Overview

This session will:

- start with acknowledging teachers' attitude towards feedback
- focus on formative feedback
- outline **<u>some</u>** of the key characteristics of *effective* formative feedback (asbl)
- illustrate one particular approach that will be trialled at Liverpool University next summer
- ask you to help with some puzzling questions

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This session will not:

- focus on defining what feedback is/isn't
- risk making any bold statements of usefulness of formative feedback
- try to convince you that the presenter is even a little bit on the right track…

FFe – value for money...

'[f]or all practical purposes, commenting on student essays might just be an exercise in futility' (Marzano and Arthur, 1977 quoted in Knoblauch and Brannon, 1981:1).

'[...] the more comments a tutor makes on a student's text, the more controlling the tutor is likely to be' (Straub, 1996:227).

The role of FFe is to enhance our students understanding and use of feedback, move our students from using feedback to self-monitoring and inform [and hence accelerate] teaching and learning (Clarke, 2014)

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- Do your students use feedback to support the learning process?
- How does your institution report ss achievement (CEFR, IELTS, can do statements, general comments decided by individual teachers, something else?)
- Are the standards clear for both teachers and students?

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Context

2018

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  - 60 min (summative assessment)

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- Research Project and Reflective Writing
- Standardisation:
  - 45 min during induction (feedback expectations/marking code)
  - 60 min (summative assessment)
- Student feedback on Summer PSE (retrospectively):
  - Mixture of styles/approaches
  - Variation in length, directness, 'depth', criticality etc.
  - 'Noticeable' differences in final scores across groups

Context

2018

- 'Noticeable' differences in final scores across groups

	Reflective Writing	**Research Project**
Highest group average	68.9%	67.3%
Lowest group average	51.2%	50.9%
2018 average	57.5%	54.8%

NB. Fails not included – only ss with 50% target

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	Reflective Writing	**Research Project**
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2018 average	57.5%	54.8%

NB. Fails not included – only ss with 50% target

Variables: input, ss motivation, ss aptitude… but as an Assessment Officer…

Examples

- A short reflective task (150-200 words)
  - Structure
- Live Lecture programme
- What can we say about the feedback here?

Summative or Formative?

- The other day…
- Over the last 2 years I have realised…

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evaluative

advisory

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  - Justification/evaluation

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- Onwards-looking
  - Info about performance
  - Aspects of the performance that ss needs to improve
  - Goals – how to improve these aspects

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Summative or Formative?

- In 2018, Ts often used evaluative feedback on formative assessment for group who had lower averages
- Ss see feedback as justification
- If grade and feedback used together…

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Formative Feedback (FFe)

The distinction can often be blurred as evaluative feedback may play a formative role as well

evaluative   advisory

1. Have a look at…

It is a pre-sessional student's (IELTS 6.0) in-class writing

- Give some brief feedback (3 sentences) but decide:
    - if you want to use 2nd person (you) or 3rd person (name or s/he)
    - how direct your comments should be
    - the balance between positive/negative comments (or just one side?)
    - how prescriptive (directions) and how indicative (suggestions) you want to be

Source: Google images

Are you a fan?

there are always different lecturers coming from various countries with accents. And another challenging is that the speed of lecturer is too fast to catch up with. Therefore, I practice this skill every day via listening Some lectures on TED **Good idea**. After putting myself into such language situation, I became more familiar with English even though speakers have strong accents. In Conclusion, I have been learned a lot about listening and note-taking. I figure that these skills must be useful in my future studying.

Good, but some more detail would be helpful - e.g. <u>why</u> do you find it difficult to take notes (apart from the accents/speed) and have you used any other strategies to deal with this - <u>how</u> do you take notes etc.

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Characteristics of effective feedback

Summer plans…

- to '**standardise**' FFe
- to encourage **focused** FFe
- to avoid tutors **spending hours** or… seconds on FFe

FFe process should:

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2. Help ss to **learn how to self-assess**, direct their own learning and support the learning of others

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E.g. **Marking Criteria**, examples of good performance, group work

