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EFFECTIVE FEEDBACK: STUDENTS' PREFERRED METHODS DEFINED

Abstract:

This presentation discusses what the term "effective feedback" means in literature, and how this definition compares with how multicultural students studying at an American institution in the Middle East perceive it. By referring to students' experiences in the classroom, this presentation highlights success stories from the writing classroom in the 21st century, where technology provides students and teachers with more opportunities for both synchronous and asynchronous feedback that mimics the interaction that takes place in brick and mortar classrooms. From face-to-face student-teacher conferences to online feedback mediated by learning management systems, 60 multicultural students at an American institution in the Middle East experience it all and reflect on their preferred methods. While students appreciate their professors' use of rubrics to give them timely, objective feedback, the majority benefit from the oral feedback provided to them in class, during office hours, or during pre-scheduled teacher-student conferences.

Keywords:

writing, synchronous and asynchronous feedback, student-teacher conferences, e-rubrics, online feedback, writing workshops, reflective learning, composition