Feedback and Study Strategies
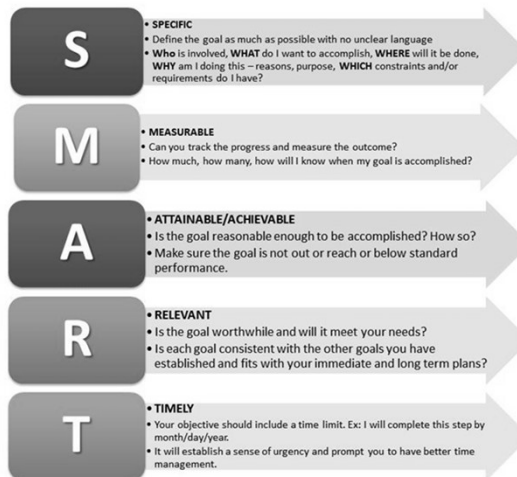
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SMART and SMARTER Goals

S • SPECIFIC
• Define the goal as much as possible with no unclear language
• **Who** is involved, **WHAT** do I want to accomplish, **WHERE** will it be done, **WHY** am I doing this – reasons, purpose, **WHICH** constraints and/or requirements do I have?

M • MEASURABLE
• Can you track the progress and measure the outcome?
• How much, how many, how will I know when my goal is accomplished?

A • ATTAINABLE/ACHIEVABLE
• Is the goal reasonable enough to be accomplished? How so?
• Make sure the goal is not out or reach or below standard performance.

R • RELEVANT
• Is the goal worthwhile and will it meet your needs?
• Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?

T • TIMELY
• Your objective should include a time limit. Ex: I will complete this step by month/day/year.
• It will establish a sense of urgency and prompt you to have better time management.

SMARTER

Specific & simple
Measurable & meaningful
Attainable & achievable
Relevant & results-oriented
Timely & trackable
Evaluate & excitable
Reevaluate & reassess

Feedback

- Positive
- Three major areas of improvement
- Specific and useful
- Revision/Reason to read feedback

Formative

- Formative: Given throughout the learning process, formative assessments seek to determine how students are progressing through a certain learning goal or to conduct a quick comprehension check to guide future instruction
  - Ideally used when tied to an opportunity to revise, for low stakes assessments that are offered often, and for project-based learning as part of the development process, to keep students headed toward the desired goal.
  Example: process writing steps towards a final research paper. (drafts)
  - iClicker
  - Padlet (virtual bulletin board to post and share ideas/brainstorm
  - Graphic organizer, TPS, Self-assessments (thumbs up tool in zoom or quick survey)

Summative

- Summative: Given at the end of the year or unit, summative assessments assess a student's mastery of a topic after instruction.
  - Feedback should identify areas for future study, areas that need to be mastered (and why) such as skill building toward next unit or next course
  - Portfolios, projects, performance
  - Guides future course planning, curriculum mapping
 - Demonstrates mastery of course outcomes

Study Strategies and Skills

- Post first test or assignment
  - Did you like the grade you got?
  - How did you study for this test/assignment (what materials did you use, notes, HW review)
  - How much time did you study?
  - When did you study/
  - What might you do differently next time?
  - Overtly tie previous assignments to exam questions.
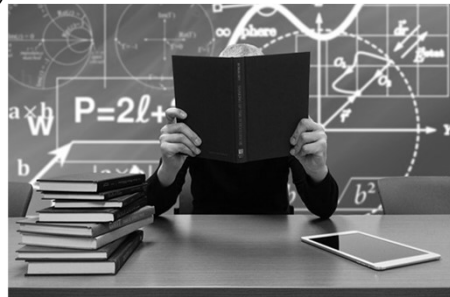
Test-giving Strategies

- Describe the test
- Provide a study guide and/or have students complete a study guide/question set
- Discuss how to study
- Highlight where previous feedback might be useful
- Flashcard mobile practice http://www.edudemic.com/3-best-free-flashcard-apps-for-students/
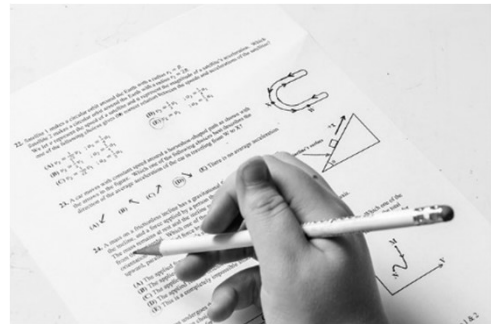
Note-taking Skills development

- Chapter Readings
  - Provide partial outline – students turn in after working in groups to complete
  - Make it a low-stakes assignment

- Lecture notes
  - Provide partial outline -students turn in after working in groups to complete
  - Next class, students work in small groups to answer content questions using only lecture and reading notes, no book, no internet

Tutoring Options

- Are you telling your students about:
  - Library?
  - Writing Center?
  - ARMAS?
  - Net Tutor in D2L?
  - FYELC freshman tutors/peer mentors
  - Language learning lab