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Providing Written Feedback: Developing Evidence Based Practices

Paris, Britney M.

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Providing Written Feedback: Developing Evidence Based Practices

Brit Paris, MA

PhD Student, Werklund School of Education

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britney.paris@ucalgary.ca

Learning Objectives

- Identify a feedback strategy that can be implemented in your discipline.
- Identify one thing that can be tweaked in your current feedback strategies to facilitate uptake.
- Express enthusiasm about providing evidence based feedback to learners.

- What is feedback?
- Why do we give feedback?
- What do we want learners to do with feedback?
- What do learners do with feedback?
- What is feedback literacy?
- How do we shape our feedback to support feedback literacy?

Agenda

What is feedback?

- “process through which learners make sense of information from various sources and use it to enhance their work or learning strategies”
(Carless & Boud, 2018, p. 1)

The Feedback Loop



The diagram illustrates the feedback loop between a teacher and a student. It features a large teal rounded rectangle with a small triangular notch at the top center. Inside the rectangle, the word "Teacher" is on the left and "Student" is on the right. A thick teal curved arrow points from the Teacher to the Student.

Teacher

Student

The Feedback Loop

Teacher

Learner



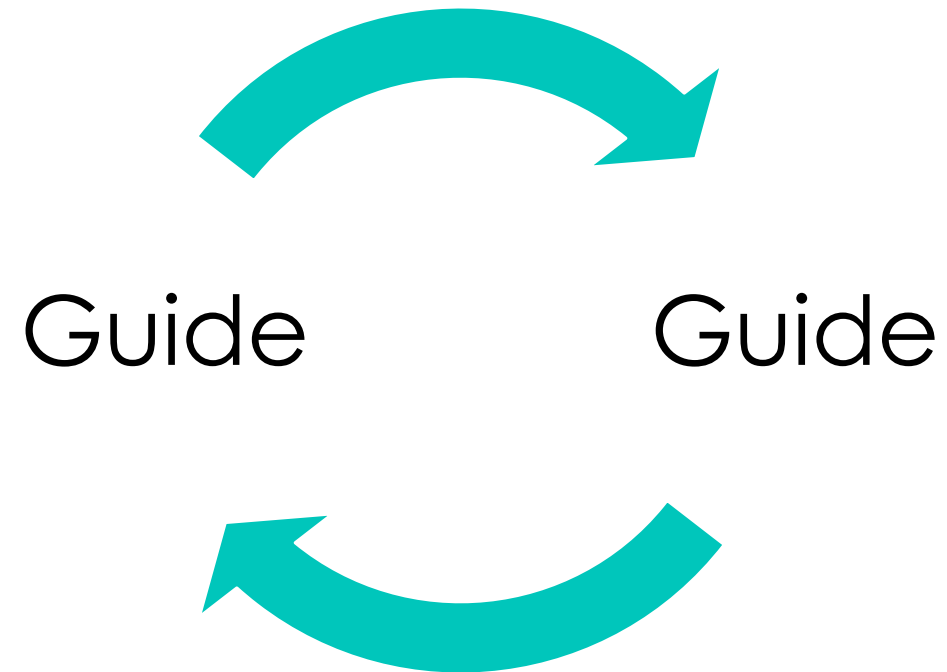
The Feedback Loop



The diagram illustrates a feedback loop between two entities, 'Guide' and 'Learner'. It is enclosed in a teal-bordered box. Two teal curved arrows form a cycle: one arrow points from 'Guide' to 'Learner' at the top, and another points from 'Learner' back to 'Guide' at the bottom.

Guide Learner

The Feedback Loop



Why do we give feedback?

Sadler (1989)

- Students – monitor and make modifications to improve
- Teachers – make programmatic decisions

**What do we
want
learners to
do with
feedback?**



**What do
learners do with
feedback?**

**What stops them
from using
feedback more
effectively?**

- Jonsson (2013)
 - it may not be useful;
 - it may not be sufficiently individualized;
 - it may be too authoritative;
 - students may lack strategies for using feedback;
and
 - students may not understand the terminology used
- Winstone et al. (2017)
 - Awareness of what feedback means and what it's for
 - Conceptions of feedback may be too narrow
 - To use feedback, students need to know beneficial behaviours and strategies and opportunities for further support
 - Need agency to implement strategies

