

MICHELLE RICHARDS-BABB, C. Eugene Bennett Department of Chemistry, West Virginia University, Morgantown, WV 26506. Who benefits when embedded students provide formative Feedback to instructors? Everyone!

Timely, formative feedback is just as important for instructors as students. In this project, “embedded students” provided instructors with formative feedback through anonymized reports. Students associated with the First2 Network NSF INCLUDES Alliance and enrolled in first or second year STEM courses volunteered to submit weekly reports documenting their ongoing experiences in learning STEM content, specifically in chemistry and math courses. Embedded students journaled about (i) their hours devoted to the course, (ii) their level of content mastery or confusion, and (iii) instructor pedagogy. Reports were anonymized and sent to instructors. Instructor work was limited to agreeing to receive the weekly reports, look them over, and potentially use them to inform upcoming teaching. Embedded students benefited by thinking about their learning in the class (metacognition) and focusing their learning for the upcoming week. Preliminary results from this project, including changes in students’ learning strategies and instructor’s perceived use level of reporting information, will be presented and discussed. Anecdotal evidence indicates positive benefits to both the instructors and the reporting students.