

## **Project Idea: Multidimensional Approach to Efficient and Effective Feedback**

My goal is to develop a semester-long strategy for providing students efficient and effective feedback in their written work for my undergraduate business research methods class (BUS 230: Business and Economics Decision Making and Research).

I envision a feedback strategy with three dimensions: (1) feedback letters from the instructor on initial drafts, (2) student peer feedback using a carefully designed structured process that involves using rubrics and assignment descriptions, and (3) instructor-student, face-to-face, out-of-class consultations after students have devised writing strategies based on earlier feedback.

I have three goals for my feedback strategy: (1) Give students feedback quickly, so they are most likely and can most effectively use it, (2) Give feedback that encourages guided self-discovery for revisions and corrections, (3) Make it likely that the feedback helps students develop into more confident and capable writers, not just resulting in better drafts.

The first component is a follow up from a lesson study I conducted on designing feedback letters for the students. My colleagues and I created a database of feedback snippets for students writing. The database included common writing suggestions and corrections and also assignment-specific suggestions. For each student paper, we selected a small number of snippets and copied and pasted these into a customized feedback letter which was addressed to the student. This efficient feedback system allowed quick turn-around time from the students' submissions to instructor feedback, maximizing the likelihood students use the feedback. The letters also allowed students to make guided self-discoveries on how they could improve their work. While we found several successes for the strategy, we concluded that this method alone could often be insufficient. In several instances I followed up with face-to-face consultations with students that focused on their specific paper and we discussed strategies for revision.

Finally, I want to design one or more metrics to measure how effective is the feedback process. I want to measure how useful students find each feedback component and how specific and confident students are in their revision plans having received each method of feedback. I am also interested in whether these feedback components complement one another. Finally I am interested in measuring whether students become more capable and confident writers when finishing my class.