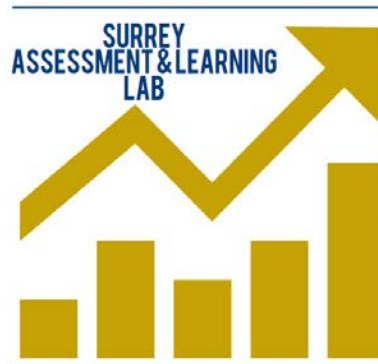# Designing effective feedback processes

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#UQFAN: 10 February 2020

Overview

1. From transmission to engagement

2. Example design with a large class

3. Teacher & student feedback literacy

4. Implications for research & practice

The dominance of transmission

Effectiveness of feedback more likely to be judged on student satisfaction than student learning

Winstone & Boud (2019)

TEF submissions and L&T strategies have a dominant transmission focus

Winstone (in prep)

Educators predominantly view their responsibility to give, and the responsibility of their students to receive, comments

Winstone, Pitt, & Nash (in prep)

Limits of 'Teacher-telling'

Students are not well-equipped to decode or act on unilateral teacher transmission of information (Sadler, 2010)
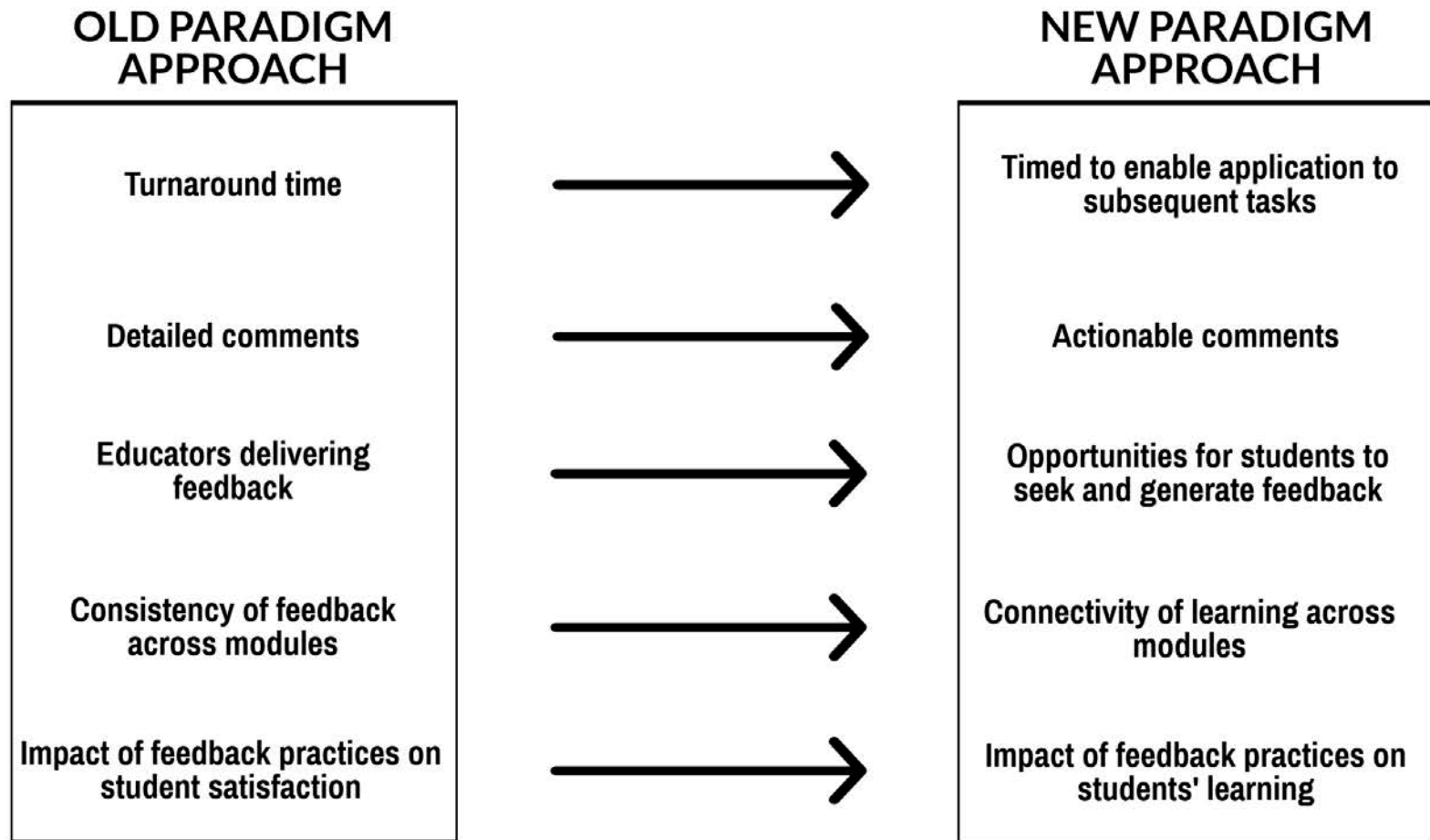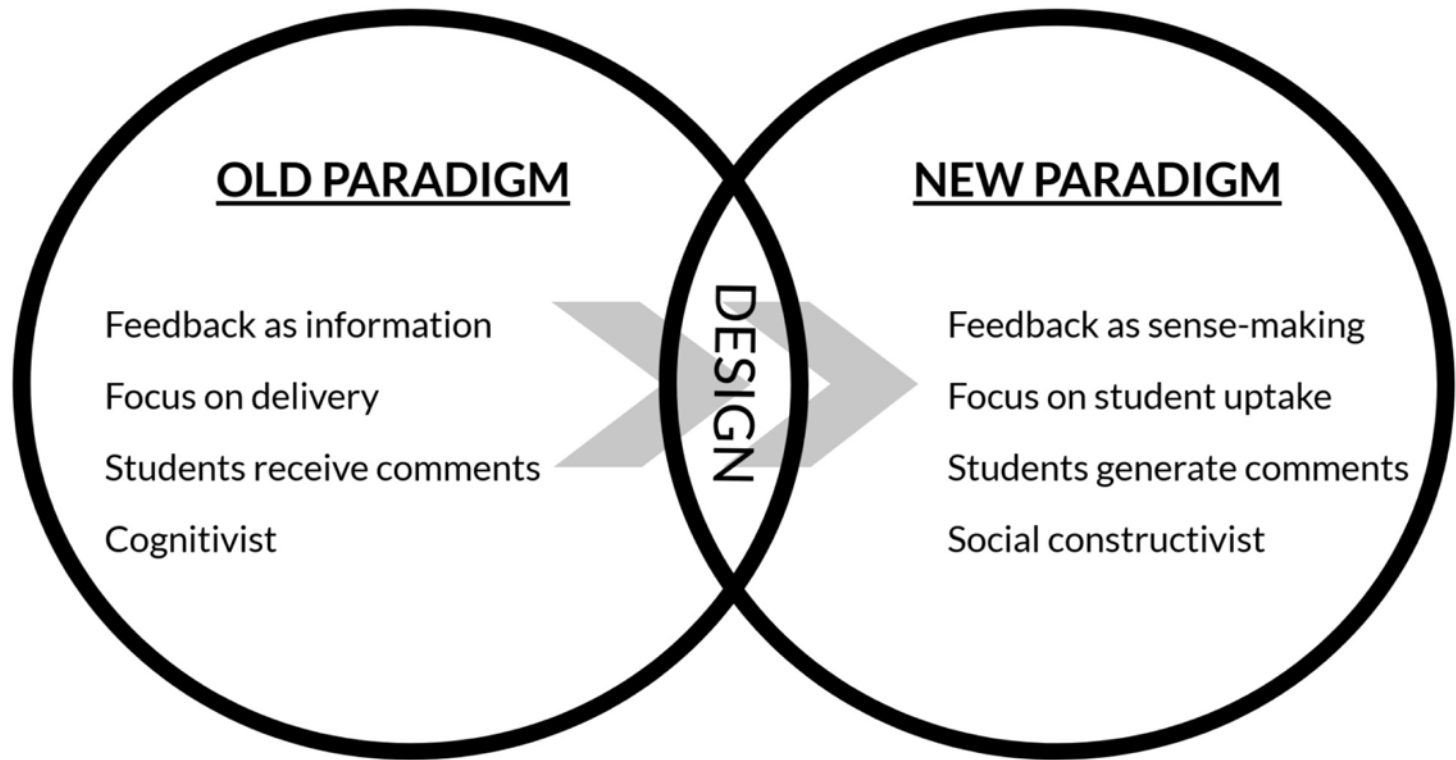
The challenge of transmission

From transmission to transformation

Winstone & Carless (2019)

Information → action

(Winstone & Carless, 2019)

Recipience processes

FEEDBACK RECIPIENCE SKILLS

WINSTONE ET AL. (2017)

SELF-APPRAISAL

ASSESSMENT LITERACY

GOAL-SETTING & SELF-REGULATION

ENGAGEMENT & MOTIVATION

Developing recipience skills

Routledge
Taylor & Francis Group

Check for updates

Individual differences in self-reported use of assessment feedback: the mediating role of feedback beliefs

Naomi E. Winstone[a] (iD), Erica G. Hepper[b] (iD) and Robert A. Nash[c] (iD)

[a]Department of Higher Education, University of Surrey, Guildford, UK; [b]School of Psychology, University of Surrey, Guildford, UK; [c]School of Health and Life Sciences, Aston University, Birmingham, UK

"Supporting students to feel competent in using feedback should be a key priority for interventions."

