

Facilitator's guide

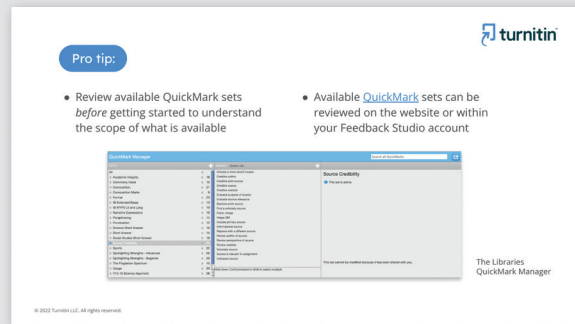
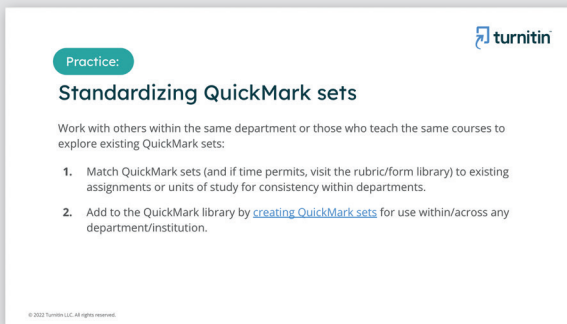
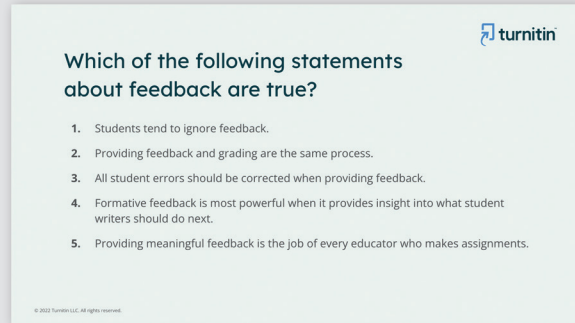
# Instructional best practices slides for professional learning facilitator's guide

Part 2: Drive better student outcomes by  
personalizing student feedback



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A small selection of example slides.

# Feedback Studio professional learning facilitator's guide

This facilitator's guide has been designed to accompany the slide presentation with the same name. Planning and modeling are key to a successful professional learning experience so you will find information here that will provide options for presenting that will complement the **Presenter notes** found in each deck. The notes here echo some of the information presented in the slide deck; however, **all new information will be in a semi bold font and highlighted with a tinted blue background to make it clear which information has been added.**

The guidance given here is intended to be flexible and adaptable according to the needs of your particular institution and staff.

For clarity, when the words **"classroom"** or **"classroom setting"** are used, it should be understood that the intention is to include physical classrooms as well as remote learning settings, or any combination of the two.

# Objective

Educators will apply their knowledge of Feedback Studio best practices to drive better student outcomes by personalizing student feedback.

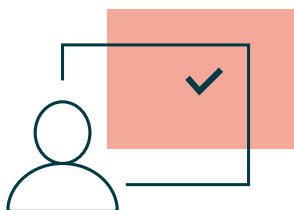
## Materials needed



Projector/Screen if completing professional learning activities in person / Internet access and computer/laptop for remote learning



**Part 2: Drive better student outcomes by personalizing student feedback** - for projection or sharing the educator's screen in a remote classroom setting



# Recommended activities

The following activities are suggestions for implementation and should be modified as necessary to meet institution objectives or the needs of the educators within your institution.

- **Slide 1:** The ideas and suggestions here are intended to serve as an introduction to best use instructional practices to help educators use the various aspects of Feedback Studio to meet classroom or institutional instructional goals. Many resources and help guides will be linked in the notes throughout for further guidance and information. This slide deck (as well as Parts 2-4) is intended for presentation after the Turnitin product training so the focus will be how to get the best instructional value from its use, not “how to” or “set up” activities.
- **Slide 2:** This slide is a brief overview of how to use this slide deck (the second of four). It does not need to be shared with participants.
- **Slide 3:** Use this slide as a warm-up activity in order to provide focus and to determine the group’s understanding of the concepts.

- Ask participants to jot down ideas, do think-pair-share, share to the whole group, or any other format that suits the group, space, and time constraints.
- Use responses to guide which areas of the slide presentation to focus on, especially if there is a consensus amongst participants. Consider doing breakout sessions so that participants can learn more about the areas they most need to focus on, or to differentiate amongst more experienced users and those who are new to Feedback Studio.
- Depending on time constraints, presenters may choose to present different sections at different times in order to discuss priority areas in more detail.

- **Slide 4:** Use the mouse to reveal each statement – the true ones will be in **blue**. Be sure to discuss each statement.

1. This statement may or may not be true, depending on each educator’s process. It should not be true, however! Learning best practices

regarding formative feedback and using a tool such as Feedback Studio can help streamline this process and make it more efficient.

