Empowering Feedback
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Teaching Community Spring 2014
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**Explanation of Project:**

The composition classroom is a unique place because, unlike a mathematics class, information is not deposited into the students for future regurgitation; rather, students generate ideas and learn how to communicate those ideas clearly in their writing. In an effort to nurture this student generated learning environment, I created Feedback Loops. The Feedback Loop refers to the ongoing conversations that are happening between the writer and reviewer, the writer and instructor, and the writer and outside reviewers – tutors at the CORE, friends, and/or family. When the class decides on the content of a Feedback Loop, everyone participating in these conversations adhere to the chosen structure / style – except outside sources, unless asked to do so by the writer. These feedback loops varied with every Writing Cycle, or assignment. The students were given time to reflect on the type of feedback that would best improve their writing. For instance, the feedback you would want on an argument composition is different than the feedback you would like on a research paper.

Some questions that I was constantly asking throughout the semester are…

- How can I empower the students via the feedback loops?
- How can I empower the feedback loop to create a constant conversation around the student’s writing throughout the semester (inspire the students to keep talking about their writing)?
- Do the students want to be empowered? Or do they just want me to tell them what to do to get a good grade?
- How can this empowerment eventually lead the students to become strong self-editors of their own writing?

**Definitions / Vocabulary**

- **Writing Cycle** – A typical writing cycle lasts about four weeks – from the moment the assignment is given to the end when the final draft and submission packet are turned in for grading. Every writing cycle is designed to support the student’s success in comprehending the type of writing assignment at hand, catering their process to yield a strong piece of writing, and receiving relevant feedback from both their fellow students and the instructor. Here you will see four writing cycles – basic composition, compare and contrast, argument, and research.

- **Submission Packet** – Submission Packets contain evidence of each student’s writing process. For instance, the Submission Packet for Writing Cycle 1 had to contain – brainstorming evidence (free writing, notes, etc.), an outline, and two drafts with partner feedback. All Submission Packets were essentially the same, unless research was involved and then the student had to include a printout of the page they took their information from.

- **Feedback Loop** – The Feedback Loop refers to the ongoing conversations that are happening between the writer and reviewer, the writer and instructor, and the writer and outside reviewers – tutors at CORE, friends, family. When the class decides on a Feedback
Loop, everyone participating in this conversation adheres to the chosen structure / style – except outside sources, unless asked to do so by the writer.
Method of Investigation: Writing Cycle 1

Writing Cycle 1 was designed to introduce the students to feedback and establish why it is an important part of writing. I opened the cycle with a fifty-minute lesson on January 29th that explored the different types of feedback that we (class & instructor) could give to each other. I also explained that these workshops are designed to (hopefully) turn each and every one of the students into their own self-editor. In this lesson I gave the students a “Feedback Samples Handout” (see appendix A) with prescriptive feedback (side B) and inquisitive feedback (side A). As you can see by looking at the prescriptive feedback on side B, it is fairly vague and uses teacher-speak with “Frag,” and “Rep” in the margins (probably similar to what they encountered in high school). The inquisitive feedback, on the other hand, asked global questions about the content of the compositions; such as, “Can you give specific examples of these differences?”

Next I asked to students to read the compositions on the handout as if they were the student / writer receiving these different types of feedback. On the board, we listed any thoughts or question the feedback left them with. Then they assessed the feedback as if they were the instructor / reviewer. On the board we listed reasons why the instructor made certain choices, what were the benefits of those choices, and drawbacks. Ultimately, we discussed what was being communicated and/or not communicated with the different styles of feedback.

As a class we chose the language we would be using all semester when talking about each other’s writing; for instance, we opted for the phrase “constructive feedback” instead of “criticism.” Then we all committed to a feedback structure and style that we would use for Writing Cycle 1.