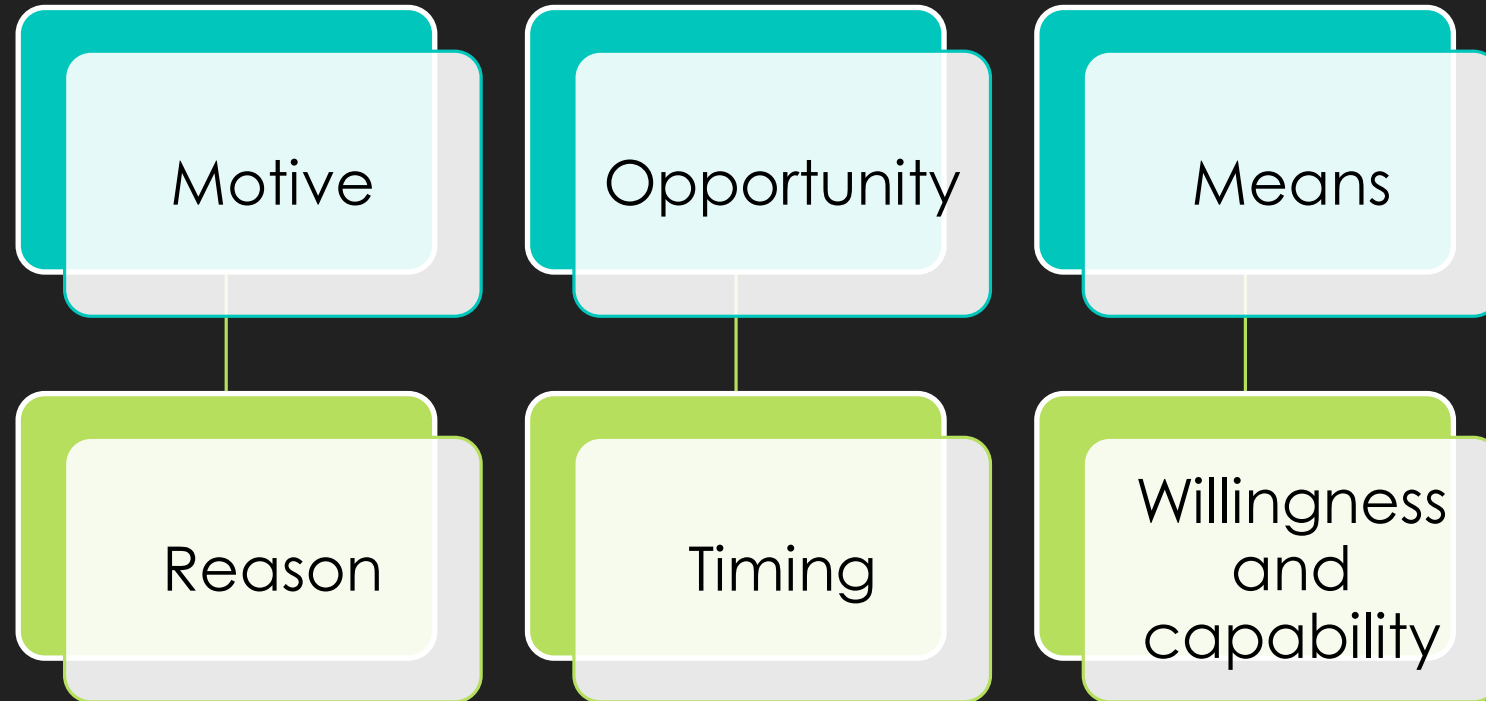
What is good feedback?

Good feedback is like a good murder. (Shute, 2008)

Good feedback feeds up, feeds back, and feeds forward. (Hattie & Timperley, 2007)

Creates opportunities for productive feedback processes (Carless & Boud, 2018)

A good murder (Shute, 2008)





The Purpose of Feedback

(Hattie & Timperley, 2007)

- Feed up
 - Where am I going?
- Feed back
 - How am I going?
- Feed forward
 - Where to next?

What is feedback literacy?

- Sutton (2012)

- "the ability to read, interpret and use written feedback" (p. 31)

- Carless and Boud (2018)

- "a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies" (p. 1)

A feedback literate learner:

- Appreciates feedback, makes judgements, and manages affect (Carless & Boud, 2018)
- Recognizes quality, compares performance to standard, acts to close the gap (Sadler, 1989)

How do we shape our feedback to support feedback literacy?

- Teacher Feedback Literacy
 - Role of feedback
- Enabling Activities
 - Peer feedback
 - Exemplar Analysis
 - Modeling

Next Steps

- How do we design instructional strategies to help learners overcome barriers to making effective use of feedback?

Next Steps

- How do we design instructional strategies that are responsive to differences between disciplines?

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