2. Again, this statement may or may not be true. This depends on when the feedback is given and what type of feedback it is. If given summatively, yes, many students tend to ignore feedback because the assignment is already completed in their minds. If it is given formatively, however, with an emphasis on student learning and growth as a writer, the impact of feedback can be powerful.
3. Definitely false here! If feedback serves to focus only on error, student writers can definitely push back. Feedback will ideally focus on how students can correct errors themselves as a part of the drafting/revision process. In addition, make sure student strengths are highlighted so they know to continue with that practice. Consider the purpose of the assignment and focus on addressing one or two issues for round one. It is always possible to circle back and revisit other areas needing improvement with later drafts.
4. Absolutely YES! Formative feedback is definitely more powerful than summative feedback and research shows that “Where to Next?” feedback is especially powerful. Reference Turnitin’s research with Dr. John Hattie in this [blog](#). Formative feedback occurs throughout the writing process for best results. Grading tends to occur after a final submission and has a different focus.
5. True! Providing meaningful feedback in the formative space is good practice for anyone who is making assignments for students. Making time to allow for a consistent feedback loop regardless of subject area is key to helping students grow in skill, regardless of which subject matter the teacher is assigning. This changes the responsibility of providing feedback from simply an English/language educator’s job to anyone working in the institution who makes and/or grades assignments.

■ **Slide 5:** The objectives listed here are fairly broad and definitely will require check-ins after this session to make sure that people have all the information and help they need to move forward to best meet the institution's goals for using Feedback Studio. Part 2 of the series focuses on driving better student outcomes by personalizing student feedback. The objectives that remain are developed in the other slide decks of the series, but they are all included so that it is clear what benefits can come from the inclusion of Feedback Studio as a part of the institution's professional learning on how to commit to a culture of academic integrity and promoting best practices in providing feedback.

- Be sure to emphasize the two distinct parts of this objective: driving better student outcomes (the what) and personalizing student feedback (the how).
- Discuss what personalizing feedback means in this context.

■ **Slide 6:** Transition from the objectives to providing a “why” for using Feedback Studio to achieve the objective.

- **Emphasize that A tends to provide feedback specific to each student's writing and ties directly to improving outcomes regarding academic integrity by suggesting areas where students may need to improve citation or paraphrasing skills.**
- **Emphasize that B tends to provide a way to personalize feedback by adding a comment or linking a resource that applies to each individual student's writing.**  
\*Some institutions may not have enabled Draft Coach yet. Check with your Feedback Studio Account Administrator or your Turnitin Account Manager to inquire about enrollment. If the account does not yet have **Draft Coach** enabled, consider skipping those slides in this presentation.
- **Emphasize that the Feedback Studio tools mentioned in C complement best practices for feedback to make individualizing feedback more efficient and streamline workflow.**



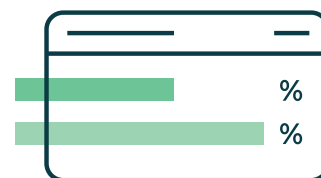
■ **Slide 7:** Since the idea of personalizing student feedback is to impact better student outcomes and learning, consider sharing the **success stories** of educators who found that using Feedback Studio positively impacted their grading and marking habits. More stories are linked at the bottom of the link provided. Consider what feedback might currently look like and what expectations are moving forward: What would you expect to see/hear educators/students doing/saying? How can this be duplicated across classrooms/institutions?

■ **Slide 8:** Don't dwell on it, but include and take the time to acknowledge those items that are out of the control of the educator: time constraints, lack of certain resources, etc.

Focus instead on what the educator can do to impact student writing skills: creating a classroom environment where students read, providing examples and modeling certain skills, designing assignments that will promote process and growth over product, including rubrics, and allowing time and space for multiple opportunities for impactful feedback and revision.

- Consider eliciting responses from participants as to what “personalizing feedback” means so that everyone is working from the same definition.
  - Adding a definition such as this to the slide will help to solidify the concept for everyone: Personalizing feedback means that it is specific and responds directly to the student’s response to the assignment.

■ **Slide 9:** This quote from *The Power of Feedback* in 2007 by John Hattie and Helen Timperly is likely easily recognizable to many educators. Take the time to discuss how not all feedback provides positive results or growth in student writing. If not previously discussed, discuss how simply being a cheerleader (“Nice!” or “Good work!”) or providing only summative feedback will not markedly improve student writing. In order for students to value feedback, they need to know specifically what they must do next in order to improve their writing **and** be allowed the opportunity to revise prior to submission. Feedback Studio allows educators to provide this feedback in multiple ways.