The content we chose for Feedback Loop 1
- 2-3 positive in-text comments
- 2-3 constructive in-text comments (in the margins and between lines of writing)
- Note at end including:
  o 1 positive comment
  o 2 goals for the next draft
<table>
<thead>
<tr>
<th>Writing Cycle 1</th>
<th>Basic Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13</td>
<td>Semester Starts</td>
</tr>
<tr>
<td>January 29</td>
<td>How to Give Feedback Lesson (50min) – 2 types of feedback // student &amp; instructor perspectives (see appendix A)</td>
</tr>
<tr>
<td>January 31</td>
<td>Draft 1 Workshop – decide on feedback wanted and received from reviewer // language</td>
</tr>
<tr>
<td></td>
<td>Feedback Loop – 2-3 positive comments 2-3 constructive comments (in-text) &amp; note: 1-2 positive, 2 goals for next draft</td>
</tr>
<tr>
<td></td>
<td>Instructor – hand written feedback on printed copies of draft in feedback style group agreed upon (above)</td>
</tr>
<tr>
<td>February 3</td>
<td>Written Feedback Due to Peer Review Partner (altered – did not realize students would need longer to revise)</td>
</tr>
<tr>
<td>February 5</td>
<td>Draft Workshop 2 – peer feedback; no instructor feedback unless requested by student</td>
</tr>
<tr>
<td>February 7</td>
<td>Final Draft &amp; Submission Packet Due</td>
</tr>
<tr>
<td>February 11</td>
<td>Writing Reflection Due</td>
</tr>
</tbody>
</table>
Empowering Feedback: Seelie

Results: Writing Cycle 1: Student Reflection: Basic Composition Writing Reflections: February 11, 2014: 24 Students

Instructions: Answer the following questions in 3-5 sentences....

1. What is one of your writing strengths?
2. What is one thing you could work on in your writing...an opportunity for improvement?
3. **What questions do you have about the feedback you received?**
4. How can you improve writing in the next draft?

For the purpose of this investigation, I will focus on question number three.

Statistics: 24 Students
Response was, “None,” or “Made sense.”: 10
Response with feedback (see below): 11
Unanswered, and/or irrelevant response: 3

“I think all of the feedback I received made sense for the most part. Some of the things were hard to implement, so I had to do a lot of rewriting. Over all I think the feedback was very helpful.” – C.B.

“None. It was straight forward and accurate.” – K.R.

“The feedback was less than I thought it would be.” – R.P.

“What can I do to improve my transitions? What other options do I have in order to make better conjunctions? How can I improve my word choice?” J.R.

“As far as questions go, not too many questions except for what was my grade and where I can improve on.” J.A.

“Unfortunately, I’ve turned my assignment in late, so I haven’t yet received feedback.” J.F.

“The feedback seemed very clear to me.” F.L.

“What does syntax and economy of language mean? Did my transitions improve? Was my thesis clear and understandable?” P.C.

“I do not have any questions about the feedback I received because it helped me create my second / final draft.” T.A.
“I really don’t have any questions with the feedback. I know what I need to work on because I’ve always had trouble with providing my point and staying on topic throughout my essay. I will work on that on my next essay.” J.L.

“A question I have about my feedback is what is the core of my issues with writing an essay, like what is one thing I really need to pay more attention to?” C.L.

“I don’t have any questions about my feedback.” M.G.

“I don’t have many questions about my paper. I want to know what you need from me to better my grade. How can I improve in your eyes.” A.D.

“What exactly is a dangling idea? How can I avoid the dangling ideas? What do I need to do to prevent them from happening?” A.V.

“I felt I was very clear, but I was asked to explain confusion in my essay. What did people get confused about?” S.S.

**Instructor Reflection**

Although none of the students reflected on the fifty-minute lesson on January 29th I feel this was the most successful aspect of this Writing Cycle and Feedback Loop. The students were asked to put themselves in the student’s position and in the instructor / grader’s position, which set a tone of empowerment. I got the sense that none of them had ever considered their opinion to be as valued as the instructor’s. I think it also caused them to consider how and why instructors give the feedback in the way that they do. I think it also helped the students realize how much time an energy it takes to read a draft, give thoughtful feedback, and communicate clearly what that feedback is. Ultimately, I think this lead them to reading their feedback more frequently then the may have prior to this class.

Based on the drafts I received in their submission packets, I am not sure the peer feedback was very strong in workshop 1, but that is why it was important to give the students another chance to give feedback in workshop 2. (see student work for writing cycle 1 for details).
**Method of Investigation: Writing Cycle 2**

With Writing Cycle 2, the Feedback Loop was essentially the same, but more discussion base. Also, students were required to submit their rough drafts online via the Desire 2 Learn website, rather than turn them in by hand in class.

As you can see from the table below I became frustrated because when I attempted another feedback loop discussion the conversation was extremely flat, and the students seemed uninterested. I took this to mean one of three things, 1) the students didn’t care about the feedback loops, 2) the students had forgotten all of the groundwork we had established in Writing Cycle 1, or 3) I was handholding too much and they just wanted to get started. Upon reflecting on this class and chatting with a few students, I found that number 3 seemed to be the most accurate reason. One student basically said, “We knew what we had to do, and these were longer pages, so we just wanted to get started so we could finish before class ended and return the feedback.”

