OnCreate

Evaluation Method

Feedback

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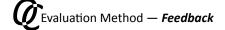*Aalborg University, Denmark*

Description of factor

What is feedback in the context of creative online collaboration? What in particular are we looking at? Online Courses need feedback and criticism in the same way as offline Courses. Feedback can be more influential, when it comes soon, is easily explained and gives help for self reflection to correct yourself. Helpful to find the balance between praise and clear and tough criticism. Up from which quality level a feedback is helpful. A particular challenge in online teaching is that feedback is often given in written form, increasing the risk of misunderstandings in both content and subtext. Online teachers should reflect and evolve their feedback style continuously.

Description of method

We suggest questionnaire using semantic differential, following a suggestion by Zhou, J. (1998). He suggests making a distinction between valence and style of the feedback, which we respected in this questionnaire. He distinguishes between positive and negative valence of feedback, as well as informational and controlling style, pointing out that a positive-informational feedback has the most positive impact on creativity.

The questionnaire is comprised of polarized attribute pairs (semantic differential), where test persons have to choose on a 7-part likert scale whether the feedback received leans rather to the positive or negative attribute of each pair. Students shall fill in the questionnaire rather from a gut feeling, with little reflection. The attributes have been chosen to be discernable and to give a bigger picture when considered as a

whole, not pair by pair.

Example for implementation of survey:

Was the feedback you got rather ...

	7	6	5	4	3	2	1	
appropriate			X					inappropriate

The example above would translate to "Valence of feedback felt rather appropriate". You can alter the polarization of items for the questionnaire to avoid unattentive answering. However, be sure to reverse polarization changes before the analysis.

Attribute pairs

I experienced the valence of the feedback I received as rather ...

inspiring — depressing

appropriate — inappropriate

extensive — brief

focused — broad

constructive — destructive

specific — generic

valuable — pointless

concise — confusing

supportive — unsupportive

encouraging — discouraging

positive — negative

I considered the style of the feedback I received rather ...

non-patronizing — patronizing

friendly — harsh

empathetic — ignorant/indifferent

informal — formal

uplifting/respectful — sarcastic

abundant — scarce

early — late

detailed — abstract

widening — narrowing

informational — controlling

Why and when to use

· Self-Benchmarking: Use regularly over a number of implementations of the same course to see whether your feedback's quality improves with regard to style and valence.

· Self-assessment vs. external assessment: Use the questionnaire yourself to assess the qualit of your feedback and compare with evaluation results from student side.

· Use it as a basis for a more rigorous factor-analysis to create a better evaluation tool.

· Use in first half of a course so you can still adapt.

· Especially useful for assessment of feedback quality in project-based learning.
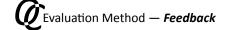
How to analyse and interpret

· Look for the overall picture in both valence and style, calculating the median over all attribute pairs.

· Look at individual pairs to find out about your individual weaknesses and strengths.

· Look at the standard deviation (or simply min and max values) for each attribute pair to get a view how heterogeneous the class perceives you.

· The pairs "positive — negative" and "informational — controlling" should match the average of the answers to the other attribute pairs in the respective section. If this is not the case, compare which pairs are similar and which deviate to get more precise hints on how to improve your feedback style or valence.

Literature

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