

1135-VJ-3145      **Karen Edwards\*** (kedwards@math.harvard.edu) and **Brendan Kelly**  
(kelly@math.harvard.edu). *Improving Feedback*. Preliminary report.

Research has shown that feedback is an important driver in students' learning. Thinking about how to maximize the effects of feedback leads us to investigate: What does effective feedback on a mathematics exam look like? How can we grade exams so that assessments become a launching pad for future success? The advent of online grading systems opens up the option for the feedback to be robust, thoughtful, and individualized within realistic time constraints. As we adopt software to provide digital feedback how do we make sure that students engage the feedback in meaningful ways? (Received September 26, 2017)