In an effort to address the time constraint issue, I shifted the feedback loop from writing to discussing. The structure of the discussion was as follows…

- Tell your partner what you would like feedback on, and/or areas of your composition that you are most concerned about.
- Read the composition and make discussion notes for yourself.
- Discuss your feedback with your partner to clarify any questions and/or concerns you may have.

<table>
<thead>
<tr>
<th>Writing Cycle 2</th>
<th>Compare &amp; Contrast Composition</th>
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</table>
| March 7        | Draft 1 Workshop – *note: really flat discussion about type of feedback - frustrated*  
Feedback Loop – SAME – in-text comments // note with positive and goals  
DIFFERENT – discussion based feedback.  
Instructor Feedback – 13/27  
SAME – inquisitive feedback // note with positive and 2-3 goals for next draft  
DIFFERENT – digital submissions required // add “theoretical grade” |
| March 12       | Draft 2 Workshop – add discussion element  
*(note: tried to set up review pairs based on what I found in reading draft 1, but ineffective due to sparse attendance)* |
Results: Writing Cycle 2: Student Reflection: Compare & Contrast Composition Free Write (in class): March 14, 2014: 18 Students

Instructions: Free write about the following questions. Each response must be at least 3-5 sentences, which means you need at least 12 sentences total…

1. What are 2 things that you did well in your writing?
2. What are 2 things you could improve in your writing for the next assignment?

For the purpose of this investigation, I will pull quotes that reference the feedback loop.

“I missed one peer review day and it really didn’t help me. Although I couldn’t avoid the situation, I can’t miss those days; they are too valuable.” C.B.

“Two things that were very helpful for me while writing my essay, were how people would tell me to check my grammar. They told me what words to replace. Also they would tell me what they liked about my essay and that would encourage me more to keep writing.” M.G.

“Also not waiting til the last minute to write my papers.” J.L.

“I find myself repeating myself a lot because I’m just too focused on the page count so that is a problem of mine that I need to solve which is why I started drawing out my outline in a picture and it has been really helpful so far.” K.R. (this student was very shy, and during this reflection she got up in front of the class and shared her unique outlining style).

“The feedback was great because I was able to go back and see that I kept repeating myself. None of my free writing or organizing helped me figure out how to write this essay. [...] The good thing were the feedback and the bad thing was not being able to get a good organization.” C.A.
“Things that helped me were the feedback. The feedback helped me because as I was writing the paper, more of my topic sentences made any sense, and they didn’t go with the composition.” E.P.

“This recent essay we did I felt proud that I took the time to plan out my essay. I spent a lot of time like 6 hours or more on brainstorming and the outline.” D.B.

“I looked back at the outline format to organize my thoughts. When I did my free write I jotted down all my ideas to find connections between my topics.” P.C.

“[…] my peer edits they always compliment the quotes I use.” J.L.

“I believe I like my outline the most out of the whole process.” R.P.

“I really enjoyed my topics. I feel like I choose good topics to elaborate on. I definitely had enough info in my last 2 essays to work with. I enjoy my writing style. I feel confident in receiving a good grade on this last essay. I am not happy about the 2nd peer review workshop. My partner wanted to socialize with others than actually grade my paper. Please don’t make me partners with her again. Also, it seems some don’t understand parts of my paper. That’s strange to me since I go into detail so much. I think they should re-read before they say they don’t know. Overall I’m unhappy with class editing. I’d rather have my mom, an English teacher, or someone from the CORE edit my paper.” S.S. 

((note: S.S. lost 10 points because she did not meet the required page count, and her paragraphs lacked development. Original grade 15/30…-10 = 5/30))

**Instructor Reflection**

I was surprised to find that changing the submission style for draft 1 from a printed draft being handed in in class to a digital submission resulted in more than half of the class not submitting their first draft to me (the instructor). I am not sure if this digital submission style was the cause of this, or if they students felt my feedback was not helpful.

I added a “theoretical grade” to their first draft submissions. I was surprised to find that not one student mentioned it in class or in their reflection. Success of the theoretical grade has yet to be determined.

