

**Educational Developers Caucus (EDC) GRANTS 2017
Final Report. June 30, 2017 to July 31, 2018**

Title of Project

Formative Feedback for Teaching Development: Resources, Strategies and Techniques

Principal Investigator

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Overview of the project

The EDC Grant funded project, Formative Feedback for Teaching Development: Resources, Strategies and Techniques was designed to investigate formative feedback for teaching development practices in national and international teaching and learning centres. The pragmatic outcomes benefit and will continue to benefit educational developers by (a) contributing to the scope and knowledge about formative feedback processes; and (b) providing resources on teaching development strategies and techniques for educational development practitioners and instructors. As well as supporting the survey, the fund leveraged the opportunity to present at local and national conferences, Harvard University, and dissemination of scholarship.

Completed (details follow)

- Ethics approval, survey development, data collection, analysis and interpretation
- Presented preliminary findings at three conferences
- Submitted a proposal for International Society for the Scholarship of Teaching and Learning (ISSOTL) (October, 2018)
- Three invited presentations
- Two publications and another in development
- Proposal submitted for additional funding to continue project (April, 2018)
- Webpage developed and updated on the Taylor Institute for Teaching and Learning
- Submitted an article for the STLHE Gram (April, 2018)
- Completed interim report (January, 2018)

Educational findings/outcomes

The data from an international survey of teaching and learning centres, provided some evidence of the following:

Formative feedback for teaching development activity was reported from a range of multiple opportunities to non-existent. In addition, the understanding and practice of summative evaluation was more common than formative evaluation

When asked about the definitions and terms used, the most common phrases included formative assessment, formative evaluation, and classroom observations.

Resources were identified as a need for formative feedback techniques as well as the potential to move forward the formative feedback agenda for a greater understanding of the term and adoption of the practice.

Based on these findings and our subsequent presentations there is a need for information and pragmatic resources to incorporate formative feedback for teaching development into the higher education academy.

With this knowledge, the PI and co-researcher have leveraged the grant funded project and moved forward to develop resources, submit a proposal for additional funding (University of Calgary, Spring 2018), expand on collaborating with colleagues, and source opportunities to showcase and promote the benefits of formative feedback for teaching development.

Conference presentations

Jeffs, C., Paris, B., Piera, Y. (2018, May). *Exploring Formative Feedback for Teaching Development Through an Interactive Digital Media Tool*. Poster presented at the University of Calgary Conference on Postsecondary Learning and Teaching, Calgary AB.

Jeffs, C., Paris, B., Piera, Y. (2018, May). *Formative feedback for teaching development: Exploring strategies for gathering information about teaching and learning*. Paper presented at the Canadian Society for the Study of Higher Education (CSSHE) at Congress of the Humanities and Social Sciences, Regina SK.

Jeffs, C., Paris, B., Piera, Y. (2018, February). *Formative feedback for teaching development: Preliminary findings from a survey of Canadian Teaching and Learning Centres*. Paper presented at the Educational Developers Caucus (EDC) Annual Conference, Victoria BC.

Invited presentations

Jeffs, C. (2017, December). Focus on formative feedback for teaching development workshop. Derek Bok Center for Teaching and Learning, Harvard University, Cambridge MA.

Jeffs, C. (2017, December). Formative feedback for teaching development: A focused conversation. Boston University Center for Teaching and Learning, Boston, MA.

Jeffs, C. (2017, December). Formative feedback for teaching development: A focused conversation. Boston College, Center for Teaching Excellence, Chestnut Hill, MA.

Conference proposal submitted

Jeffs, C., Paris, B., Piera, Y. (2018, October). *Formative feedback for teaching development processes: Survey findings essential to SoTL*. Proposal accepted to present at the International Society for the Scholarship of Teaching and Learning (ISSOTL), Bergen, NO.

Publications based on the project

Addy, H. & Jeffs, C. (2018). Case study: Applying the CARRA Model. *The National Teaching & Learning Forum*, 27(4), 5-7. doi.org/10.1002/ntlf.30158

Jeffs, C., Paris, B., & Piera, Y. (2018). CARRA: Formative feedback & teaching development. *The National Teaching & Learning Forum*, 27(4), 4-5. doi.org/10.1002/ntlf.30157

Describe how the resource/findings produced by this project will be shared with the EDC community.

The Taylor Institute for Teaching and Learning has a dedicated webpage of Formative Feedback Resources. This is an open access site and is updated on a regular basis.

Taylor Institute for Teaching and Learning, University of Calgary. Formative Feedback Resources Webpage. <https://taylorinstitute.ucalgary.ca/formative-feedback/resources>

As a result of the project, at every conference and invited presentation a handout was prepared and distributed to all participants. This practice continues as the formative feedback for teaching development initiative moves forward. A sample of the quick reference guide is included in this report. All of this work has been assigned a creative commons license and can be shared and adapted by the EDC community.

Jeffer, C. & Paris, B. (2019). Formative feedback for teaching development: Quick Reference (PDF).

Budget

- a. Amount of original award \$2,250. The Taylor Institute for Teaching and Learning provided in-kind funding.
- b. The entire amount was the budget for a graduate student Research Assistant.
- c. \$50 balance, returned to funder.

Contact

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