(FAIL) 0-39%	40-49%	50-59%
≤ B1	**B2- (5.5-6.0)**	**B2 (6.0-6.5)**
Task Achievement • **Some attempt** to **respond** to assignment task but answer severely lacks relevant focus/ does not answer assignment brief; no/minimal reflection • Presents **some ideas BUT** these are **difficult** to identify **OR** may be **repetitive**, irrelevant **OR** not well supported; **limited understanding** of the task • **No** or **poor** use of examples (insufficient number and/or very repetitive and/or too general) • One or more parts of the reflective model **not used**	• Answer **responds** to the assignment task but **largely descriptive** and/or **repetitive** • **Some elaboration** of ideas, **BUT general lack** of **development** and **supporting detail** • Examples included but these are **too general** and/or **underdeveloped** • All parts of the reflective model are included but one or more **underdeveloped**	• Answer **responds** to the assignment task (may be some irrelevant content); **visible** link between the text and the assigned task though some **lapses** in linking/being reflective occur • **Main ideas** presented are, for the most part, **extended** / **explained** and **supported**; some parts of assignment may focus too much on describing rather than reflecting on examples • **Appropriate** use of examples but these may lack originality and/or depth • Clear development of each part of the reflective model but **one** might be **weaker** than the others

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Hyperlink to an example

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(left margin: Task Achievement)

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Marking Criteria, examples of good performance

UoL: Example 1 (PSE student)

> *… lecture was about the Chimp Paradox. It was wonderful and I learned a lot from this lecture. **For example, what to do if I am very upset with something**. The lecturer was very good and he sued very easy language…*

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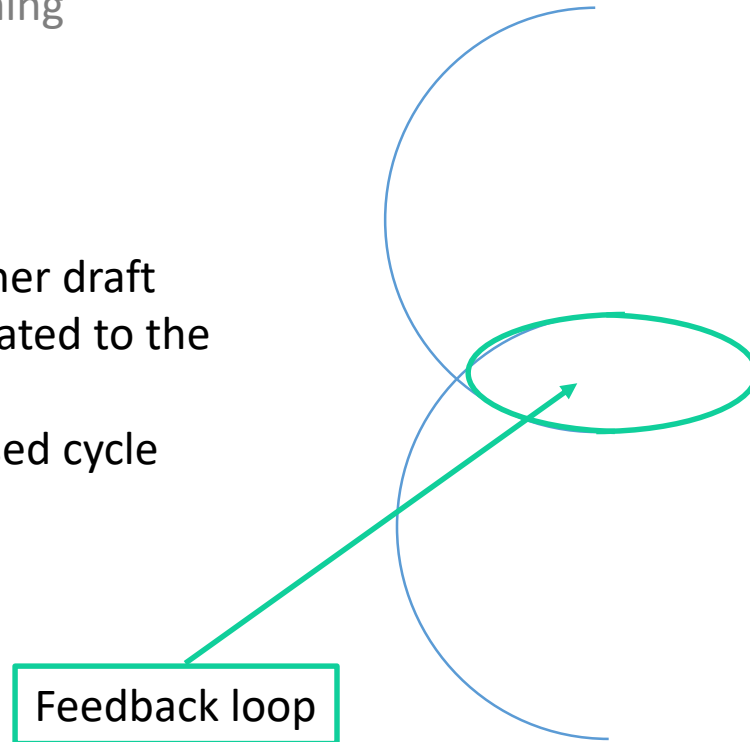Marking Criteria, **examples of good performance**

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> *… lecture was about the Chimp Paradox. It was wonderful and I learned a lot from this lecture.* ***For example, what to do if I am very upset with something and how to react to others who are distressed. As I am often under a lot of stress, I can learn and use this idea in my life to improve the way I cope with exams.*** *The lecturer was very good and he sued very easy language…*

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3. Provide ss opportunities **to act on feedback**

- Time between feedback and another draft
- Follow up homework/activities related to the written task
- FFe is more like a spiral than a closed cycle

Feedback loop

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- **Task oriented** (e.g. appropriate ration and related to input– Surface Vs Deep)
  - Surface (grammar, spelling) Vs Deep (cohesion, development of ideas, task achievement)
- **Non-evaluative**
- **Supportive**
- **Easy** to **understand** (level dependent)
- **Not overwhelming** (quantity Vs quality)

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Nicol and Macfarlane-Dick (2006: 7–9)

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5. Encourage **positive** motivational **beliefs** and **self-esteem**