Another surprise I found was when I tried to hold another feedback lesson where we interrogated how the feedback for this writing cycle / compare and contrast composition would differ; I was mostly met with blank stares. It was as if the students didn’t care or want to be empowered, or they had forgotten everything from the previous lesson. After some reflection, I think that I was
doing too much handholding, and that the students just wanted to get started with the workshop. Also, next time I would have prepared another handout and/or worksheet for this lesson.

The final surprise of this writing cycle was that many of the students responded very positively to the discussion-based feedback loop. I imagine this is for a few reasons – there is less writing involved, they can have a conversation and ask questions of one another, and it is faster.
Method of Investigation: Writing Cycle 3

In post-writing cycle conferences and feedback I was hearing that many students felt they struggled with choosing a topic and organizing their ideas, so I added more brainstorming infrastructure to the writing cycle, including an outline workshop. On April 4, the students brought in their hand-written (but legible) or typed outline to share with a partner. This feedback loop was mostly discussion based since outlines are typically written in fragments. The aim was to give the students an opportunity to talk through their ideas and organization to see if it made sense. Then their partners gave them positive and constructive feedback.

Originally the outline workshop was designed to replace the second draft workshop, but the students protested, so we took a vote to see who wanted to still have two draft workshops, and who wanted the outline workshop and one draft workshop…the class voted almost unanimously to keep both draft workshops and add the outline workshop.

<table>
<thead>
<tr>
<th>Writing Cycle 3</th>
<th>Argument Composition – topic of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4</td>
<td>Outline Workshop – the outline workshop was scheduled to replace the second draft workshop, but that didn’t last…</td>
</tr>
<tr>
<td>April 9</td>
<td>Draft 1 Workshop</td>
</tr>
<tr>
<td></td>
<td>Instructor Feedback – 12/23 submissions, including late submissions</td>
</tr>
<tr>
<td>April 14</td>
<td>Draft 2 Workshop – back by popular demand! The students voted almost unanimously to have a second workshop.</td>
</tr>
<tr>
<td>April 18</td>
<td>Final Draft &amp; Submission Packet Due</td>
</tr>
<tr>
<td></td>
<td>Verbal feedback in whole class group</td>
</tr>
</tbody>
</table>
Results: Writing Cycle 3: Argument Composition Feedback Loop Discussion: April 18, 2014: 17 Students

During our 50 minute class on April 18, 2014, all seventeen students got in a circle and shared with the class about their topic for their argument composition, and their reflections on the Argument Composition Feedback Loop.

Some questions they could, or could not, answer were…

1. Was the outline workshop helpful?
2. Was this feedback loop helpful?
3. What do you prefer in your partner feedback? The same partner? Different partners? Why?
4. Was Margaret’s feedback helpful? Why? Why not?

1. Was the outline workshop helpful?
   - Outline helped to figure out thoughts and organization.
   - Outline was helpful because it was hard to start this essay.
   - Outline workshop was helpful because we could shoot topics back and forth.
   - Outline was good because it was a middle point between choosing topic and writing drafts.
   - The outline gave me more time to think about my topic.
   - The outline was helpful.

2. Was the feedback loop helpful?
   - Sit quietly, write notes, and focus on content.
   - Missed most workshops, so screwed myself over.
   - Feedback was helpful because I had lots of fallacies.
   - I didn’t get feedback because I was absent.
   - I missed one workshop, which made it harder.

3. What do you prefer in your partner feedback? The same partner? Different partners? Why?
   - It was helpful having different partners.
   - Different partners give me different critiques.
   - Different people allows you to see different feedback.
   - I always work with C.A. because I know her well so we can tell each other the truth.
- I like working with the same peer reviewer, J.J., because of his constructive feedback.
- I got help from outside sources because it was getting repetitive in class. Who? Kids from last semester who I took another English class with.
- I was absent so I asked friends for feedback (no evidence in submission packet).

4. Was Margaret's feedback helpful? Why? Why not?

- Margaret’s feedback is always helpful.
- The theoretical grade is helpful to determine if I’m on track.
- It is helpful because it tells me where I’m messing up.

**Instructor Reflection**

After hearing from many students that the hardest part of the writing process was getting started, i.e. determining their topic and sub-topics, I began adding more pre-writing exercises, like free-writing, outlining, and an outlining workshop. The original layout of this feedback loop was to get rid of the second workshop so they could have an outlining workshop instead; as you can see from the notes in the table above, the students voted almost unanimously to keep both workshops and add the outlining workshop! I interpret this as the first official instance of empowered feedback because the students took the fate of their writing and the feedback loop into their own hands. They may be beginning so see the value in these feedback loops.

