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eCampus Weekly Update

This Week on the Ohlone eCampus

Week of December 14, 2020

Focus Topic: Providing Meaningful Student Feedback

As another semester begins to wind down, in comes the flurry of final projects, assignments, and exams. And with that comes.... instructor feedback to students. This may feel like a daunting task at the end of weeks of teaching and grading (during a pandemic nonetheless), but we know from research that providing students with meaningful feedback can greatly enhance their learning and overall achievement and success (see Dawson, et al., 2018; Howard, 2020). But not all feedback is the same. Telling a student "good job" does not describe what they did well, nor does it inspire growth. Meaningful feedback includes specific comments highlighting what a student did well so they can transfer this knowledge or skill to another assignment or class. Providing meaningful feedback to students does take a lot of time, but the reward is so much greater (for you and the student).

Professional Development:

And speaking of feedback..... We want yours!

It is important to us that we meet your professional development needs; otherwise, it's like throwing a party and no one shows up!. Please consider completing this survey to help the worker bees as they plan professional development classes, workshops, and communication for the spring semester. Then we can all celebrate together at the party.

Upcoming Professional Development

eCampus facilitated professional development opportunities are slowing down as the semester comes to an end, but we'll be back in January with some new, exciting workshops for you starting early in January. Stay tuned for more information on upcoming **eCampus Winter Camps**!

Also, the CCC Chancellor's Office has two great webinars planned. You'll find more information on their Information Security & Accessibility Workshops (January 11 & 12, 2021) here.

And don't forget about the VoiceThread workshops in January:

- **VoiceThread Basics 1:** Upload, Comment, and Share - January 5 at 11:00 am   REGISTRATION REQUIRED
- **VoiceThread Basics 2:** Groups and Secure Sharing - January 12 at 11:00 am   REGISTRATION REQUIRED

General Office Hours

We'll continue to hold eCampus Office Hours on **Tuesdays and Wednesdays from 3:30 – 5:00 pm through December 22**. Then, we will return during Learning College Week and provide greater availability to help you when you need it! Your success is our primary concern!

Equity Corner

This week we're sharing section E6 of the Peralta Online Equity Rubric that focuses on human bias. First, we should recognize that everyone has biases - unconscious and conscious – that impact their daily lives, and there are a number of different biases that exist. For example, consider the bias of authority figures. Individuals often trust individuals in authority positions. Now, think about how students view their instructors. Students often believe what their instructor says to be true because instructors are considered experts in their field, but it's also because instructors are viewed as authority figures through the eyes of their students. Understanding this relationship and bias has a significant influence on educators. For one, this puts of lot of pressure on instructors to know everything and not make mistakes (eeegads! That's a lot of pressure!)... but it also has the potential to create barriers (real or not) that discourage students from contacting their instructors for assistance (either personal or educational) or challenging ideas. What's so great about this area of the Equity Rubric is that it reminds us to recognize that biases exist, but pushes instructors AND students to define, identify, analyze, and discuss human biases as they relate to course material, but also the world we live in. What a powerful experience that could be!

Now, back to you and your class. Is your class in alignment with this section? If so, great! What could you do to move your class to exemplary? If it is not in alignment, what can be done to include analysis and discussion of human bias as part of the curriculum you are exposing students to? Taking a look at assessments in your class could be a good place to start.

E6. Human Bias

Criteria	Incomplete	Aligned	Additional Exemplary Elements
E6: Human Bias	Human biases are not yet addressed.	Human biases are identified in course content and activities.	Students analyze and discuss human biases as part of course activities.

Notes from Mary

I know you're busy with grading, but don't forget to:

- Send your students a thank you for spending the semester learning with you.
- Clean out your files in Canvas – check the dates to eliminate the ones you didn't use so that you don't copy unnecessary documents to your Spring Canvas shells.
- Submit any incomplete contracts and be sure that your course is available to the student.

- Enter your grades in WebAdvisor by Wednesday, December 23, and
- Fully log out of all applications (Canvas, Zoom, etc.). But more importantly, take a break from tech.

Here's a more complete End of Semester Checklist to help you tie up any remaining loose ends.

Hope to see you at eCampus Winter Camps. You will need to register to be able to join us synchronously and asynchronously. Come for a day, for a campfire, for a week. Details will be sent in a separate message.

Mary

Sources

Phillip Dawson, Michael Henderson, Paige Mahoney, Michael Phillips, Tracii Ryan, David Boud & Elizabeth Molloy (2019) What makes for effective feedback: staff and student perspectives, Assessment & Evaluation in Higher Education, 44:1, 25-36, DOI: 10.1080/02602938.2018.1467877

Howard, N.R. (2020). "How Did I Do?": Giving learners effective and affective feedback. Educational Technology, Research and Development https://doi.org/10.1007/s11423-020-09874-2