Developing these skills

ASSESSMENT LITERACY

- Peer Assessment
- Dialogue & Discussion
- Engaging with Grading Criteria
- Self-assessment

COLLECTIVE PROVISION OF TRAINING

- Exemplar Assignments
- Feedback Resources
- Feedback Workshop

FEEDBACK RECIPIENCE INTERVENTIONS

WINSTONE ET AL. (2017)

MANNER OF FEEDBACK DELIVERY

- Presentation of Feedback
- Tailored Feedback
- Technology
- Feedback Without a Grade
- Formative Assessment/ Resubmission

SUSTAINABLE MONITORING

- Action Planning
- Portfolio

Social constructivism

Action on feedback is developed through learner agency, meaning-making & co-construction

EXAMPLE FROM CHAPTER 4
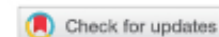
PSYCHOLOGY OF HEALTH BEHAVIOR – 1500 STUDENTS

DEAKIN UNIVERSITY

Check for updates

Implementing summative assessment with a formative flavour: a case study in a large class

Jaclyn Broadbent[a], Ernesto Panadero[b] (iD) and David Boud[a]

[a]Centre for Research on Assessment and Digital Learning, Deakin University, Geelong, Australia; [b]Departamento de Psicología Evolutiva y de la Educación, Facultad de Psicología, Universidad Autónoma de Madrid, Madrid, Spain

ABSTRACT

Teaching a large class can present real challenges in design, management and standardisation of assessment practices. One of the main dilemmas for university teachers is how to implement effective formative assessment practices with accompanying high-quality feedback consistently over time with large classroom groups. This article reports on how elements of formative practices can be implemented as part of summative assessment in very large undergraduate cohorts ($n = 1500$ in one semester), studying in different modes (on- and off-campus), with multiple markers, and under common cost and time constraints. Design features implemented include the use of exemplars, rubrics and audio feedback. The article draws on the reflections of the leading teacher, and argues that, for summative assessment to benefit learners, it should contain formative assessment elements. The teaching practices utilised in the case study provide some means to resolve the tensions between formative assessment and summative assessment that may be more generally applicable.

Assessment design

Online quizzes 10%

Three linked journal entries 45%

Final exam 45% (applying knowledge learnt in journals)

Aligned assessment design

3 journal entries where students produce 2 minute video & reflect on their health behavior changes (800 words)

Criteria & exemplars

Video explanation of rubric

+

Online exemplar

3 forms of feedback

1. Grade aligned with rubric

2. Written explanation linked to LOs

3. 5 minute audio file (25 sessional staff)

Audio feedback

Timely: 7 days <u>before next entry is due</u>

Enables rapport & nuance

You can talk faster than you can write

Analysis

😄 Task sequence enables feedback uptake

😄 Use of audio feedback

😑 Mainly 'Teacher-telling'

AND SOME ALTERNATIVES …

Audio peer feedback
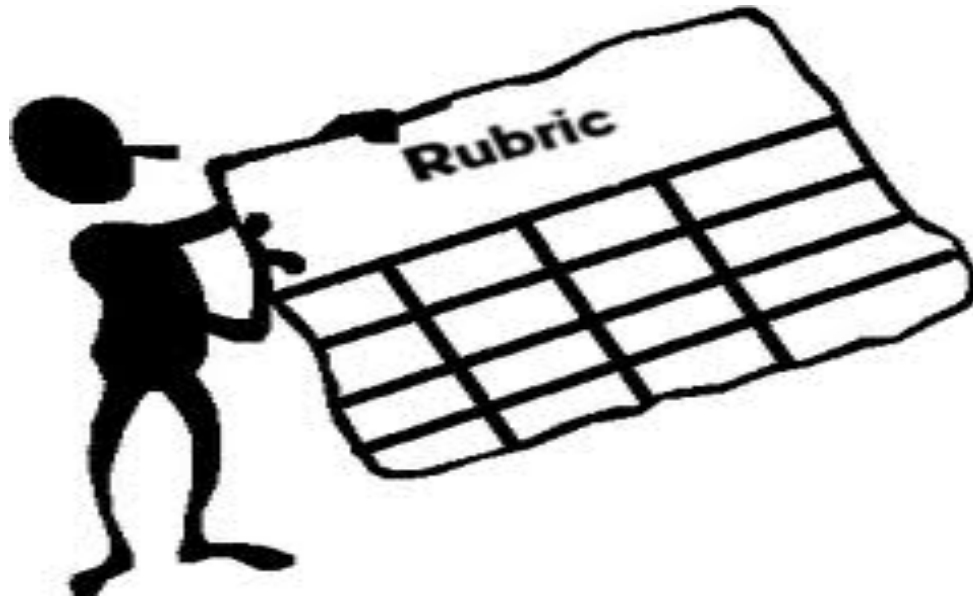
Activating student evaluative judgment

