

Visions for Giving Feedback in Online Writing Courses

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**Professional Writing has
two major opportunities
for strengthening
pedagogical research:**

- 1. Online training**
- 2. Instructor feedback**



“

In my face to face classes, ... [students] read. They come to class. Now we focus primarily on discussing the reading... I'll have some slides, but I don't really lecture or...

But for online classes you know it's really just they read the textbook and then we'll have a discussion board. So I've really tried to give them a lot of feedback on the discussion board... and in-text feedback in their assignments...

But since it's a four week summer class, my comments are aren't... quite as extensive... because I'm trying to turn grades out and get them back so that [students] can revise. -Instructor 8

Writing Studies

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graph LR; A[Writing Studies] --- B[Rhetoric & First-Year Writing]; A --- C[Creative Writing]; A --- D[Teaching English as a Second Language]; A --- E[Professional Writing];
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Rhetoric & First-Year Writing

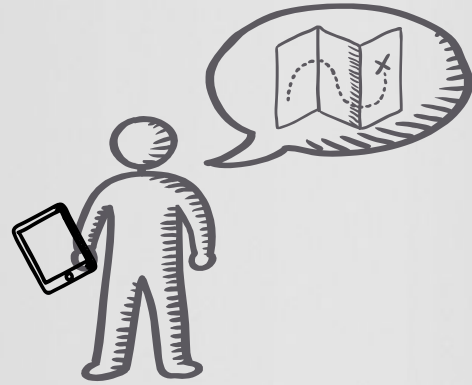
Creative Writing

Teaching English as a Second Language

Professional Writing

Outlining Today's Talk

- Examining gaps in the literature
- Using qualitative research methods
- Understanding instructor demographics
- Highlighting major results:
 - Term length
 - Online training
 - Formative or summative feedback
 - Feedback workflow
 - Perceived focus of comments



Online feedback

How do Professional Writing instructors give feedback on their students' writing in online courses?

Gaps in Feedback Literature

In professional writing, current literature discusses:

- how students understand and engage with instructor comments (Still & Koerber, 2010; Taylor, 2011)

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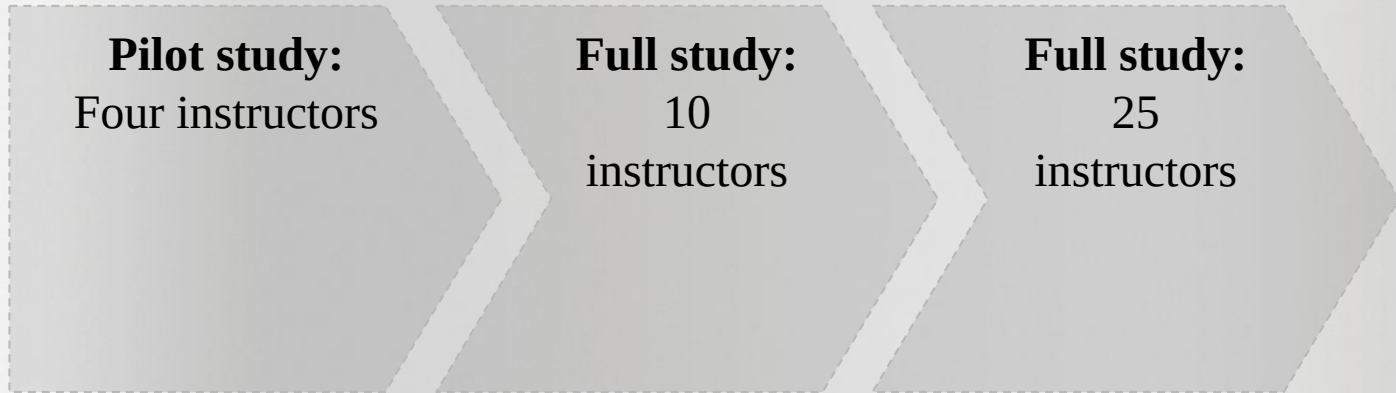
- how students understand and engage with instructor comments (Still & Koerber, 2010; Taylor, 2011)
- how the medium of feedback-giving affects students' engagement (Anson, et al., 2016; Borup, et al., 2015), and