- **Slide 10:** The expectations for effective feedback here are the basis for the rest of the slides in this presentation. Spend as much time as necessary establishing this as the standard applied to feedback and ensuring that participants understand what this looks like. You may wish to access the webinar regarding this to ensure that participants fully understand this foundation of feedback best practices. You will need to sign up for access, but the turnaround time is minimal. If you don't wish to watch the entire **webinar**, this section starts at timestamp 11:54.

Talking points for each of the principles of effective feedback:

- To be accurate, feedback presents accurate information about the observed behavior and offers a valid suggestion for improvement.
- To be relevant, feedback should align explicitly to the stated expectations of the assignment. The best way to do this is to use rubrics that clearly map out the expectations for the task, at various levels and across the traits or aspects of the work that will be assessed. **Assigning criteria to bubble and QuickMark comments** is an excellent way to ensure that students see the connection between your feedback and the scoring rubric prior to grading.

- To be accessible, we must keep in mind the readiness level of the student, and phrase all feedback in a way that they are able to comprehend. Align feedback to performance level.
- To be timely, feedback does not need to be instant (although 60% of students say they are more likely to use feedback they receive during their work process), but formative feedback is better as it provides an opportunity to act on that feedback. Using tools like QuickMark sets allow educators to provide feedback in a more consistent, timely manner.
- To be actionable, effective feedback provides the learner with their “next steps,” appropriately guiding the work, but not giving away the answer. Presenters may wish to pause and review QuickMark sets to identify comments that fall into this category and begin to develop a plan to help students learn how to incorporate this feedback into their work.

The next slide(s) will help participants to become more familiar with the functionality of the tool and will provide practice with some guidance.





■ **Slide 11:**

- Consider sharing **this video** to give a quick walk-through of how to use Feedback Studio as needed for those participants who are unfamiliar with the tool.
- Be sure to emphasize that using one or a combination of these methods within Feedback Studio will help to **personalize feedback** for individual students and that QuickMark sets can be modified or added to in order to supply feedback that reflects a particular assignment or student needs.

■ **Slide 12:** Take time to brainstorm with participants before revealing the bullet points if QuickMark sets are just being introduced. Guide conversations towards understanding the timesaving benefits of using readymade comments.

■ **Slide 13:** Take time to brainstorm with participants before revealing the bullet points if QuickMark sets are just being introduced. Guide conversations towards understanding the timesaving benefits of using readymade comments. Important to note is that using QuickMark sets for repetitive feedback frees up time to provide more in-depth personalized feedback elsewhere, for deciding on just the right comment for the right place in each student's work.

■ **Slide 14:** Turnitin provides many short instructional **VidBITS** to help educators use Feedback Studio more effectively and impactfully. Use the QR code to access these. Now might be a good place to show one or two that have been vetted ahead of time that would inform educators as to how to provide feedback more impactfully.

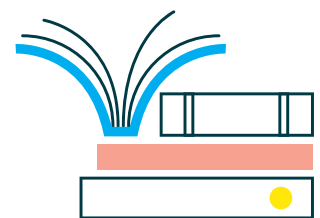
- A resource to help students asynchronously would be the **Source Credibility videos** – scroll down to the Graphics and Visual Aids section for a set of 7 videos that would help students to evaluate source credibility, for example.

■ **Slide 15:** This slide and the next gives participants an overview of the different QuickMark sets available to them. Be sure to differentiate between the view here of the available QuickMark sets and on the next slide. It should be noted that educators can now hide QuickMark sets that they aren't currently using.

- Consider logging in to Feedback Studio to demonstrate where and how these libraries are located.
- Demonstrate different functionalities for participants as appropriate.

■ **Slide 16:** If time allows, have participants log in to their own accounts in order to browse through different QuickMark sets and/or explore within course or departments to discuss which sets might be most helpful to them.

- Demonstrate different functionalities for participants as appropriate.



**Slide 17:** To provide the opportunity for participants to fully develop their understanding of this, implement the following activity. The purpose of this activity is twofold: 1) to help familiarize educators with what is available and ready to use and therefore help save time later and to standardize feedback within a department/institution by including Feedback Studio within specific assignments or units of study and 2) provide consistency by personalizing QuickMark sets to reflect the needs of individual departments, courses, or institutions overall.

Before implementing, be clear about the goals and objectives for use and consider how this will be approached with participants. Consider the following and be certain that answers will be provided to participants:

- Will this be a tiered approach to implementation?
  - If so, what is that timeline and expectations for each step?
  - If not, how will participants work together throughout the course of the year to assure consistency (if that is a goal for usage)?
- How/when will participants be able to judge how effective their implementation is?
  - Do those expectations change with time or remain consistent?
  - If something isn't working, what is the protocol for re-evaluating those expectations?
- How and when will educators communicate how to respond to and use this feedback to students?

■ **Slide 18:** The QR code will take educators to a blog titled **The Importance of Feedback Loops Within the Writing Process**, which will lead to further links on research on formative feedback to deepen the discussion.