Two items of note here about the instructor’s feedback are, “The theoretical grade is helpful to determining if I’m on track,” and the fact that draft submissions to the instructor are still only coming in from about half of the students. The low submission rate leads me to believe that the students don’t value this feedback, and/or they are not organized enough to get a draft together in time.
**Method of Investigation: Writing Cycle 4**

Out of all of our Writing Cycles, Writing Cycle 4 had the most steps – brainstorming cycle, guided research in the library, outline workshop, and draft 1 and 2 workshops. At this point in the semester, the students were assumed to know what worked and didn’t work for them in their writing process. They were encouraged to work with the students they felt confident in their feedback, outline in whatever way they felt was effective, and ask for the feedback they needed to have a strong composition.

<table>
<thead>
<tr>
<th>Writing Cycle 4</th>
<th>Research Composition – topic of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21</td>
<td>Research Composition Assignment given – written instructions</td>
</tr>
<tr>
<td>April 23</td>
<td>Brainstorming Cycle - free write about what you read on Facebook, Instagram, etc.; 5Ws 1H; cluster Sign off on your topic – you cannot change once you sign.</td>
</tr>
<tr>
<td>April 28</td>
<td>Library – Guided Research Session – get bibliography together (4 sources)</td>
</tr>
<tr>
<td>May 5</td>
<td>Outline Workshop</td>
</tr>
<tr>
<td>May 7</td>
<td>Draft 1 Workshop – very little instruction Feedback Loop Instructor Feedback – 14/20 submissions, including late ones</td>
</tr>
<tr>
<td>May 12</td>
<td>Draft 2 Workshop – speed dating</td>
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Results: Writing Cycle 4: Student Reflection: Research Composition: May 12, 2014: 17 Students

I offered extra credit to any student who emailed me their thoughts and feedback on the speed-dating workshop by midnight on May 12th. This is what they said…

P.C.
“I really liked today’s workshop. It gave me a chance to receive a variety of thought out feedback. I think the time we were given was sufficient and it helped me focus on the segment that I was evaluating. It also helped me look at others essays and take a mental note on what I need to improve on such as my transitions and organization. This workshop was very fun, interactive and it helped me a lot.”

C.B.
“I think that the feedback that we got today was very useful. Classmates had some good ideas to improve my paper. I do think that the type of feedback that we did today would have been more useful on our first drafts. This is because we spent a good chunk of time looking over the thesis and subtopics. This step was still useful, however I could have used it more in the first stages of creating my argument. Another reason that I think this type of feedback would have been more useful during the early stages of our papers is because of the limited time we have in each class. Today when we got to the stage of looking for organization in the paper, my partner and I only got about half way done. If I could chose the order of feedback methods, I would do the outline first, then today’s method, then a full paper review.”

J.A.
“So to answer your question … yes i really like the speed dating because it gave me the chance to have a few people look at my paper. i would say it does need more organization and guidance. i felt like i kept getting stuck with the same person for the reviews but with the speed dating it wasn’t like that.”

C.A.
“I liked the speed dating feedback because we would get lots of people looking at our one essay. But I liked that with the other feedback we would get more feedback. If we were able to have more time and more things to look at in the speed dating version that would be great!”

S.S.
– What did you find beneficial to your writing with today's speed dating workshop format?
I found that having multiple partners is beneficial because you get reviews from people with different writing styles, which will help me overall in my paper. Everyone gave different feedback.
– What strengths / weaknesses do you find in the traditional workshop that we have been doing most of the semester versus the style we did today (speed dating)?
I honestly enjoy the traditional workshops for peer reviewing the essays. I find with having the two Kadating. The traditional way gives you that “zoomed in”, too- the point, review. It really helps.

– What recommendations do you have to improve future speed dating workshops?
I would recommend to add more time. The workshop was fun, but I barely had time to get into the paper and really help the person.

– Would you vote to have a speed dating workshop again? Why or why not?
I would have to vote no. I feel that the speed dating workshop is fun for paragraphs, not essays. The workshop doesn’t allow enough time to go into detail about the errors or suggestion in the person’s paper. The workshop doesn’t allow you to go in-depth and really help that person create the best paper they can.”

