



Universiteit Antwerpen
| ECHO | Expertisecentrum
Hoger Onderwijs

Warmly welcome in the session Feedback literacy

Scan the QR-code or go to

https://padlet.com/UA_ECHO/welcome

Who are we?

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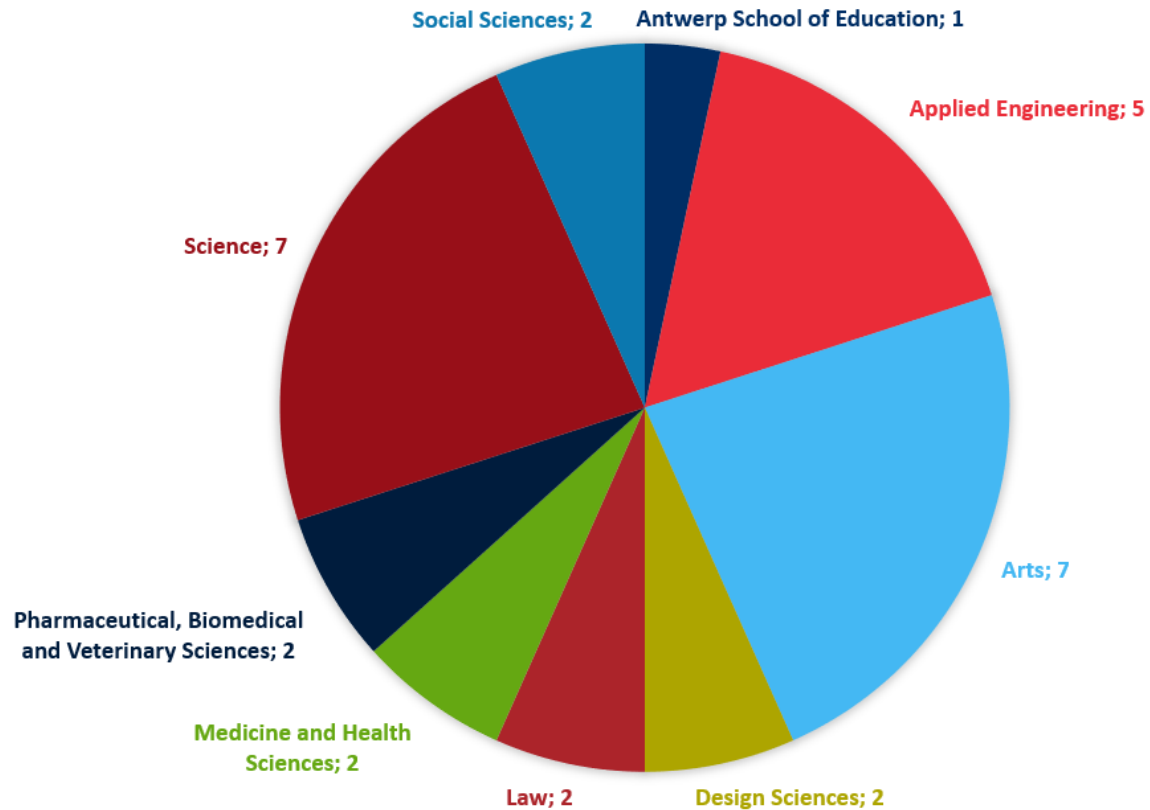
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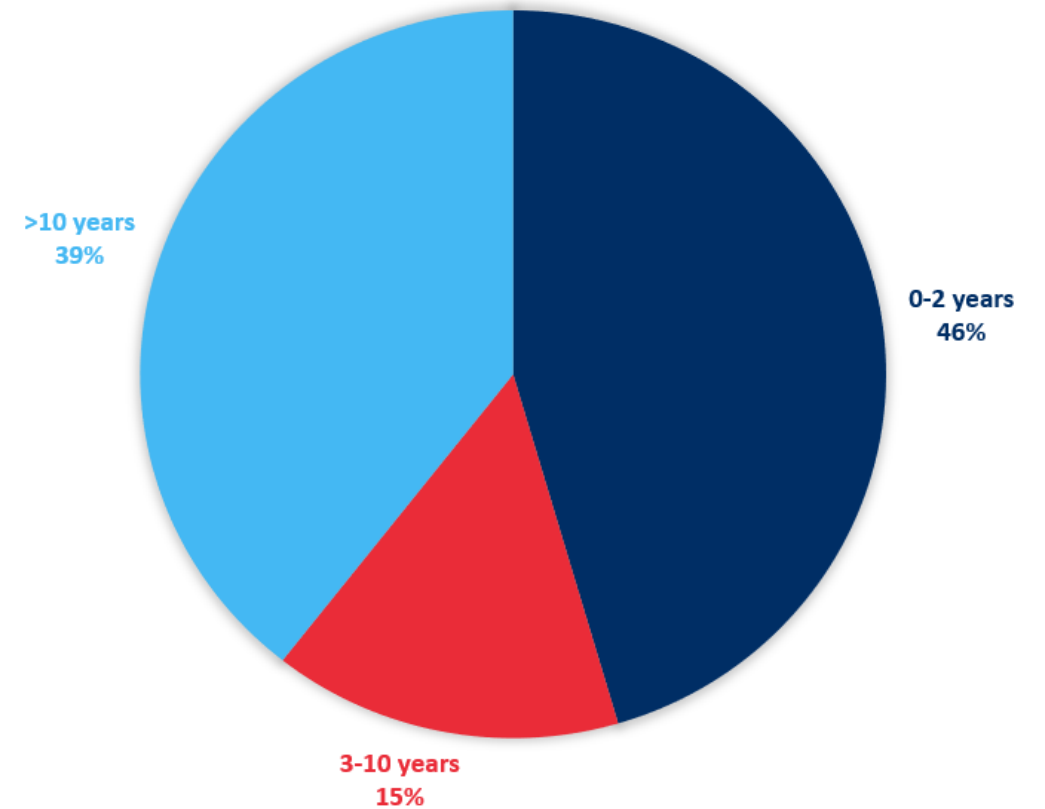


