



Great Public Schools for Every Student

Providing Asynchronous Feedback to Learners

Educator provides effective feedback and encourages peer-to-peer collaboration in an asynchronous environment.

Key Method

Educator creates an asynchronous system to provide feedback that is timely, targeted, and builds trustful relationships with their learners.

Method Components

Understanding Asynchronous Learning

Both synchronous and asynchronous learning can occur in a blended or online setting. Asynchronous learning allows learners to work at their own pace at a time that fits their schedule. Asynchronous learning requires that facilitators create learning experiences that are clear in their outcomes and requirements. However, due to the self-paced environment, giving feedback can present challenges. Feedback is often given without face-to-face time, but it still needs to be clear and push the learner toward deeper understanding in order to be most effective.

Types of Feedback in Asynchronous Learning

As students move through the modules or lessons, they receive feedback on their understanding through quizzes; forums with other participants and/or the facilitator; and feedback on assignments that are turned in. Each facilitator should create assignments that are connected to the lessons and allow participants to evaluate their understanding toward the goals. Participants should be able to set goals for themselves and apply the feedback to their assignments.

Purpose of Feedback

Understanding the purpose of feedback and ensuring that your participants understand how to use the feedback given to develop themselves are both key to successful asynchronous learning. In different situations, there are a variety of purposes for feedback. In professional development courses, feedback should

Support learners by:

- Building confidence
- Identifying strengths and next steps
- Showing achievement towards a goal

Improve performance by:

- Giving steps toward improvement

- Identifying strengths and next steps
- Correcting errors in work

Demonstrate accountability by:

- Clarifying how outcomes were met
- Showing comparison to a rubric or expected outcomes

Inform instruction by:

- Providing instructors with results of instruction
- Providing data that can be shared to support the instructor's growth

Matching Assignments to Feedback

When creating assignments, it is important to be clear on the outcomes expected so that your feedback can move your learners toward the desired goals. Depending on what participants should do, the assignments and feedback relating to that assignment should be aligned.

Setting Goals with Learners

In an ongoing course or if you are working over a period of time with your learners, the feedback given should allow them to set and understand the goals or final outcomes. As learners move through the lessons, their goals should be clear and attainable through your feedback.

Supporting Research

The Power of Virtual Coaching

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx>

Mackey, Julie. "Blending real work experiences and virtual professional development." (2008).

https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3B%3Bsessionid%3DEAF47473986D9A185AF2Dsequence%3D1

Laxton, Amber, et al. A Guide to the Adult Learning Ed-Tech Market. Digital Promise, 2017, A Guide to the Adult Learning Ed-Tech Market. <http://digitalpromise.org/wp-content/uploads/2016/02/accelerating-learning-for-adult-education.pdf>

DuFour, Richard, and Casey S. Reason. Professional Learning Communities at Work and Virtual Collaboration: on the Tipping Point of Transformation. Solution Tree Press, 2016.

<http://www.nea.org/tools/63691.htm>

McConnell, Tom J., et al. "Virtual professional learning communities: Teachers' perceptions of virtual versus face-to-face professional development." Journal of Science Education and Technology 22.3 (2013): 267-277

https://s3.amazonaws.com/academia.edu.documents/37234299/McConnelletalJoST2012.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1524605375&Signature=xUgnDsz2DBJtZPkSrXLKhONDjsE%3D&response-content-disposition=inline%3B%20filename%3DVirtual_Professional_Learning_Communitie.pdf

King, Kathleen P. "Professional learning in unlikely spaces: Social media and virtual communities as professional

development." *International Journal of Emerging Technologies in Learning (iJET)* 6.4 (2011): 40-46.
<http://www.online-journals.org/index.php/i-jet/article/view/1765/2013>

Coaching

Knight, Jim. "What Good Coaches Do." *Educational Leadership*, vol. 69, no. 2, Oct. 2011,
www.bcpss.org/bbcswebdav/institution/PUBLICINFO1112/CAO%20Leadership%20Institute%20SY11-12/December%206-9,%202011/What%20Good%20Coaches%20Do.pdf

West, Lucy, and Antonia Cameron. *Challenging Assumptions About Coaching*. Challenging Assumptions About Coaching.
http://metamorphosistlc.com/images/Resources/Articles/Challenging_Assumptions_About_Coaching.pdf

Resources

Articles

Using asynchronous audio feedback to enhance teaching
https://onlinelearningconsortium.org/sites/default/files/v11n2_ice_0.pdf

