

21/SP EDUC\*780\*OL The Role of the Literacy Prof

FeedForward for: Dr. Sharon Russell

Submitted by: Dr. Pat Farrenkopf

Positive

Connects:

*Start Here*

You start course with the end project front and center. Capstone Project Outline has four points clearly outlined: Proposal, Start-Up Methodologies, Mid Point Methodologies, Project Evaluation Plan. Module folders with due dates in larger text and different colors.

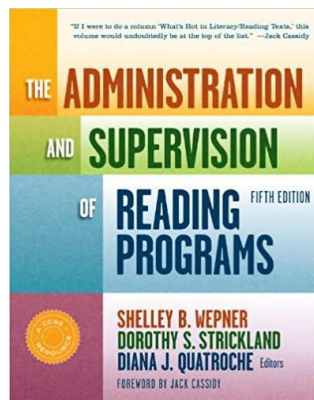
*Announcements* Responding to questions/requests by students.

Office Hours, Zoom Links, Flipgrid, **Critical Friend** ♥

Welcome to the Course

Puzzles:

I wanted to know the title of the book used for this course. I thought about where it might be and looked in the syllabus. There it was. Probably your students already knew, but *Start Here* might be a good place to feature the book by name and even image.



Explores:

I found the attached *Exemplary Course Program Rubric* by Blackboard Inc. I think I am going to use it for self-reflection of my own courses and wanted to know what you thought about it.


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Dr. Pat Farrenkopf

When asked by course designer Dr. Sharon Russell to review her EDUC 780 course design, I decided to take a look at this as an opportunity to feed forward. Although the terms feedback and feedforward were originally terms used in engineering to describe controls of “Disturbance Rejection”, Marshall Goldsmith (2015) decided to apply these terms to education and coaching. He found that when feeding forward, the focus was moving into the future; feedback had a lens of judgment. He decided to build relationships through providing ideas of how the person receiving his comments would be empowered to constantly improve. I want the same for the courses I have designed.

TRADITIONAL <b>FEEDBACK</b>	THE <b>FEEDFORWARD</b> APPROACH
Affirms what the person already knows. <i>“You’re really good at that.”</i>	<b>Regenerates</b> talent. <i>“Would you lead a training on that?”</i>
Points out problems. <i>That idea won’t work because...</i>	<b>Expands</b> possibilities. <i>What if we added this?</i>
Is an “information dump.” <i>Think rubrics with 10-20 different measurements.</i>	Is <b>Particular</b> . <i>Is ongoing, embedded in instruction, and focuses on just a few things.</i>
Tries not to be mean. <i>“Praise sandwiches” hide criticism inside gauzy praise.</i>	Is <b>Authentic</b> . <i>Describes the problem and its impact, then prompts the person for a solution.</i>
Doesn’t always offer a plan of action. <i>Focus is on measurement, not a plan for change.</i>	Has an <b>Impact</b> . <i>Has the person create a specific, step-by-step plan for improvement.</i>
Comes from the top down. <i>Delivered within a strict hierarchy, from people on the same team.</i>	<b>Refines</b> group dynamics. <i>Rich, varied input comes from people with different viewpoints and skill sets.</i>

From *The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change*, by Joe Hirsch



I believe that, for online learning design to be successful, it is desirable to be able to

“navigate intuitively”. I started with “Start Here” at the top of the navigation bar and observed that students would start with the end in mind. The Literacy Leadership Capstone Project was front and center. Focus for the four components of the project were outlined with steps to be addressed and due dates. Application of the knowledge, skills, and dispositions described in the syllabus culminated in an authentic and personal evaluation of each student’s plan with the framing questions: What were your findings? What worked and what did not? How do you know?

The text for the course was referenced throughout but also provided were videos, supplemental readings, discussion boards, and Kaltura recordings of the professor. Notes from Dr. Russell were found throughout the modules and in a register that felt like actual in person comments. I was encouraged to use Flipgrid in my own online courses after viewing the design for sharing project focal points provided by the EDUC 780 students.

Another essential aspect of online courses is to respond to student questions and ideas as they develop over the time frame of the course. Evidence of this two way interaction between professor and student was seen in the announcements and the email conversations. I was also very interested in seeing how Dr. Russell used the concept of having students select a critical friend and reflect through the discussion board course tool.

Moving forward, I would suggest including an image of the required text on the Start Here page. The practice evident in this course design of having information in more than one spot and connecting the moving parts of your course makes information retrieval a natural occurrence rather than a seek and find exercise. That is appreciated. Including a visual of the book on that page would provide another place where the students would see that connection.

I used pieces of the Blackboard Inc. rubric (2018), but some pieces did not seem to fit this course. It is my hope that Dr. Russell and I can work together to refine a rubric for peer review use. As faculty, peer review is part of our practice and also of our annual review. Developing a realistic and useful assessment rubric to provide feedforward information would be desirable for all.

**References:**

Blackboard, Inc. (2018). Overview of the blackboard exemplary course program.

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Goldsmith, M. (2015). Try feedforward instead of feedback. *Marshall Goldsmith*. Retrieved from: <https://www.marshallgoldsmith.com/articles/try-feedforward-instead-feedback/>