Who are you?

Representation by faculty



Diversity in teaching experience



Feedback fragments, received from you after FPT – 1

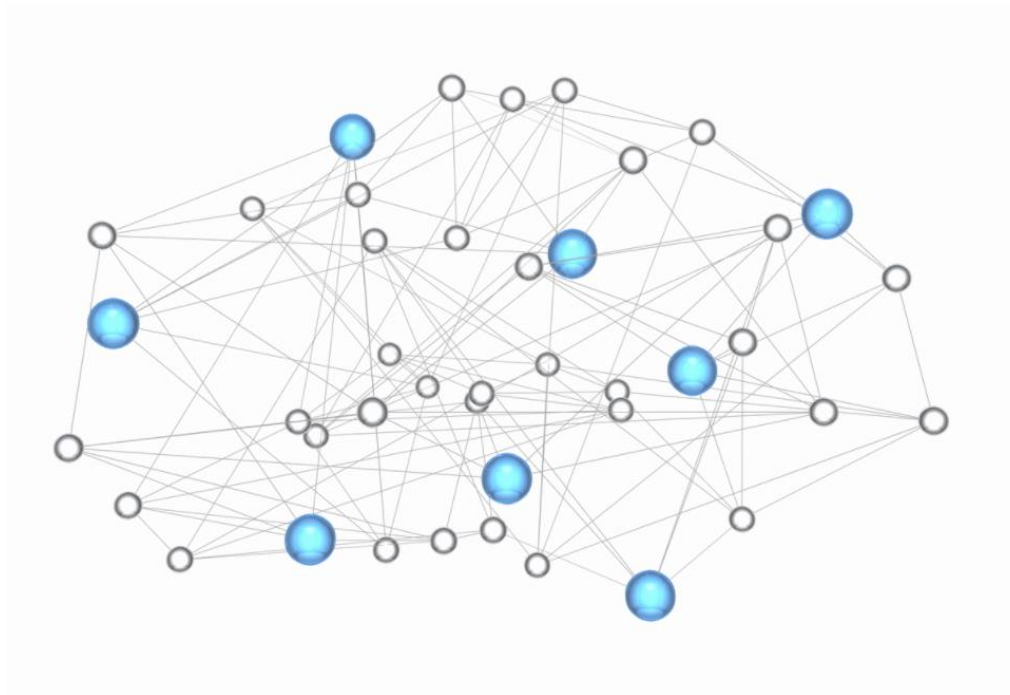


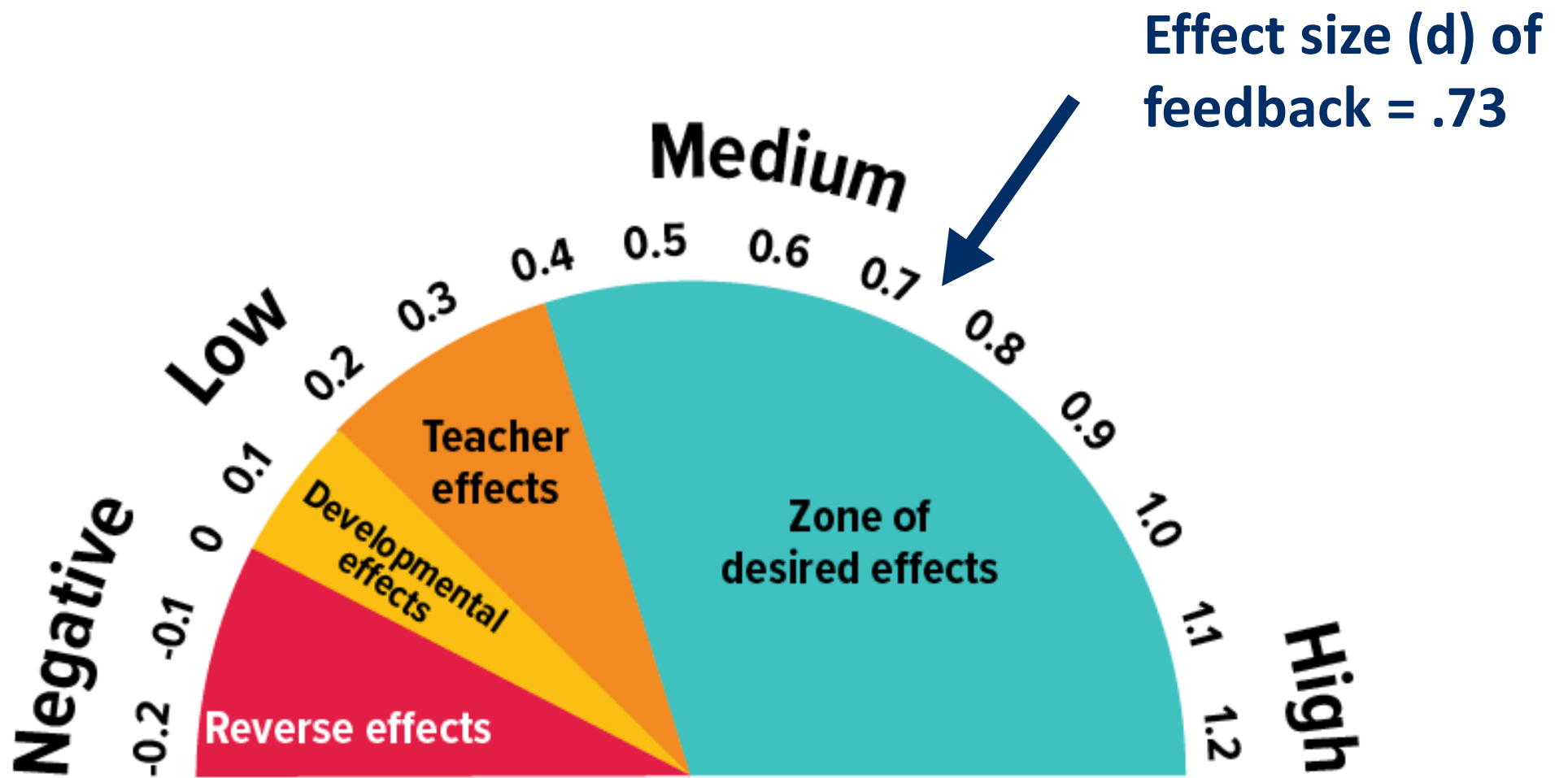
“I learned a lot from other colleagues' experiences.”

