

Using Feedback to Further Instructors' Pedagogical Goals in Technical, Science, and Professional Communication Service Courses

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How do instructors' service course goals and feedback align?

Studying instructor feedback offers a great opportunity for TC to understand how pedagogical practices align with greater pedagogical goals for 3 reasons:

- Gives insight into instructors' **approaches and values** when commenting on students' writing (Still & Koerber, 2010)
- Enables better understanding of **material conditions** of academic labor (Singleton & Meloncon, in press)
- Highlights ways that **instructors' overarching goals may not align with their feedback** on students' writing (Taylor, 2011)

Artifact collected	Coding scheme
Syllabi	Inductive content analysis for instructors' pedagogical goals
Assignment sheet	
Instructor interviews	
Instructor feedback on resumes & cover letters	Deductive content analysis (coding scheme developed in pilot study)

Participant Demographics	
Instructor experience	3.5-17 years
Time frame	Summer 2017-Summer 2018
Institutions	1 community college 1 private religious university 3 teaching universities 4 R1/R2 state schools

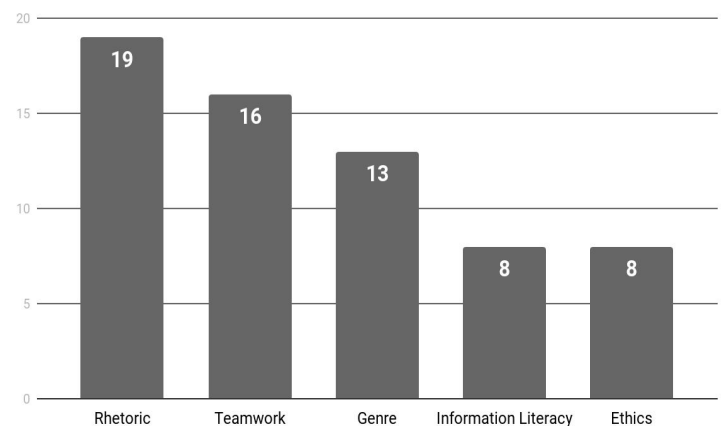
Implication 1: Material conditions matter.

Non-tenure-track faculty had most difficulty articulating overarching goals.

Q: "What theories underpin your service course teaching?"

- Instructor 5: None. Mentioned "audience" but focused feedback on "clarity, style, and grammar"
- Instructor 9: "I'm not a theory person." Relied on 25 years of experience in business and hiring

Preliminary Inductive Codes for Instructor 1-5 Goals



Implication 2: Formative feedback for the win.

Formative feedback seems most useful.

Research faculty gave ample formative feedback:

- Instructor 2 commented on both draft & final assignments
- Instructor 4 had seven conferences per semester with her six students

Teaching faculty found ways to manage their workloads:

- Instructor 3 used collective feedback
- Instructor 9 sent students to the career center specialist

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