Learning from Failure - Writing in to the Presentation - Attendee Reflections

Writing in to the Presentation - Reflect on your feedback practices. Consider: When do you give feedback? What is your primary feedback style? (corrective, questioning, or praise) What is your students' response to feedback?

I give feedback during the invention process on things like topics or approaches, and then I give feedback on drafts, bibliographies, and other process self-assessments (depending upon the assignment). Primarily, i have moved to brief audio comments, supplemented by digital grademark comments to submitted drafts. Students write in their memos that they appreciated and made changes based on this feedback, but I'm not always seeing the promised changes! LOL

I think that they vary--but while I would like to think that I use questions to help students grow, sometimes I know that the feedback is corrective. Recently I have been incorporating some of the ideas in the ACRL Framework into my feedback--to help deepen student work.

Draft---I pick something they did well and praise and then one thing that could make the biggest improvement to the piece of writing. I don't go overboard with a lot of grammar and mechanics and if it needs serious help with that, I ask them to see me or visit the Writing Center to help with fixing the "minor" mistakes. I leave feedback within blackboard where I insert comments and/or write feedback as a comment.

After a one-shot Library instruction session, we use Google Forms for informal assessment. I export results to Google Sheets and input feedback comments. Then upload to LMS if I'm embedded in course, or email professor to forward to class. I'm not sure how many students view it, but the faculty members within my liaison area do. I am trying to be further embedded so I can discuss feedback further - this has given me good ideas :)

Writing in to the Presentation - Identify "gaps" or "squishy" places in your students' learning. Are there disjointments in your instructional design or practice you are trying to tackle?

I do think that there are problems in pushing students beyond google and into the databases, mainly students complain they "can't find what they need", and so it's clear that not enough is being done to show how these sources are important or useful. Students definitely balk or ignore the process of inquiry-based research. Despite the extensive instruction on research questions, they finds ways to circumvent the questions and use their own presumptions as guides.

Sometimes I encounter students, usually at the reference desk, who are seeking articles on a specific point of view--rather than looking into a topic and discovering multiple perspectives on an issue.

I likewise deal with students who want my feedback to be a "quick fix," simply telling them what they need to do to their papers in order to receive an A.

I have a tendency to be vague in the hopes of allowing them the freedom to explore and inquire. They need more structure than I sometimes provide and it is something I am aware of and try to remedy without being too prescriptive. They, as you said, have a concept of what it should be like and I just want them to be original or try.

Recently I did an Advanced Library Instruction session webinar for Education students in one course to those who did one just last summer in another Ed course. I did a Post-Test quiz and I was surprised to see they learned the facts about searching but has trouble applying their knowledge. Like in the test they understood what truncation does, but when I asked for an example on what keywords they could truncate after a set of keywords we had brainstormed together, they couldn't give an answer.

Writing in to the Presentation - Identify a collaborative partner at your institution. List a creative modification you might make to your shared practice.

I like the idea of a collaborative space where it is non-threatening. Our library staff is very willing to help--I wonder how they might feel about this. Would it be seen as teaching or co-teaching?

I collaborate closely with a couple of professors--some over multiple classes--and over different kinds of research assignments. I'm wondering how to work within an academic program--over time--and begin to develop ongoing supportive relationships with students in the program.

I'm an academic librarian and have a faculty member within my liaison area that I have a good relationship with and she expressed interest in co-teaching once, and I felt hesitant and said, sure, not right now but maybe next year, but I'm feeling more courageous after this session and want to bring it up to her!

I'm currently collaborating with our Instructional Technology Specialist on creating tutorials in key areas, like plagiarism. I'd love to expand this to include more skills along the process, so she would be a person to continue to collaborate with. I think that collaborating with other composition faculty, as well as with our library staff, would be helpful as well. I'm also interested in collaborating with our tutor/mentors, who are often embedded in classrooms. There is so much to be gained from a tutors' hybrid perspective, as they are often both students *and*

mentors--and seen more as peers to students in a classroom.. I would use this particular collaboration to help me improve my structure and delivery of a variety of concepts.