“I learned a lot of others' opinion, shared mine, was very informative and fruitful!”

“I found the frequent switching to break-out groups, to external links and chat rather distracting. It was difficult to keep concentrating on the content.”

“I want to put students into the driver's seat.”





The hinge point: average effect size 0.4

Adapted from John Hattie's book *Visible Learning*

Source: <https://www.learninga-z.com/site/breakroom/teacher-clarity>



Feedback literacy

1. Why feedback?
2. When feedback?
3. What's in a name?
4. How feedback?

Feedback expertise

How can I (we) ensure that...

1. Team of experts
2. Project team
3. Design team
4. ...



Feedback : Why so much attention and effort?



"Students need endless feedback, more than they need endless teaching" - G. Wiggings



1. High impact on learning gains
2. To do better in the next assignment
3. Gain deeper insight into personal competences
4. More autonomy in learning processing

1. Provided during the process (part of)
2. Within a period of two to fifteen days

Feedback literacy : What's in a name?





- **NOT a product** \leftrightarrow a cyclical and interactive/social process.
- **A process**
 - whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work;
 - that provides insight into any gap between the delivered performance and the expected performance. With the aim to improve the performance.

(Boud & Molloy, 2013)

FEEDBACK

- **NOT the legitimization of a grade (summative).**
- **It induces development of the student (formative).**
- **It gives information about their learning.**
 - To improve the quality of learning and reinforce learning strategies (scaffolding).

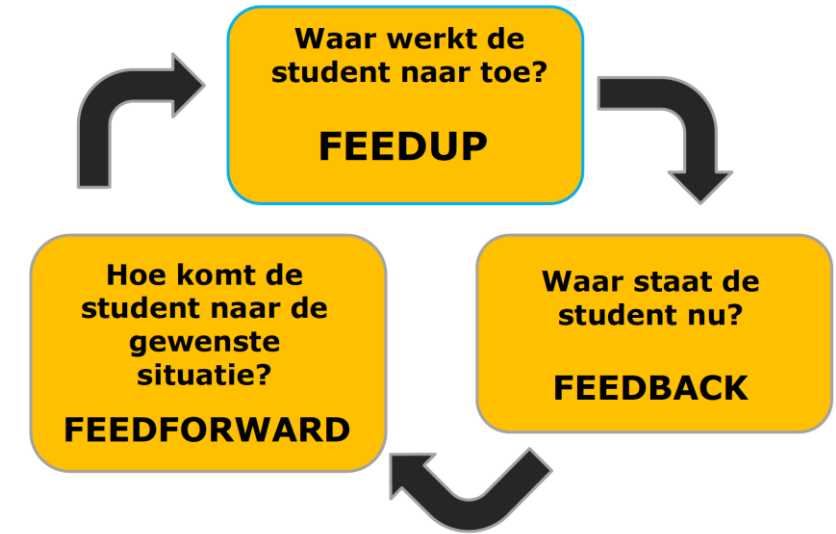


Four levels

Hattie & Timperley, 2007

1. **Task-oriented**
(correct <>incorrect)
2. **Process-oriented**
(good<>bad)
3. **Quality-oriented**
(autonomous <>not autonomous)
4. **Person-oriented**
(strengths<>weaknesses)

- **Feedup:** feedback to the present.
 - Which direction are we going in?
 - Clarifying expectations, learning goals, success criteria
- **Feedforward:** feedback to the future.
 - How should we proceed?
 - What is the next step? Steps to be taken in order to achieve the objectives. Evolution towards the desired situation.
- **Peer feedback:** students are sources of information from each other and help each other gaining more control over their own learning process.