Comparing own work with that of peers

(Filius et al., 2019)

Training & coaching

Train & coach students in how to carry out peer feedback (Min, chapter 8)
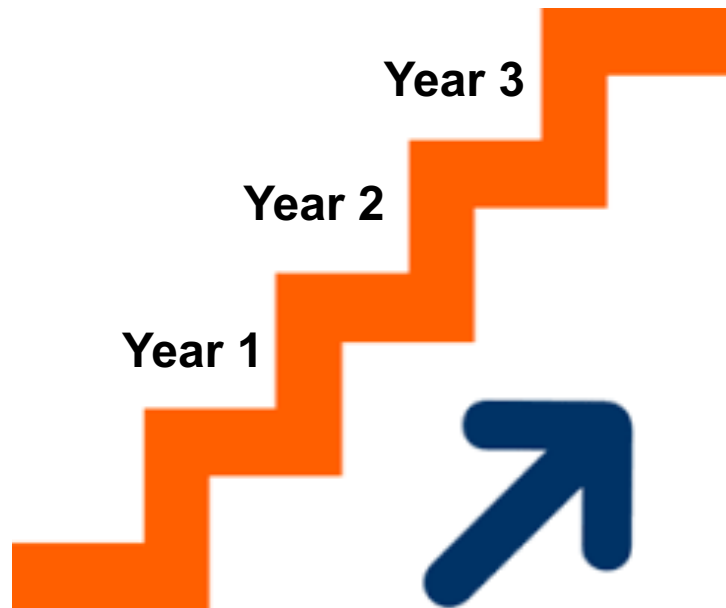
Composing peer feedback

Providing feedback more cognitively engaging than receiving feedback (e.g. Nicol et al., 2014)

Cumulative peer feedback

Need for multiple cumulative experiences of peer review during a programme (Harland, Wald & Randhawa 2017).

Year 3

Year 2

Year 1

SHARED RESPONSIBILITIES IN DEVELOPING TEACHER & STUDENT FEEDBACK LITERACY

Feedback literacy

Know-how about how to maximise the benefits of feedback processes

Shared responsibilities

Shared responsibilities in the giving & processing feedback (Nash & Winstone, 2017)

