Teaching in the Available Spaces: Faculty Development for Effective Online Teaching
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Overview of Presentation

- Teaching
- Available Spaces
- Teaching Through Feedback
- Faculty Development in Teaching Through Feedback
- Conclusion
What is Teaching?
Teaching in the Available Spaces
“Brick and Mortar”
Teaching Spaces

Syllabus control

Classroom control

“Teachable moments”
“Traditional” Online Teaching Spaces

Mostly an old model in a new space
Why Teaching Spaces Matter
Teaching Through Feedback
What is Teaching Through Feedback?
“Good feedback contains information that a student can use, which means the student must be able to hear and understand it. Students can’t hear something that’s beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would be useless to listen.”

(Brookhart 2008, p.2)

Accomplished teachers “give learners reason,” by respecting and understanding learners’ prior experiences and understandings, assuming that these can serve as a foundation on which to build bridges to new understandings (Duckworth, 1987). (How People Learn, 2000)
“reduce discrepancies between current understandings and performance and a goal” 
(Hattie & Timperley 2007, p. 86).

“Feedback should be positive. . . describing how the strengths in a student’s work match the criteria for good work and how those strengths show what the student is learning...pointing out where improvement is needed and suggesting things the student could do about it.”
(Brookhart 2008, pp. 25-26)

“Where anyone is trying to learn, feedback about their efforts has three elements—the desired goal, the evidence about their present position, and some understanding of a way to close the gap between the two (Sadler, 1989).”
(Black & Wiliam 2010, p. 85)
Core Elements

• Teaching/Learning Relationship
• Saying Useful Things
• Developing a Picture of the Student
• Feedback vs Grading
Teaching/Learning Relationship
Developing a Picture of the Student
Feedback vs Grading
Data compiled from researchers from Tufts University and Harvard Business School examine differences in performance between children ages 8-9 years old and children ages 10-11 years old using race relevant and race neutral testing perimeters. The test was sampled using 101 children both white and black middle and upper middle perimeters class families. The children were showed photos of people and were asked a series of questions to determine performance efficiency. The results yielded the conclusion that in fact the younger age group of children did outperform the older age group in social categorization experiments involving social prejudice.
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2) Did she understand the study? Feedback addresses this question only.

[Introductory comments]

In order to write an annotated bibliography, you have to understand the article. Fortunately, research articles follow a similar form and AB items mirror that form. Once you understand the form, you will be better at understanding any research article. I’m including a reading guide for you to use to help you organize your ideas for your annotated bibliographies. This will help you to capture the factually correct information as you read research articles, thus helping you to write useful annotated bibliographies. Journal articles are difficult to navigate, and the attachment will be of great help. Instead of revising this assignment, please use this guide and fill in the blanks with the correct information. Then, please send me your completed guide so I can check your understanding of the article.

[Concluding comments]
Effective Teaching Through Feedback Requires Effective Faculty Development.
Faculty Development in Teaching Through Feedback

- Formal opportunities
  - Coaching
  - Dissemination
Population and Sample
16 faculty

8 BUS faculty
4 completed training
4 no training

8 EDU faculty
4 completed training
4 no training
9 criteria divided into 3 areas:

Assessment of student work (3)
Feed forward (2)
Presentation of the feedback (4)
### Study on Effectiveness of Training

**Averages**  
(out of 3.00)

<table>
<thead>
<tr>
<th></th>
<th>Assessment</th>
<th>Feed Forward</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMBINED WITH</td>
<td>1.70</td>
<td>2.03</td>
<td>2.11</td>
</tr>
<tr>
<td>COMBINED WITHOUT</td>
<td>0.88</td>
<td>0.32</td>
<td>1.48</td>
</tr>
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\[ t_{(8)} = 3.83, \ p < 0.002 \]
Challenges

• One-to-one model

• Teaching spaces not obvious

• Teacher identity
Obstacles

• Internal
  – Psychological reactance
  – Vanity
  – Fear

• External
  – Takes time
  – Assessment not easy
Teaching through Feedback is infinitely perfectable.

Training in Teaching through Feedback is infinitely perfectable.