FEEDBACK ALS DIALOOG

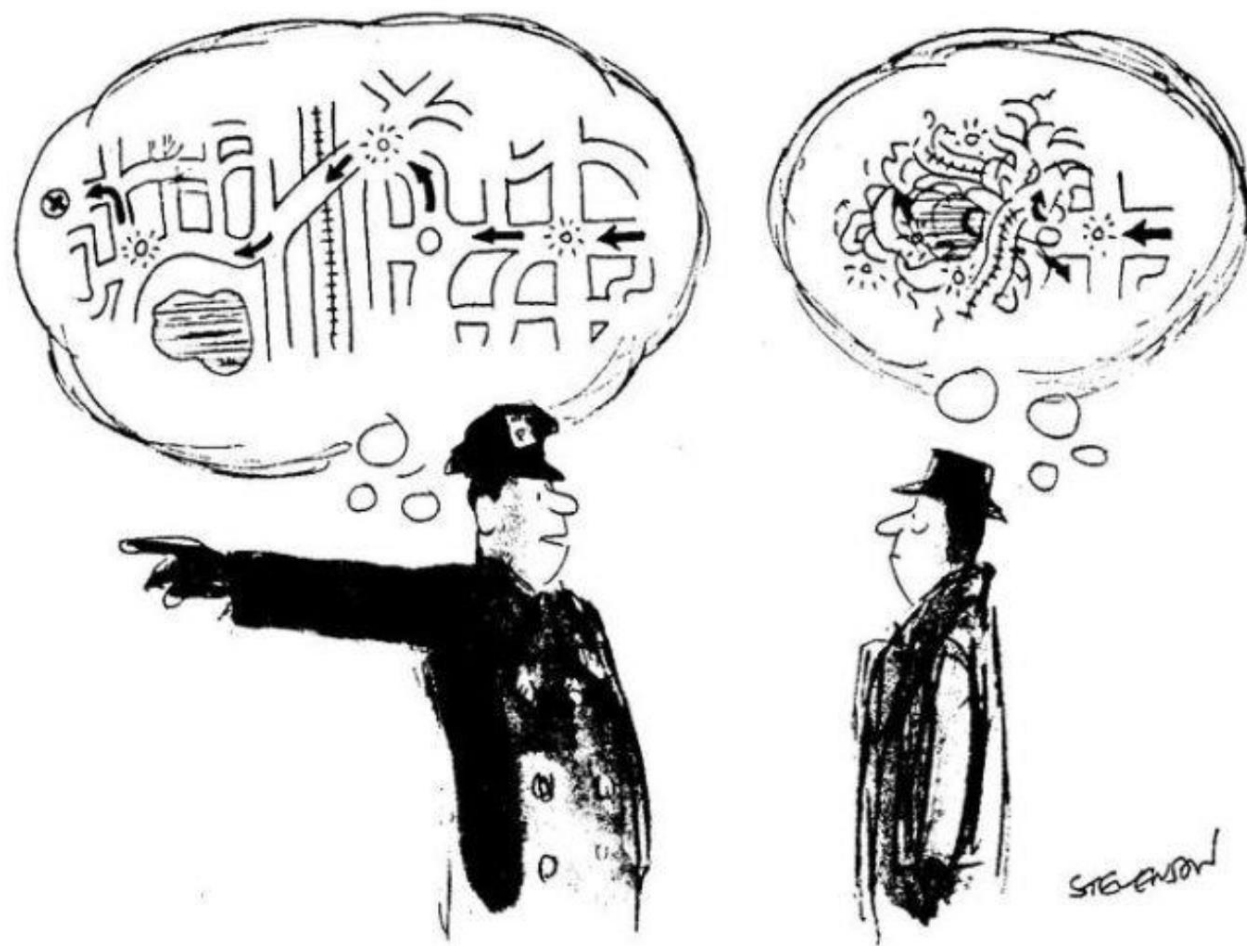
Feedback : How?