Consider sharing the following resources with educators regarding research on feedback in general as well as the impact of using Feedback Studio. Presenters can use an activity like **Think-pair-share** or **Jigsaw** or any other activity that will suit the time and space constraints.

- <https://www.turnitin.com/blog/a-research-story-where-to-next-feedback-in-turnitin-feedback-studio-impacts-student-growth>
- <https://visible-learning.org/2013/10/john-hattie-article-about-feedback-in-schools/>

■ **Slide 19:** More options on how to empower students to understand and address writing issues prior to submission can be found in Instructional best practices slides for professional learning **Part 3**.

Consider sharing the following resources with educators regarding research on feedback in general as well as the impact of using Feedback Studio:

- <https://www.turnitin.com/blog/a-research-story-where-to-next-feedback-in-turnitin-feedback-studio-impacts-student-growth>
- <https://visible-learning.org/2013/10/john-hattie-article-about-feedback-in-schools/>
- Share the handout **Educator Timesavers** with participants - some of the references here may help answer questions or provide additional guidance and information for how to implement changes to impact better student outcomes.

# Assessment

■ **Slide 20:** Share examples of effective and less effective feedback with participants in order to fully gauge participants' skill at providing effective feedback. Provide print and/or electronic copies as appropriate for the time and space available and have participants work in pairs or small groups such as departments or related courses in order to develop a consensus.

- If examples aren't available to use, consider using one of Turnitin's **exemplar essays** and adding feedback. For purposes here, use a mix of handwritten feedback and feedback via QuickMark sets depending on the comfort level of participants. If participants use QuickMark sets regularly but are maybe not using it most effectively to impact student writing, use QuickMark sets almost exclusively.
  - Provide examples of effective feedback and less effective feedback so that participants can compare and make note of the differences.
  - If time permits, consider having participants add information to the less effective feedback in order to meet all the criteria of effective feedback.
- The exemplar essays provide possibilities for inclusion of essays with topics found typically in science or social studies courses, not just the English or writing courses so here is an opportunity to establish expectations for educators in multiple disciplines to practice using Feedback Studio.
- In addition, Feedback Studio can be used to provide feedback and streamline grading in **economics, presentations, math & statistics, performances, & visual arts.**



# Closing/Follow-up

- **Slide 21:** Use this time to sum up the main points and areas where your institution plans to move forward on this one aspect of Feedback Studio: driving better student outcomes by personalizing student feedback. If this is an area where your institution is fairly strong, be intentional about which resources will most impact the understanding of both students and educators.
- **Slide 22:** All of the links listed here have been provided throughout the slide presentation, but they are listed here for ease of reference. Consider copying this slide and distributing it to participants if the entire slide deck won't be shared with them.



# Next steps

**Driving better student outcomes by personalizing student feedback** is only one aspect of using Feedback Studio. Consider continuing this professional learning journey on best instructional practices in using Feedback Studio by using the following resources:

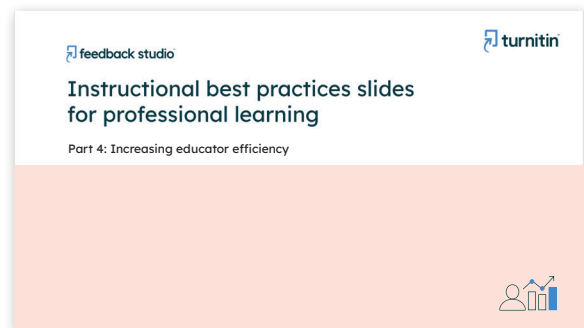
## **Part 1: Safeguarding academic integrity**



## **Part 3: Empowering students to understand and address writing issues before final submission**



## **Part 4: Increasing educator efficiency**



## Turnitin

Turnitin is a global company dedicated to ensuring the integrity of education and research and meaningfully improving learning outcomes. For more than 20 years, Turnitin has partnered with educational institutions to promote honesty, consistency, and fairness across all subject areas and assessment types. Our products are used by educators to guide their students towards higher standards of integrity and by students, researchers, and professionals to do their best, original work.

## Teaching & Learning Innovation (TLI)

Consisting entirely of veteran educators, the Teaching and Learning Innovations (TLI) team at Turnitin ensures that best pedagogical strategies are integrated into all tools, services, and resources. The Teaching and Learning Innovations team creates content, curricular resources, and professional learning materials that support the best practices for using our products and services. Our primary goal is to act as the voice of educators and students while producing high quality, research-based content to help educators provide effective instruction and help students grow as writers.

### **Collections of resources:**

- Disrupting Plagiarism
- Source Credibility
- Paraphrasing
- Social Studies
- Remote Learning
- STEM
- Teaching Argumentation with Integrity



**To access these resources visit**  
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