

# ACERT Lunchtime Seminar

## WRONG! On Getting Student Feedback Right

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## Agenda

- Who I am
- My courses
- What the literature says about Feedback
- How it looks
- How it works



## Who I am

- Doctoral Lecturer in the Special Education Department
- Taught face to face, synchronous online, asynchronous, hyflex courses across career.
- Published research in different areas of evidenced based practices in higher education.



## A quick word about our feedback system...

### Teaching Evaluation Report

- These have a lot of problems.
- One, the loop is too long to do anything meaningful.
- Two, there is bias in those evaluations.
- Three, it takes years to develop an adequate sample size to recognize problems.
- So we can't use these as a tool to make changes for a long period of time.
- ...But we can use these to help students learn:



## What the Special Education/ABA Literature Tells Us...

1. Behavior Specific > General Statements
2. Feedback decreases for students as they age (older people get less).
  - We see this as professionals.
3. Feedback is temporal. Loop has to be as small as possible to be meaningful.
4. Know what you are looking to change first (e.g., increase student responding; increase knowledge; assignment completion)

## What I am Looking to Change

- In Class: Student participation (I want this is as high as possible).
- Assignments: Critical feedback to improve the next version of an assignment.
  - Loosely correlates to increase knowledge.
- Tests/Quizzes: Review group data from incorrect responding (Under 80% correct as a group results in a reteach).
  - These provide feedback in my teaching.

## How it looks...

### 2 Classes and Thesis Students

- 2 Classes:
  - Hyflex model (1 class has about 1/3 attending in person; 1 class about 1/4).
  - Students have a weekly assignment to ask questions.
  - Assignments build off each other (they do practice these things at work).
- Thesis:
  - Receive feedback via google docs for submissions.

## 2 Classes

### To Increase Class Participation

- Receive two participation points for answering or commenting on class topic (not assignments, grades, or due dates) 2 points per class.
- Review questions help increase the likelihood of participating.
- Students do not receive feedback after responding, only after all have responded. State names of those that said correct response.
- Withholding feedback will often increase participation.

## 2 Classes: Assignments

- Students are provided *corrective feedback* only.
- Assignments are designed to build on each other to implement the feedback in the final product.
- E.g., one assignment has students observe and create definitions of target behavior, the following assignment has them create a measurement system.
- Behavior Specific praise is unhelpful due to the increased length of time between submission and grading.

## 2 Classes Quizzes and Tests

- The feedback loop is instant.
- Timed assessment (2 minutes per question).
- Less than 80% correct from the class means I didn't teach appropriately.
- Set correct answers to show.

## Thesis

### To Improve Writing and Design an Experiment

- Students submit documents via Google Drive.
- To minimize feedback loop, students folders are checked daily (Monday-Friday) in the morning.
- Comments are left.
- We meet weekly to clarify any questions, celebrate successes, and update progress with the group.

## Feedback

- I try to:
  - Minimize the loop.
  - Change the behavior of my students (e.g., clarity in writing, answering quiz questions, responding in class).
  - Manipulate how it is distributed to increase responding.
- Objective Metric:
  - A class of 25 students will typically participate ~70-80 times per 2.5 hour class with a 10 minute break.
- Allows me to see if content isn't understood.

## Questions?

- Thank you!
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