Defining teacher feedback literacy

Capacities in designing feedback to enable student uptake & seed the development of student feedback literacy
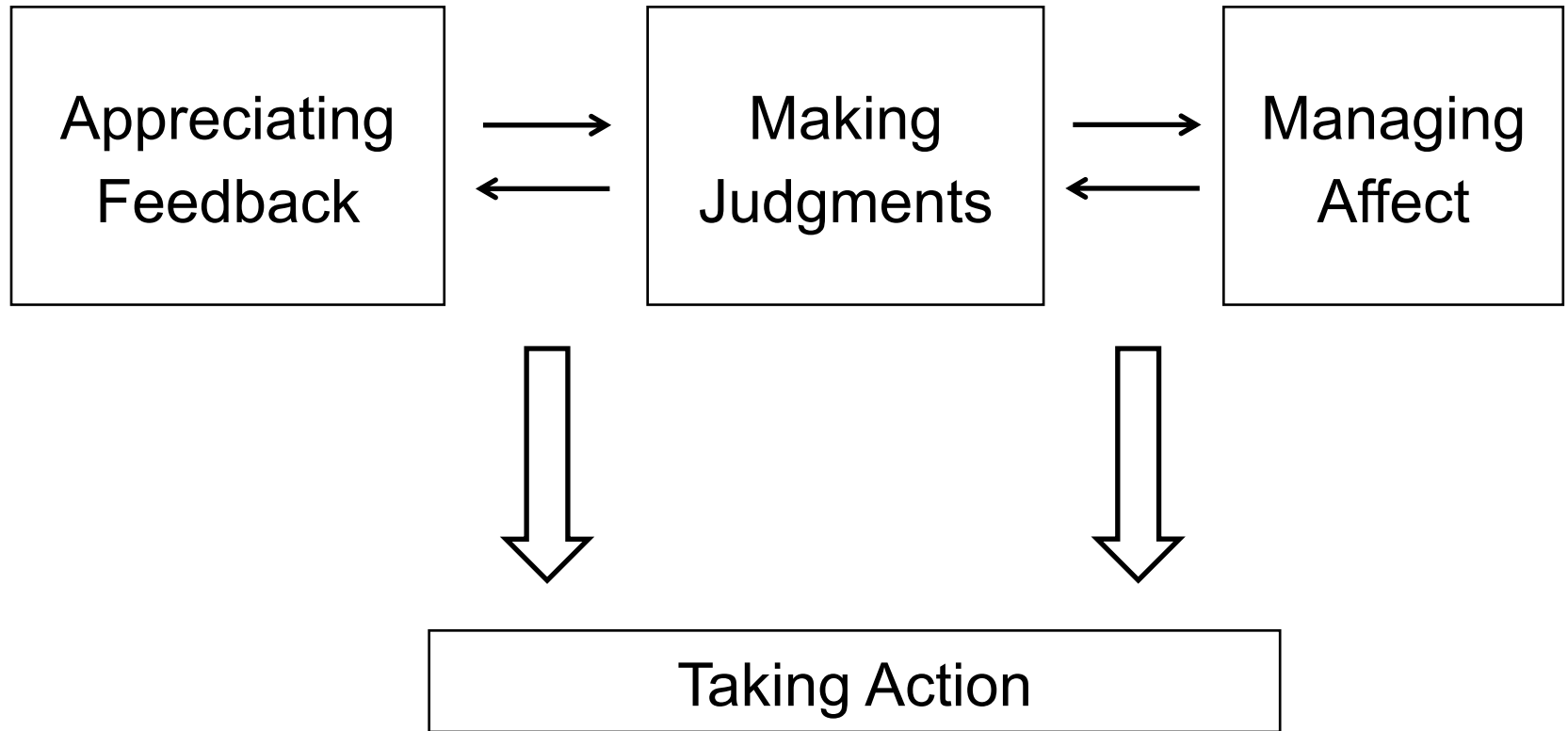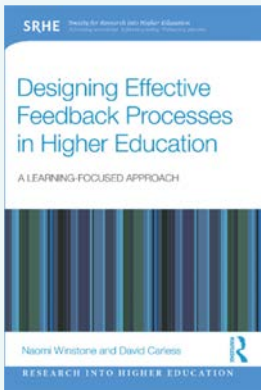
(Carless & Winstone, in progress)

Student feedback literacy

(Carless & Boud, 2018)

Embedding within the curriculum?

