

2019-05-01

# Providing Written Feedback: Developing Evidence Based Practices

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Paris, B.M. (2019). Providing Written Feedback: Developing Evidence Based Practices. Presented at the Conference on Postsecondary Learning and Teaching: Exploring Experiential Learning, University of Calgary, Calgary, AB.

<http://hdl.handle.net/1880/110566>

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# Providing Written Feedback: Developing Evidence Based Practices

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UCalgary Teaching and Learning Conference, 2019

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# 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



Teacher

Student

# The Feedback Loop

Teacher

Learner



# The Feedback Loop

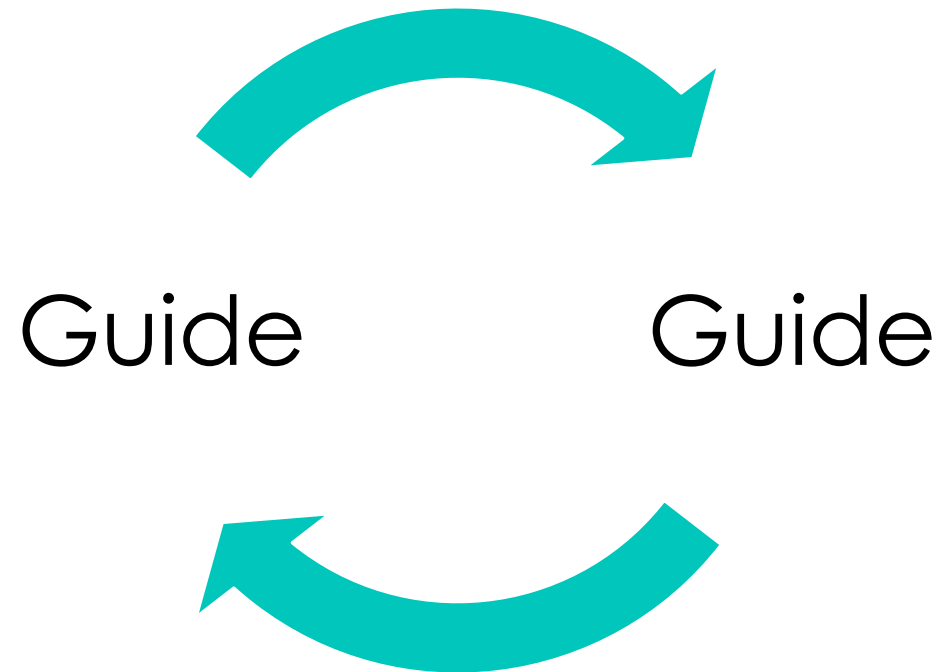


The diagram illustrates a feedback loop between two entities, 'Guide' and 'Learner'. It is enclosed in a teal-bordered box. At the top, a teal bracket connects the two entities. Two curved teal arrows form a cycle: one arrow points from 'Guide' to 'Learner' at the top, and another points from 'Learner'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

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

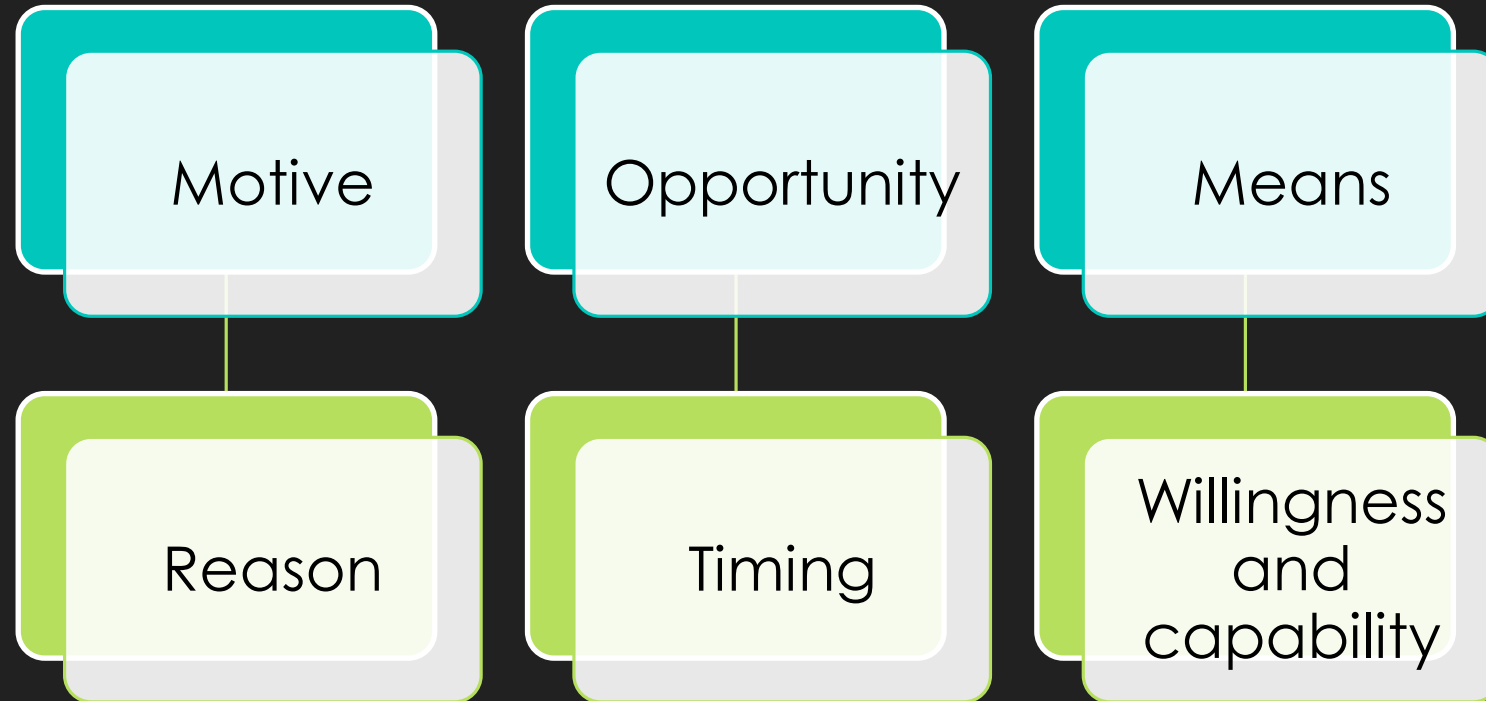
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Good feedback feeds up, feeds back, and feeds forward. (Hattie & Timperley, 2007)

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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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