Innovative Feedback Strategies

Compiled by Lisa Meloncon 3-5-19 for TPC faculty office hours. [Please let me know](#) if you run across a great resource that should be added here.

Following are some resources about shifting away from traditional models of feedback that rely on intensive, individualized comments that the students may or may not use.

I have written about this before

- [Letting Go in the Classroom](#)
- [It's true I don't grade](#)

And there are others in higher education that talk about these same concepts:

- [How to ungrade](#) by Jesse Stommel
- Profhacker post on [ungrading and reflecting on that](#)
- [How to crowdsource grading](#) by Cathy Davidson (of Hastac)

Then there is the classic Peter Elbor on [Radical Assessment and Ungrading](#).

We also need to consider the [implicit bias](#) in our assessment and feedback practices. The recent book by Asao Inoue, [Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future](#), has a fabulous appendix on contract grading that could be adapted to the TPC classroom: [Appendix A: English 160W's Grading Contract](#)

Different feedback strategies from TPC

Two classics on commenting that everyone should read if they have not:

- [Still_Koerber_Listening to Students](#)
- [Taylor_Really Dont Know](#)

Understanding how y[our feedback philosophy may differ from your actual practice](#)

[Collective Feedback File approach](#) (which eliminates individual comments and focuses on common errors at the formative stage)

Incorporating the [class critique](#) from arts as a variation on peer review

Voluminous literature exists on peer review. Go forth and investigate ways to make it more effective for you and your own classroom. TPC desperately needs updated work on how to do peer review in TPC courses and the effectiveness of it. (That's a great dissertation project just waiting to be written.)