Gaps in Feedback Literature

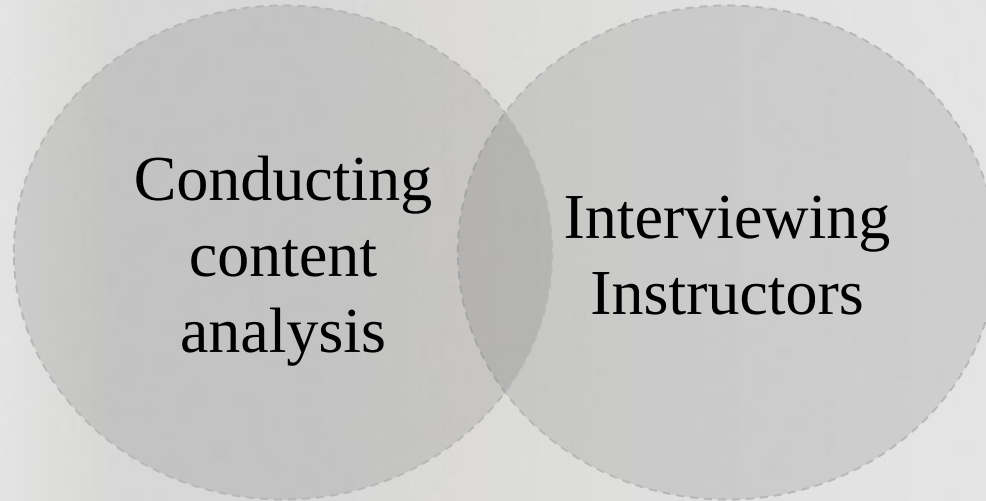
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- how students understand and engage with instructor comments (Still & Koerber, 2010; Taylor, 2011)
- how the medium of feedback-giving affects students' engagement (Anson, et al., 2016; Borup, et al., 2015), and
- and how instructors often expect students to understand terms with which they are unfamiliar (Boud & Molloy, 2013; Doan 2019)

Feedback Project Lifecycle



Using Qualitative Research Methods



Conducting Content Analysis

- Service course syllabi
- Resume & cover letter assignment sheets
- Feedback on students' de-identified resumes and cover letters

Interviewing Instructors

- Pedagogical goals
- Feedback workflows
- Retrospective recall (Still & Koerber, 2010) on comments from two student assignments

Understanding Instructor Demographics



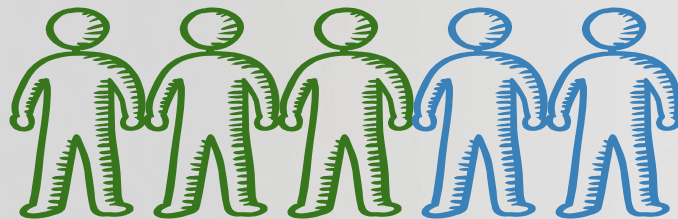
Major Results

- Term length
- Online training
- Formative or summative feedback
- Feedback workflow
- Perceived focus of comments

Online Instruction Is Often Summer Teaching

Instructor 3	Spring 2018
Instructor 5	Summer 2018
Instructor 6	Summer 2017
Instructor 8	Summer 2018
Instructor 10	Summer 2018

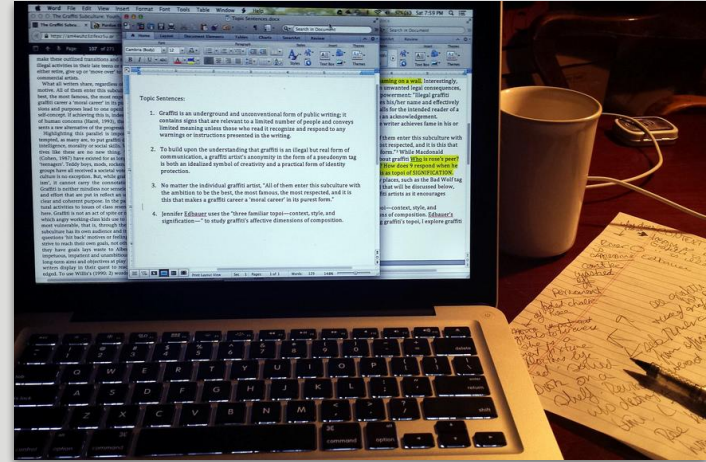
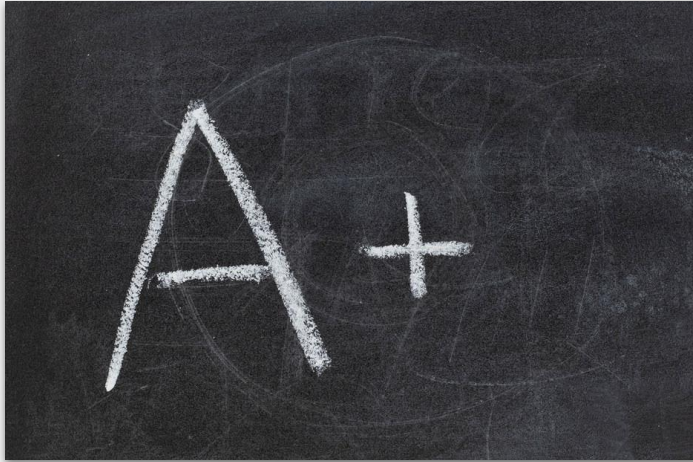
Online Training in PW is Rare