J.J.
“This is Joseph Jewett from English 100 7181. The feedback type from Monday I felt worked okay. I got some decent feedback on thesis and topic sentences and was able to give feedback on several others papers. However I felt that it is just as effective if not more for one person to do all of the jobs, thesis, topic sentences, and body. It would be nice to have 3 people read entire thing and give feedback but of course we don't have time for that. So I personally feel that one editor per draft is the best option. As long as they make sure to first check your thesis and topic sentences then go through and read entire paper checking for grammar, if anything is confusing, organization of sub points within a main point according to order mentioned in topic sentences. Any just any ideas they may have thought of while reading the paper, areas to explore and think about adding. Thats the kind of feedback i prefer to give and receive personally.”

K.R.
“I believe the feedback loop and workshops we have been doing all semester have been very helpful. It's been helpful to hear how others feel about your writing skills and getting advice is always a plus because it's better to have someone look over your work before you turn it in because there could be mistakes you didn't catch yourself. I think the speed dating loop we did yesterday was really fun and helpful as well and I really enjoyed the fact that we had no choice but to communicate with classmates we'd never even talked to before. When we get to pick ourselves who we want to look over our paper we tend to pick people we already know or sit by. The dating loop let us get to know each other a little more so that was fun. Overall I think the workshops are a great idea and are very useful.”

J.R.
“Speed Checking”
At first I was really nervous for this activity because I have never done it. Yet, once it was done I really enjoyed it. It reminded me of musical chairs and frankly I thought it was more to the point & specific. It seemed that both peer reviewers were more focused and concise. It was a fun experience.

Instructor Reflection

As you can see from some of the student’s elaborate and opinionated responses, they have arrived at a place where they feel comfortable using the language of feedback, and offering critiques of the feedback loop and of the instructor’s decision to use this type of feedback. Are the students empowered? Perhaps, but ultimately I find success in the ways that those who missed workshops toward the end felt cheated. Also, the submissions to me (the instructor) of drafts was higher than usual, indicating that maybe the students value feedback.

Almost all of this writing cycle was dedicated to the writing process. Here I have added a great deal of pre-writing infrastructure with brainstorming, clustering, free writing, and answering the 5 Ws and 1H. In student reflections many of the students were admitting to changing their topic two to six times before committing, so I required the students to sign off on their main topic so that this did not happen. I made it clear that if they submitted a composition that was not on the topic they had signed off on, the student would receive an automatic F. This worked, although some students mentioned wanting to change their topics, none did.
Empowering Feedback: Seelie

Results: Student Reflection: Over all Feedback: Student Evaluations: March 2014

Describe what you like best about the way the professor teaches this course.

• I find her exceptionally insightful & approachable. She nurtures free thought and highly encourages questions as well as involvement.
• I appreciate professor Seelie’s different approach to teaching. She truly makes the classroom ours and it’s a very free learning environment. She built the class environment so its based around us and not her.
• What I like best about the way the Professor teaches this course is that she works with you any way she can by making sure we get the material she makes it encouraging by helping us go beyond our writing and makes it better
• I like her fun energy. She makes me excited for English. I used to think English was my toughest class but she has made it less intimidating for me. all the brainstorming and free writes that we do in class has really helped me with my writing process.
• I like how she explains best when we have writing workshops Feedback on essays improves my writing skills & it gives me warnings on where I make mistakes.
• have to say that what I like the most about the way my professor teaches is that she gives us options. When it comes to writing an essay she gives us topics to choose from.

Give suggestions for improvement.

• More specific feedback on papers, writings etc.
• Seelie needs to learn how to teach students rather than relying on the students to come up with everything. We need to not spend thirty out of fifty minutes figuring out how we want to be reviewed, so we can actually finish the reviewing and get their papers back that day.

Encourages students to ask questions and participate.

• Makes us teach ourselves by talking as a class

Responds to my work so I know how I'm doing and what I need to work on.

• Yes but when I make her changes my grade still ends up the same

Statistics.

• Encourages students to ask questions and participate. – 80% always
• Treats all students respectfully. – 90% always
Instructor Reflection

Of all the feedback that I have noted in the results section, I feel that this is the most telling. Many of the responses above speak to the overall question of student empowerment, and whether they want to be empowered or not. For instance, one student criticizes, “Seelie needs to learn how to teach students rather than relying on the students to come up with everything. We need to not spend thirty out of fifty minutes figuring out how we want to be reviewed,” while another said, “What I like the most about the way my professor teaches is that she gives us options.”

I suppose there is no ultimate answer as to whether or not students want to be empowered, but this feedback tells me that every student noticed a difference in the way they were taught, regardless of whether they liked it or not.