Social Psychology

'Receiving Feedback' theme

DEFT Feedback Workshop

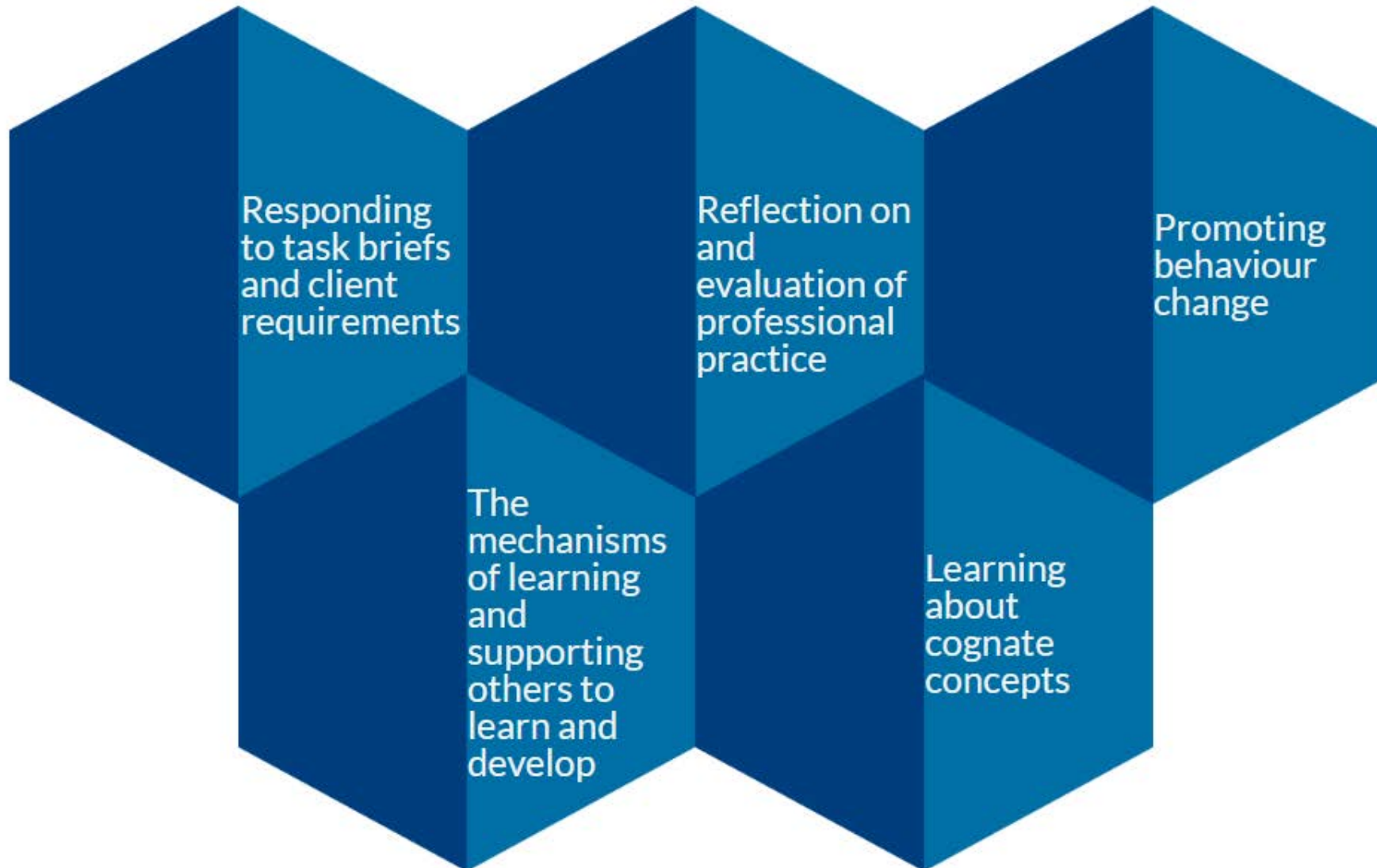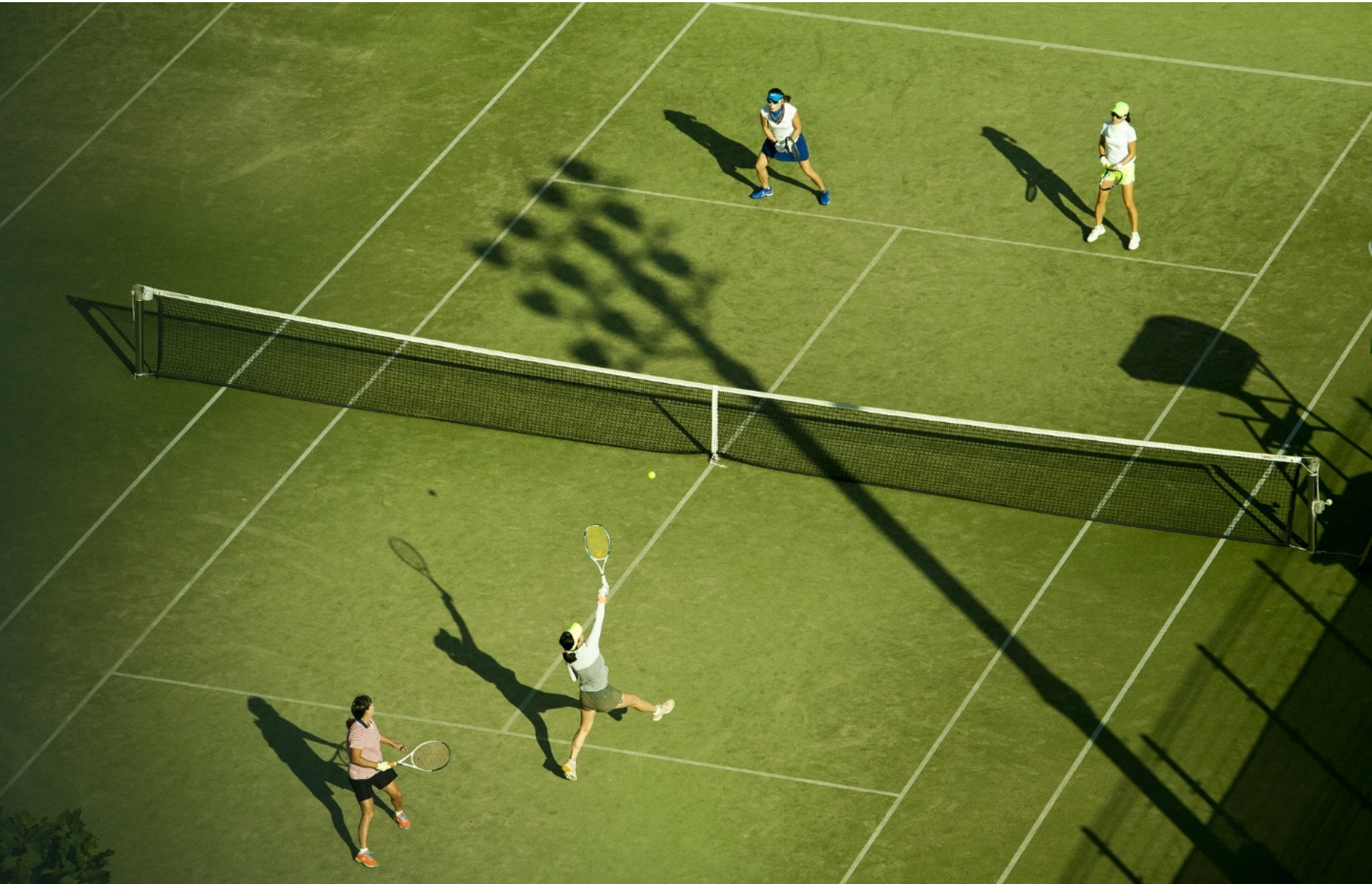Assignment: Apply social psychological theories to analyse their own responses to feedback