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PQR system*

FFe foci

Online tools

Workshop classes

Formative Feedback

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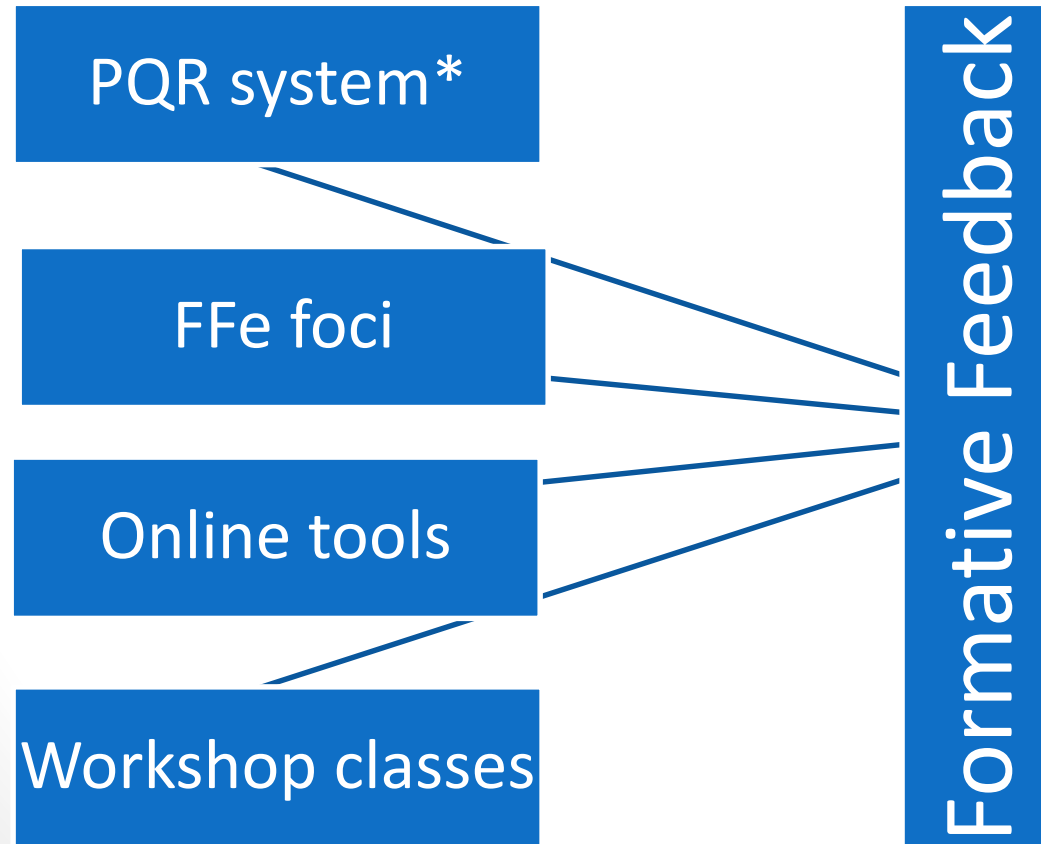
*Lunsford 1997, quoted in Mahfoodh, 2017

Comments PQR (asbl)

Structure	Popular example	Potential improvement
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REVIEW	'Next time, add more examples.' 'Next time, be more careful with your grammar.'	

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REVIEW	**'Next time, add more examples.'** 'Next time, be more careful with your grammar.'	*Next time, add 1 or 2 extra examples to support your point of view on…*

2. Have a final look at…

Try to:

- write 3 comments
- apply the PQR system
- be advisory rather than evaluative
- use 2nd person ('you')
- consider depth (e.g. grammar Vs coherence)

Summer plans…

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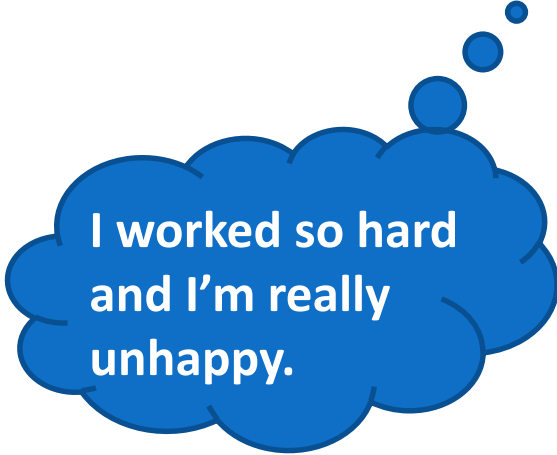 - TurnItIn (Research Project drafts and final submission)

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- 'Lighter **workload**' + additional **personal tutorials**

THANK YOU

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