

ENG 622: Workshop for Composition Teaching Assistants Feedback Analysis Activity & Discussion

Original Discussion Post & Responses due: Week 10

By this point in the semester you've responded to (or almost finished responding to) at least one full set of student writing projects. This week and next, I'd like us to circle back to our conversations about writing assessment (week 3 and week 4) in order to do some reflective work on how you respond to your students' writing and where you want to take your assessment practices from here. So, for this activity you're going to use your response to one student project as a text for analysis and reflection. Follow the steps below to complete your feedback analysis activity.

1. Choose one student project from your own ENG 101 class this semester to use for this analysis. Choose a project that you've already responded to—it could be any stage of draft (working, revised, polished), and your response could be written comments or another mode of feedback, so long as you have the student's work and your feedback handy. Make sure to remove the student's name and any other identifying information from the project before you share it with our class.
2. Read through your feedback and take notes aimed toward reflective analysis. Some questions to consider:
 - What were your goals for the feedback at this stage of the student's writing process?
 - What's the tone of your feedback?
 - What comments do you think are particularly effective?
 - What comments might be confusing or otherwise inaccessible to the student?
 - How do you feel about the amount of feedback you provided?
 - Do you know whether the student read the feedback? Have they had an opportunity to take (or not take) your suggestions? And if so, did they incorporate your suggestions effectively?
 - What questions or concerns do you have about your feedback practices based on this experience?
 - What about your practices are you happy with?
 - How do you intend to build on, continue, or change your feedback practices based on this reflective analysis?
3. Use your notes to compose a brief reflective analysis to share with the class. In your discussion post, I'd like you to share the original text (the feedback you wrote to the student) + your analysis, in any mode. You could compose written text, an audio reflection, a video, or (my personal favorite) a screen recording of you going through your feedback. Again, please make sure to remove the student's name and any identifying information from their project before sharing it with us. It will also be helpful for us if you take a sentence or two to set up the context of the project: what stage of

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the drafting process was this, what was the assignment, and what were your goals for that particular writer and assignment?

4. Browse your classmates' analyses and engage in conversation with at least two people. What practices, goals, questions, or concerns do you have in common? How does seeing other people's feedback influence your own ideas? As or if you find it useful, I encourage you include any insights from Jackson's *Teaching Mindful Writers* in your discussion. To what extent does Jackson's emphasis on reflection (Part V) and mindful teaching (Part VI) influence your assessment practices? (Citing Jackson is not required—just an idea if you're seeing connections and wanting to bring in the reading.)

We'll take two weeks on this praxis discussion since the work is a little more involved than just responding to a reading. As always, I'll be on email and at my Zoom office hours if you have questions.