Taking feedback out of its educational context, does the concept of feedback hold any particular meaning or relevance that is specific to your discipline?

Can you think of any ways in which you could explain to students the importance of acting upon feedback, using concepts specific to their discipline of study?

Embedding feedback literacy

Responding to task briefs and client requirements

Reflection on and evaluation of professional practice

Promoting behaviour change

The mechanisms of learning and supporting others to learn and develop

Learning about cognate concepts

Winstone, Balloo, & Carless (in prep)

Designing for uptake

Encouraging feedback-seeking

Designing Effective Feedback Processes in Higher Education
A LEARNING-FOCUSED APPROACH

Naomi Winstone and David Carless

RESEARCH INTO HIGHER EDUCATION
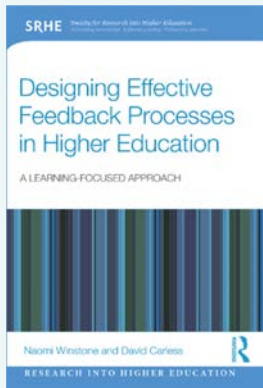
Engineering and Psychology

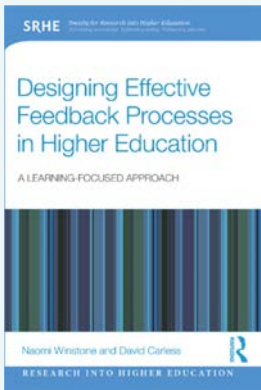Interactive Cover Sheets

How prior feedback has been used

Where feedback should be directed on the current task

How can you encourage students to seek feedback on specific elements of their development?

Designing for uptake

Giving feedback 'somewhere to land'

Operating Department Practice

Assignment tutorial

Facilitated discussion to revisit and apply feedback from assignment in previous year
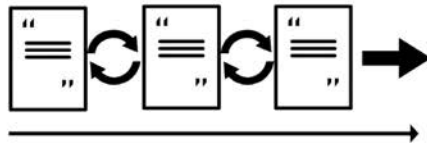
Group discussion

How can you facilitate students to revisit prior feedback when working on another relevant task or skill?
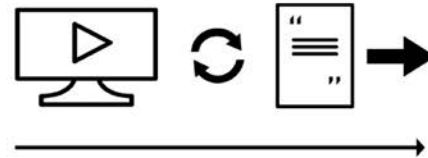
Designing for uptake

Winstone & Carless (2019)

1. Task series

Students complete a series of similar tasks (for example, a series of lab reports), where each cycle of feedback enables them to apply comments to the next iteration of the task.

2. Two-part tasks

Students undertake a first task (for example, a presentation), followed by a feedback process whereby they use the feedback to inform a second, related task (for example, a written report).

3. Draft-plus-rework

Students receive detailed comments on a draft assignment. When students submit the final assignment, a portion of the grade is reserved for evidence that they have used the feedback from the draft (for example, by completing a written reflection on their feedback use).

