UNDERSTANDING FACULTY FEEDBACK:
BENEFITTING FROM COMMENTS ON YOUR ASSIGNMENTS

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WHAT DO WE KNOW ABOUT FEEDBACK?

- Ranks just below direct instruction and cognitive abilities to determine successful learning

- Valued by students

- Provides faculty an opportunity to give individualized instruction

- Scaffolds support for disciplinary understanding and writing improvement

- Gives an outsider's view/reader's perspective of writing

YOUR PERCEPTIONS OF FEEDBACK

TAKE THE QUESTIONNAIRE

What is most important to you when you receive feedback from faculty?

What do you think is most important to faculty when they provide feedback?

DISCIPLINARY REALITIES UNDERPINNING FEEDBACK

Students need to understand the disciplinary demands of the Seminary.

Students need to demonstrate their command of disciplinary argumentation.

Students will be judged by their command of disciplinary genres.

Students will be guided by faculty through feedback to progress in their disciplinary acquisition.

Students will ultimately write the kind of texts that faculty expect.

A FUNCTIONAL TAXONOMY OF FACULTY FEEDBACK

Function	Characteristics
Announce (An)	Points to an area of the essay to be commented on further.
Evaluate (E+/E-)	Positive: indicates a successful accomplishment in some area. Negative: indicates a need for additional work at some level.
Advise (A)	Indicates a general method for correcting a problem at some level.
Suggest (S)	Gives a directed option for correcting a specific problem.

USING THE TAXONOMY

Sample Comments--Using Taxonomy

GROUP DEBRIEF: SAMPLE CTS ASSIGNMENT

- Consider the following papers with faculty comments:

CTS Assignment A with Comments

CTS Assignment B with Comments

- Using the Functional Taxonomy of Faculty Feedback, react to the comments:
  - What is the intention of the comment?
  - Do you have a question or opinion about the comment?
  - How would you change the draft, if at all?

TAKE-AWAYS--
MESSAGES IN FEEDBACK

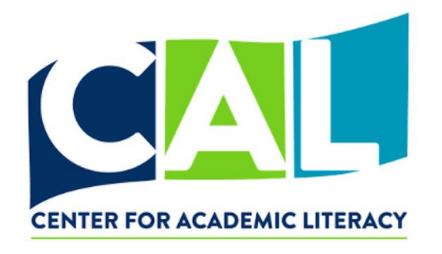**Functionality:** **Feedback has a function which you need to discover and react to.**

Discipline-Focused: **Feedback is grounded in the discipline that you are acquiring.**

Learning: **Feedback is part of the learning process.**

Rapport: **Feedback is central to the faculty—student relationship.**

PAIR WORK: YOUR PAPER

- In pairs, look at a paper with faculty comments that you have brought to this workshop. (Please note that all names are to remain anonymous.)

- Using the Functional Taxonomy again, review the comments provided by:
  - Noting the intention of the comment?
  - Writing a question or an opinion about the comment?
  - Describing how you changed or would change your draft, if at all?

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