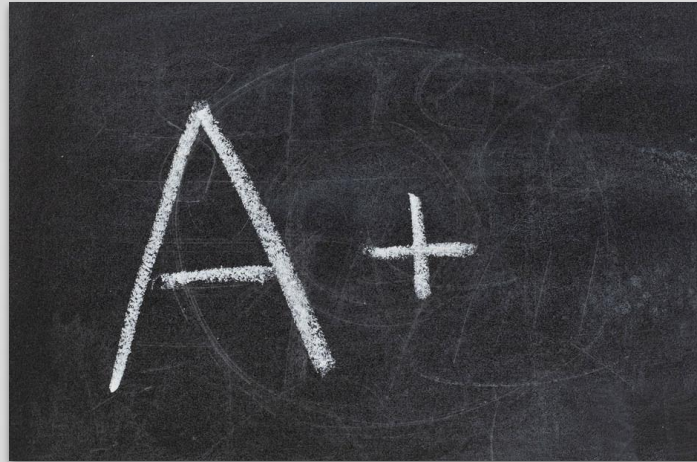
Gap between Formative and Summative Feedback



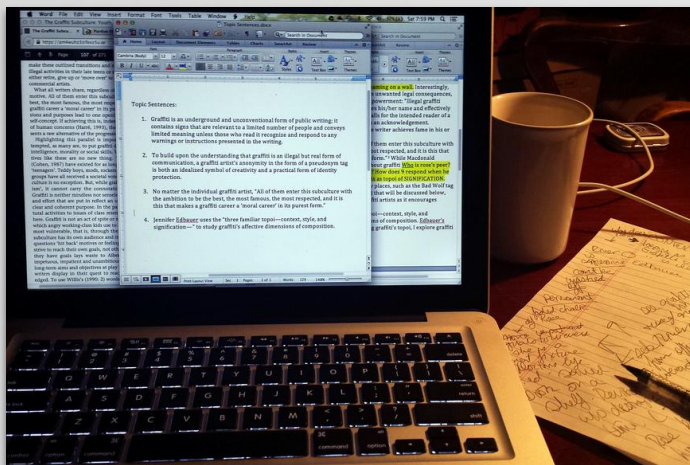
How do online instructors give feedback on students' resumes and cover letters?



Summative Feedback



Formative Feedback

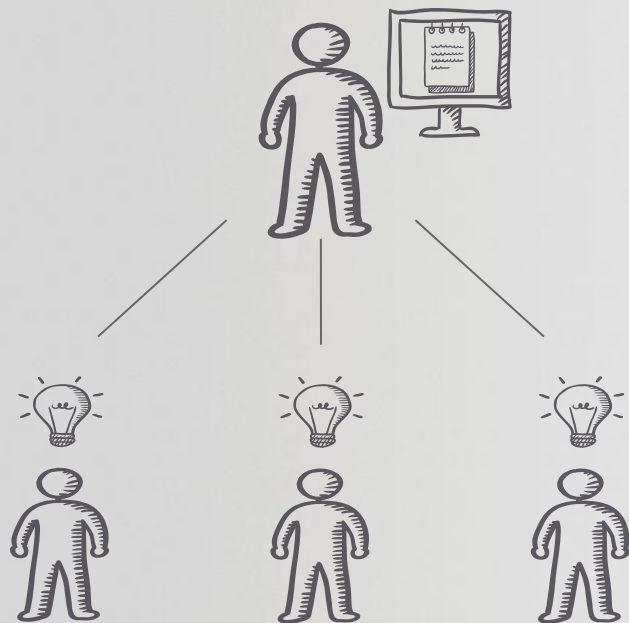


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And typically [the formative feedback conference is] like it's like a live chat... Sometimes they'll copy and paste the chat into a document so they have record of it, which is why I actually like doing it and chat better. Plus, I can be in my pajamas.

