

Activity 2 – Comparing our critiques.

Work through these questions by comparing your marked essay and grade with your neighbour. Make some notes for yourself and for the group discussion.

Describe the process that each of you took when marking. What was similar, and what was different, between the approach that you each took?

- brief discussion. So, there are lots of different approaches. We can think about what is effective, and efficient.

Are there some types of comments that are more valuable than others?

- depends. Open up some discussion here.

What is the purpose of writing comments on students' papers?

- feedback! (positive and constructive)

What are the constraints upon you, and the issues with, marking student writing (as a TA)?

- **what if you had 50 of these to mark (e.g. 2 lab sections), rather than just one?**
- **Will students even read the comments?**
- **How much marking time?**

Overall: want to be **effective** (provide good feedback that helps students learn) and **efficient** (good use of time)

Goals/purpose + constraints → best practices