"Feedback is too often vague,
discouraging and outdated" - student



1. **Clarify** the learning outcomes
2. **Contextualize**: in relation to learning goals and evaluation criteria (Sadler, 1989)
3. **Focus on priorities**, selective and specific, not on details
4. **Be constructive and encouraging**
5. **Activate students** to engage within the feedback process



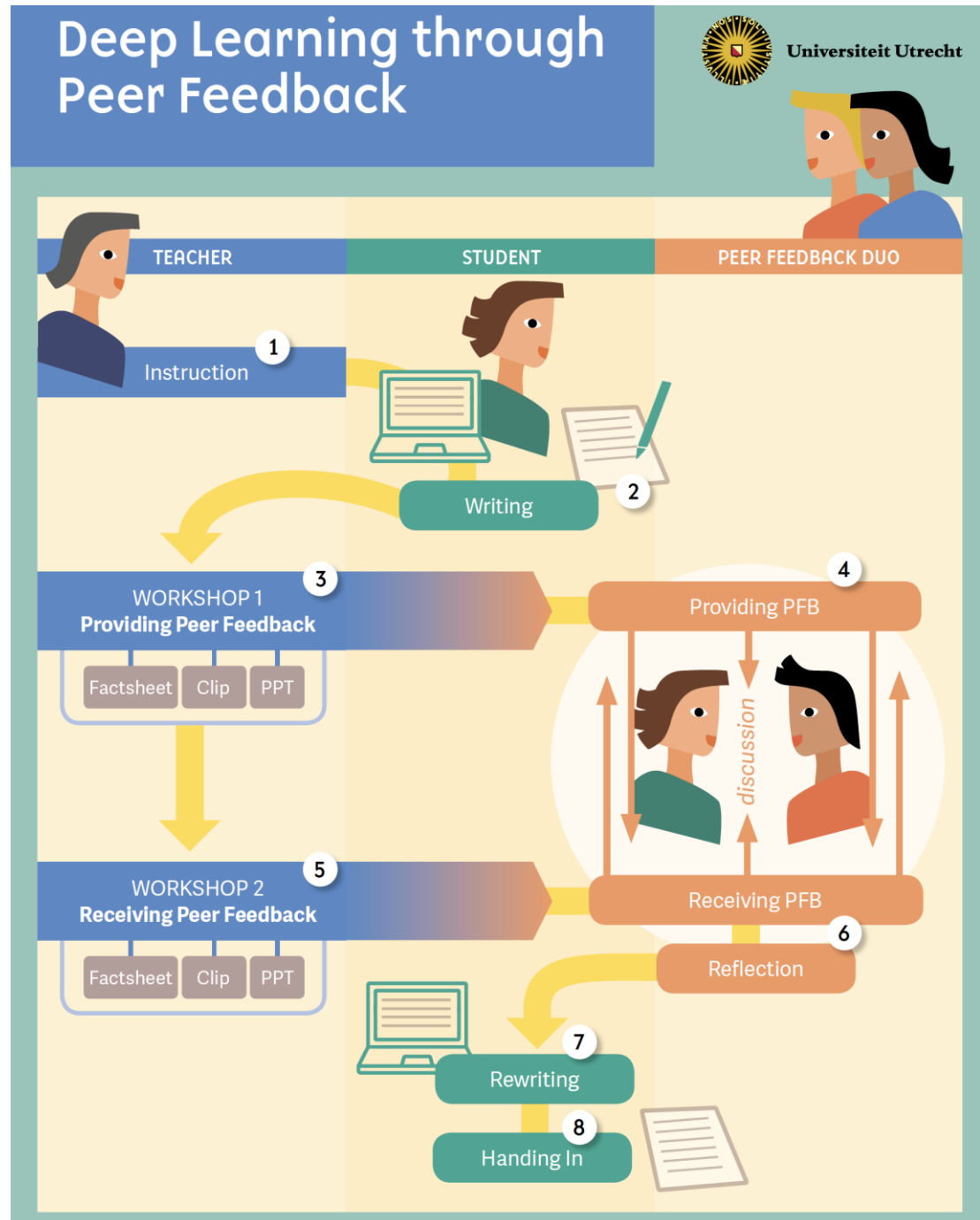
Drawing by Stevenson; © 1976 The New Yorker Magazine, Inc.