4. Pre-task guidance

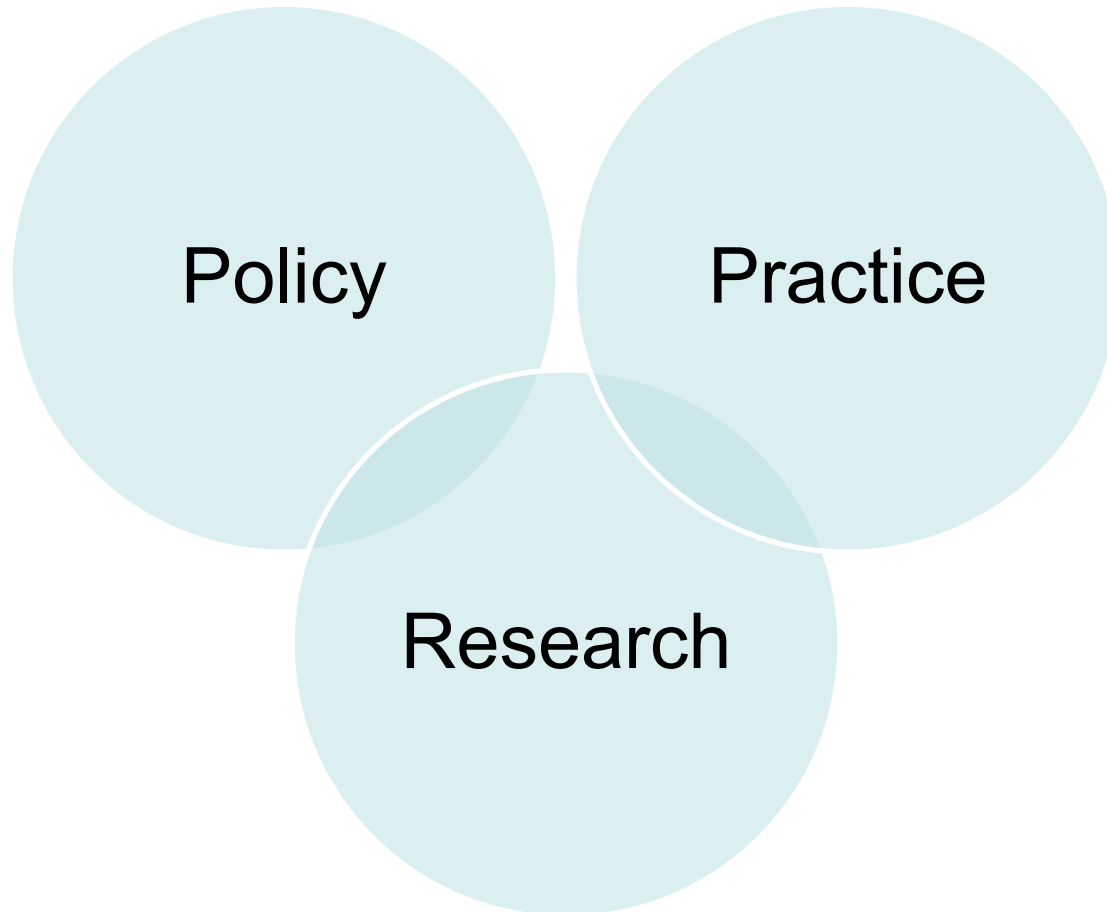Students are given the opportunity to engage with rubrics, criteria, and/or exemplar assignments before completing their own assignment. This dialogue with peers and teachers serves as pre-task feedback that informs the approach they take.

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning-focused approach.* London: Routledge.

Implications

Implications for…

Recommendations

Design for student uptake

Minimise teacher telling

Involve students actively

Mutual development of feedback literacy

SRHE Society for Research into Higher Education
Advancing knowledge. Informing policy. Enhancing practice

Designing Effective Feedback Processes in Higher Education

A LEARNING-FOCUSED APPROACH

Naomi Winstone and David Carless

RESEARCH INTO HIGHER EDUCATION

DISCOUNT CODE:
FLR40

References

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Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81-112.

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Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: A peer review perspective. *Assessment & Evaluation in Higher Education*, *39*(1), 102-122.

Sadler, D. R. (2010). Beyond feedback: Developing student capacity in complex appraisal. *Assessment & Evaluation in Higher Education, 35*(5), 35-50.

Winstone, N. & Boud, D. (2019). Exploring cultures of feedback practice: the adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research and Development, 38*(2), 411-425.

Winstone, N., Nash, R., Parker, M., & Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52*, 17-37.

THANK YOU