanding of main ideas and important details.  — Notes have organization using indenting and outlining structure.  — Notes show clear use of abbreviations, symbols, & keywords.  — Organized using the t-chart provided.					
<b>Oral Summary Grading Criteria</b>					
<b>Topic &amp; Source</b> — Where is this video from?  — What is the video talking about?					
<b>Main Ideas</b> — What is the video saying about the topic?					
<b>Supporting Information</b> — What is the most important information from the video?					
<b>Organization/Comprehensibility</b> — Is your speaking organized?  — Is it easy to understand content using summary?					

Source: Clark, E. (2017). Updated Listening Log Rubric.. Unpublished material. The University of Kansas.

## Appendix I: VoiceThread Example using 5R+: BEFORE

### Step 1: Three-sentence summary of the video (Video link is at lower right.)

1. Record a three-sentence summary of the video. **Due 4/9 at 8:00 pm.**
2. Evaluate one of your classmates' summaries. Give advice on how to improve the summary. (One evaluation/summary) **Due 4/9 at 11:59 pm.**
3. Listen to your classmate's evaluation and respond to the advice. **Due 4/10 at 11:59 pm.**

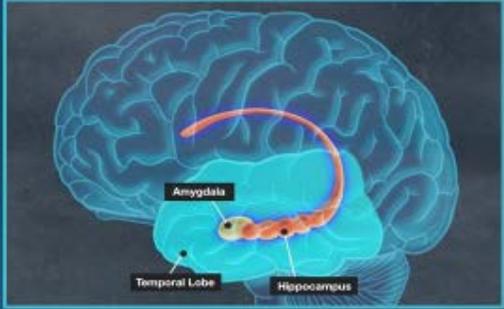


Photo courtesy of Creative Commons:  
<https://worthit2bme.com/post-traumatic-stress-the-brain/>

### Step 2: Record a full summary of the video.

1. Record a complete summary. (10 sentence maximum) Start with your improved three-sentence summary. Then, add other main ideas and important supporting details. **Due 4/11 at 11:59 pm.**

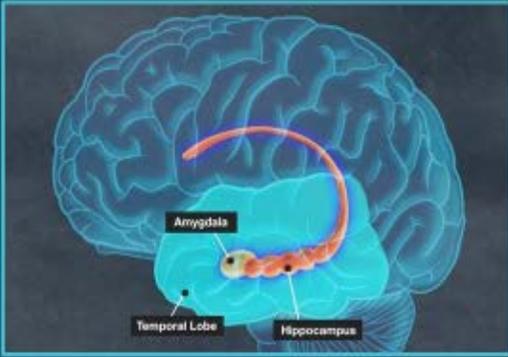


Photo courtesy of Creative Commons:  
<https://worthit2bme.com/post-traumatic-stress-the-brain/>

Source: Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.

## Appendix J

### Revised VoiceThread

# Steps: Three-sentence summary of the video

(Video link is at lower right.)

1. Record a three-sentence summary of the video.

 Due 4/9 at 8:00 pm.

2. Evaluate one of your classmates' summaries.

 Give advice on how to improve the summary.  
(One evaluation/summary) Due 4/9 at 11:59 pm.

3. Listen to your classmate's evaluation and

 respond to the advice. Due 4/10 at 11:59 pm.

I will tell you when to complete the next steps:

4. Return to this slide, listen to my feedback.

 Record your reflection.

5. Return and listen to my feedback to your

 reflection.

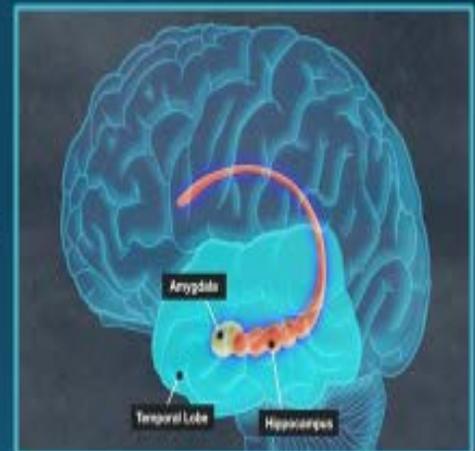


Photo source: Creative Commons License

Source: Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.