Motivational feedback



1. Show **confidence** in the student's abilities
2. Give **honest feedback**, in an empathic way
3. Show **respect** for the student's **working method**
4. Offer the **opportunity to respond** to feedback
5. Listen to the **student's own opinion**
6. Pay attention to the **personal situation** of the student

Peer feedback

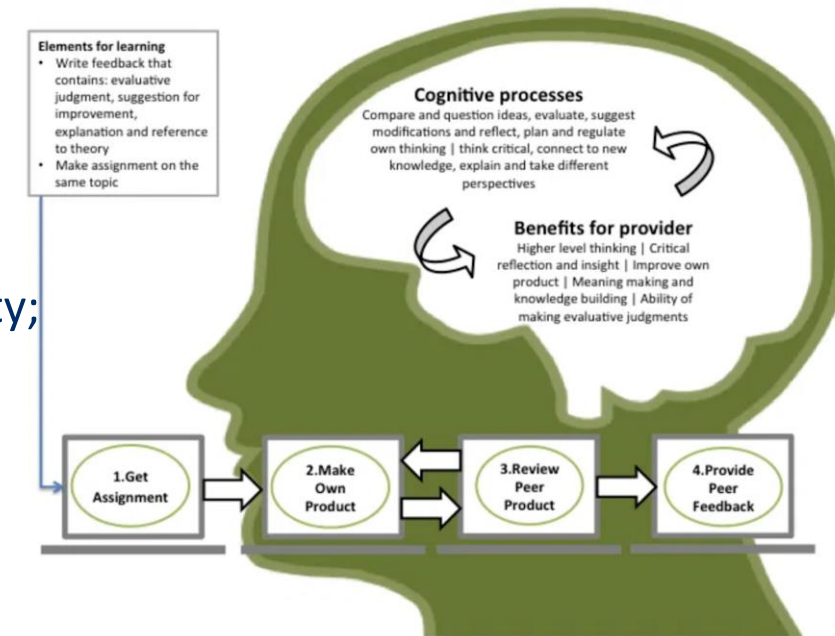


1. Requires cognitive processes:

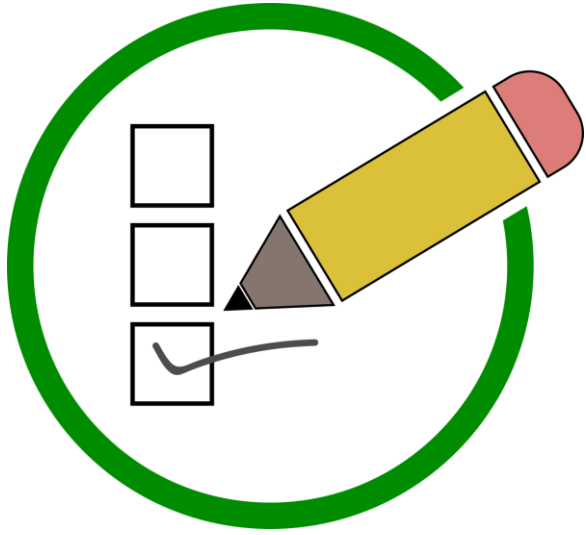
- comparing and examining peers' ideas with one's own;
- reflecting on, planning and regulating one's own thinking;
- being able to
 - think critically about the peer's product, including analyzing the underlying thought processes;
 - formulate suggestions for improvements, in order to improve quality;
- being able to take different points of view;
- making connections with new knowledge and supplementing existing knowledge.