5 Keys to Effective Feedback in E-Learning: A Goldmine of Information
<https://trainingindustry.com/articles/e-learning/5-keys-to-effective-feedback-in-e-learning-a-goldmine-of-information/>

The Purpose of Assessment Feedback and How Teachers can Ace It
<https://globaldigitalcitizen.org/purpose-assessment-feedback>

Aligning Assessments with Learning Goals
<https://resources.depaul.edu/teaching-commons/teaching-guides/assignment-design/Pages/matching-assignments-with-learning-goals.aspx>

Videos

Blended Learning and Flipped Classroom
<https://www.youtube.com/watch?v=paQCE58334M>

John Hattie: Learning Intentions and Success Criteria
https://www.youtube.com/watch?v=dvzeou_u2hM

Blended Learning and the future of education: Monique Markoff at TEDxIthacaCollege
<https://www.youtube.com/watch?v=Mb2d8E1dZjY>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions

175 - 250 words

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe the lesson or course that you are facilitating in an asynchronous setting. Include your lesson plan(s) or syllabus along with the outcomes of the course and lesson.
2. Describe your learners’ experience with technology and online/blended learning.

■ **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address the specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain form earning this micro-credential.

Part 2. Work Examples / Artifacts

To earn this micro-credentials please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Syllabus or Lesson Plan

Syllabus of the class or plan for online discussion for the session. Include the expected outcomes and indicators of success, as well as the assignment.

**If this is a forum of discussion (NEA edCommunities), please indicate the title and objective of the group.*

Artifact 2: Work Samples

Three records of feedback given; this could be an initial assignment with comments that are targeted toward the outcomes, a self-graded quiz with feedback that explains next steps, or an online forum with participants where feedback is showing the trust, target, and timeliness of responses. Comments and feedback can be provided in written, oral, or video form, depending on the methods you are using in your class.

Artifact 3: Annotated Sample or Reflection Document

Annotated sample of your feedback or reflective document that shows how your feedback is personalized to the learner and pushes them toward growth.

This could be discussion between peers rather than an instructor/facilitator.

	Proficient	Basic	Developing
Artifact 1:Syllabus or Lesson Plan	Assignment(s) is aligned with the outcomes of the lesson or course. Success criteria can be achieved by the learner and demonstrated by the assignment. Clearly defines the expected outcomes of the student work with success criteria.	Includes the syllabus or lesson outcomes, but the assignment may not be directly aligned to the outcomes. The expected outcomes are somewhat unclear or do not demonstrate understanding of the outcomes.	Syllabus or plan for online discussion does not have an assignment that demonstrates understanding. The assignment is only loosely connected to the outcomes
Artifact 2:	There are three samples	Fewer than three	Fewer than three

Work Samples	<p>included that show both the work completed as well as the feedback given.</p> <p>The feedback shows clear evidence of being given in a timely manner. The feedback is specific and is targeted to the stated outcomes.</p> <p>The assessor can see the timeliness of the feedback.</p>	<p>samples included</p> <p>OR</p> <p>There are three samples, but the feedback was not given in a timely manner for the type of feedback.</p>	<p>samples are included</p> <p>AND</p> <p>These samples do not have feedback that shows the learner their proximity to the outcomes.</p>
Artifact 3: Annotated Sample or Reflection Document	<p>The feedback samples demonstrate how the feedback is targeted for the expected outcomes of the assignment and support the learner knowing how they did on the assignment with no additional information.</p>	<p>The feedback sample or annotations demonstrate how the learner approached the outcomes, but the feedback does not support the learner in their asynchronous learning.</p>	<p>Sample or annotations are incomplete, not timely, or they do not explain how the learner can achieve success.</p>

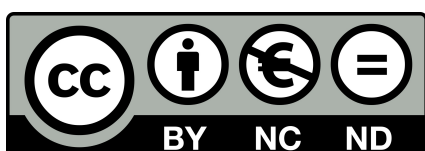
Part 3 Reflection

350 - 500 words

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

1. How did you form trust and a relationship with your learners in this environment?
2. How do you think your feedback promoted both growth toward success in the course and allowed your learner to feel comfortable in an asynchronous learning environment?
3. How could you change your course or assignment to allow students to demonstrate how they took on the feedback from one assignment to the next? If your course has only one assignment, how might your learner apply your feedback to their future work?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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