- Instructor 6

Collective Feedback



“

And I preface [collective feedback with] a long e-mail. It's in my syllabus that this is how I get feedback... And this is why... Online classes are a little bit different... This is how I've decided to handle feedback... Some might think that I'm slacking. I don't know. I'm still putting a lot of work into it. - Instructor 3

Instructors' Feedback workflows

Instructor 3	Collective feedback, final portfolios
Instructor 5	Rubric, end comments
Instructor 6	Conferences; final portfolio
Instructor 8	In-text
Instructor 10	Rubric; in-text, end comments

“

I missed an opportunity there. And so this was the last assignment in my course before we moved... So clearly I didn't provide an abundance of commentary. Maybe in a different scenario, I would have provided more detail. Would not have felt as rushed as I did...

I kept it short and sweet and didn't provide as much detail as I as I would like to do in an online course... In an online course where their primary connection with me is through... whatever comments I return to them. - Instructor 10

Instructors' *Perceived* Focuses When Giving Feedback

Instructor 3	Content organization; genre
Instructor 5	Clarity; grammar; style
Instructor 6	Content; audience; tone
Instructor 8	Purpose/audience in job ad; show vs. tell
Instructor 10	Function; audience; skimmability

Next Steps

1

Analyze feedback data

2

Recruit 8 more
instructors

3

Write article about how
online instructors give
feedback

Visions for Feedback in Online Literacy Education



THANKS!

Any questions?

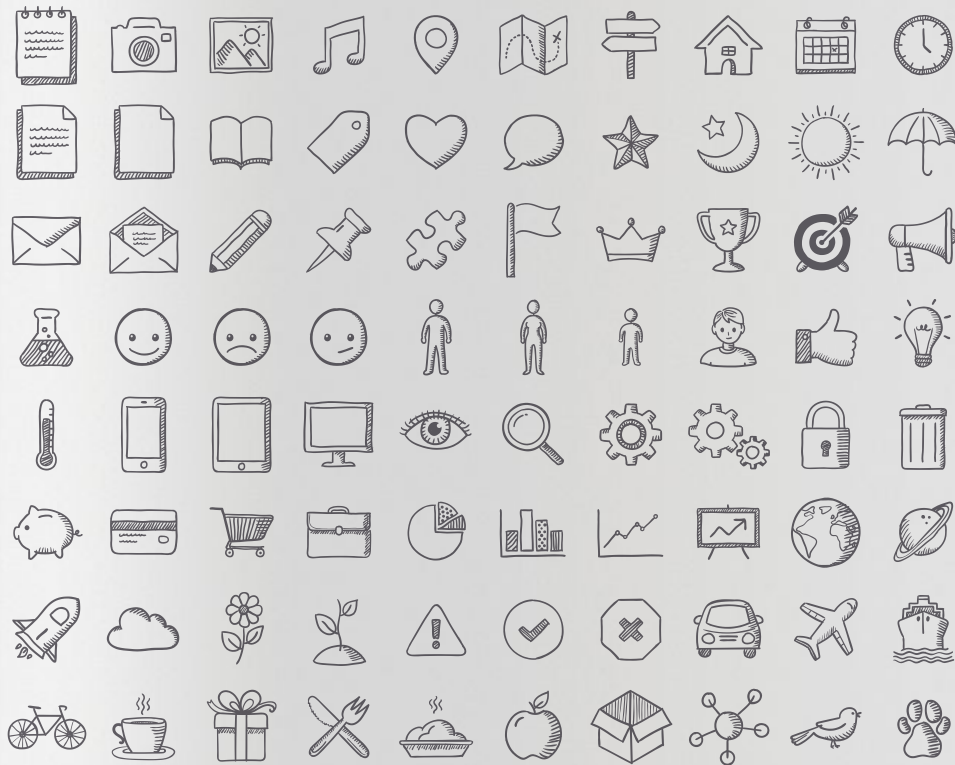
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CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ◆ Presentation template by [SlidesCarnival](#)
- ◆ Photographs by [Unsplash](#)



SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.

Isn't that nice? :)

Examples:

