Articles on Effective Feedback


In this article Straub analyzes how he responds to students in a particular course. He works off the responding principles. Turing your comments into a conversation, create a dialogue with students on the page, do not take control of the text, help students find their own purposes instead of being directive, limit the scope of your comments, limit the number of comments, give priority to global comments, focus comments to the stage the paper is in, gear your comments to the individual student, use praise, tie responses to larger classroom conversation. Argues that good response practices are a matter of individual preferences and putting theory into practice. Basically a critical reflective practice essay. Also provides an analysis of his commenting style: looking at the % of comments in different categories (focused on content, ideas and assertions, detail, need for development, organization, larger contexts of writing, and local matters of correctness and such). And then look at the % of positive comments, or directive. An article about his theory put into practice in a context and analyzed for a model of response practices.


This book chapter provides a general overview of the writing assessment course, and the sources on this list. It discusses how writing is a meaning making act and that readers construct meaning from what they read – also looks at Gee and discourses within the classroom. Discusses the social and environment factors that influence students, as well as sponsors of literacy. And since writing is a complex act, writing assessments are complex and need to have theory/practice line up with our values. Continues to discuss validity and reliability in ed. Measurement terms. Moss’ hermeneutic approach is mentioned as a ‘holistic, integrative interpretations of collected performances that seek to understand the whole in light of its parts, that privilege readers who are most knowledgeable about the context in which the assessment occurs, and that grounds those interpretations not only in textual and contextual evidence available, but also in rational debate among the community of interpreters.’ (p 43, quoted moss 1994, p 7)


Discusses how her students respond to her by overwhelming her with their writing for their feedback. She talks about how she responds to their ideas and their writing at their level to push their thinking without judgment so that students and herself can write about their ideas freely. She lets her students know the emotion that she is feeling as
she is reading their work. She treats their work as texts and not ‘student writing’ to judge. “not only is their an ideal text, but an ideal composition teacher, usually white’ draws in socio, cultural, and historical ideological to her readings because that is who she is and she can’t change that and those influence how she reads and responds

In this article, Phelps looks at the question ‘what is response holistically, and what activities, purposes and artifacts are encompassed within it, which we might profitably study?’ Early response research focused on teacher comments and rhetorical analysis – but this is an isolated view of response. A comprehensive treatment of response would take account of responses by friends, tutors, other teachers, family, and class peers. Argues for more research on response that includes these other perspectives. Suggests that both teachers and students could learn from reflective practice and as a way to learn from response. Such as response as a connoisseurship or repertoire as pedagogical action. Offers a phrase of response with the ACT and ART labels. (p 97). Makes the point that response research needs to ‘ask how we manage, and what guides, teachers’ modulation of consciousness during pedagogical reading, which enables them to perceive texts or situation in different perceptual gestalts, focus on different features, play different roles, and accomplish different purposes in different frames of action “ (103). She also brings up the question of what are we trying to change as teachers in student writing?