2. Requires a basic attitude of the student: helping each other, making time for the other

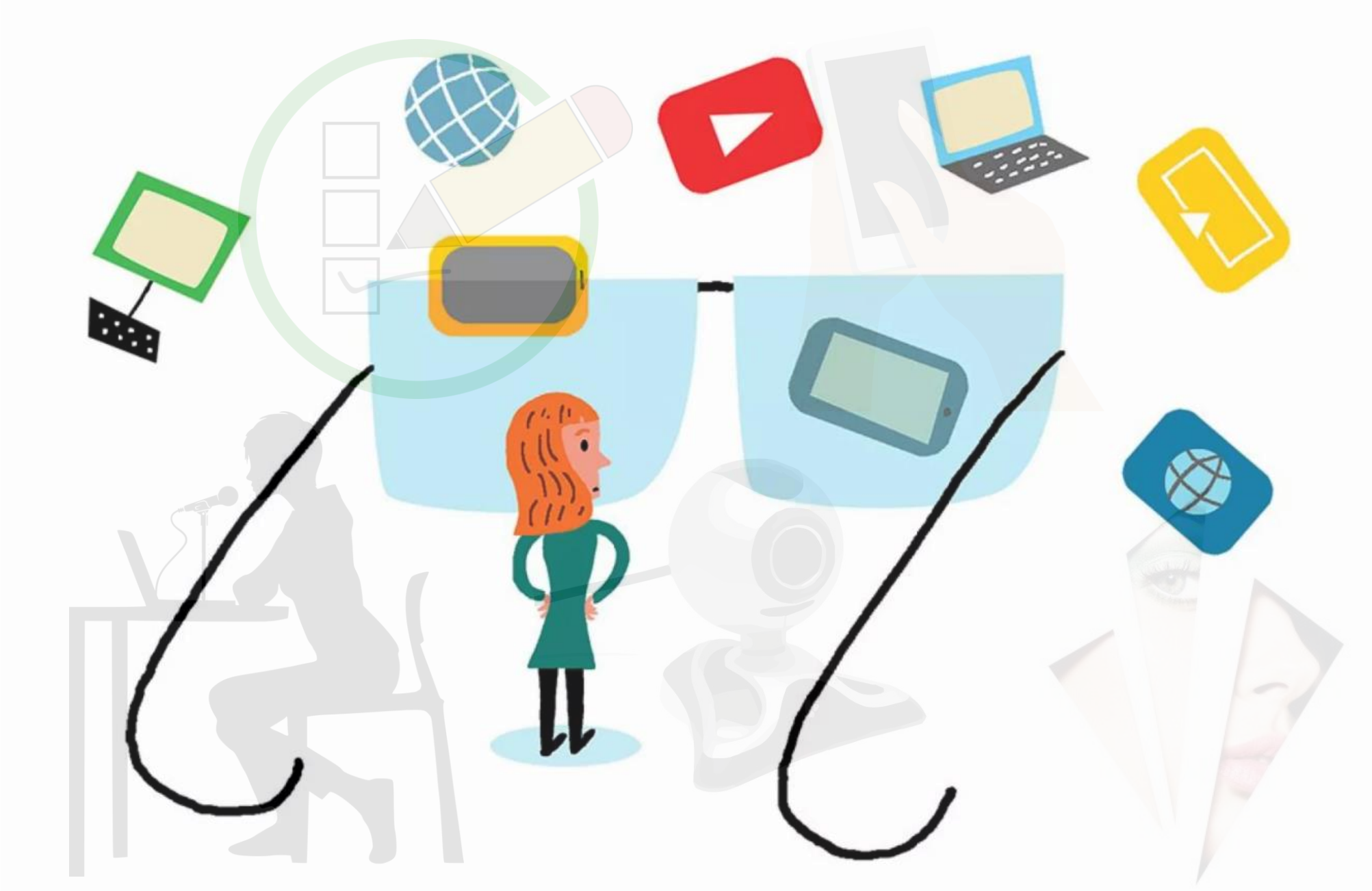
Peer feedback



Tools for feedback-1

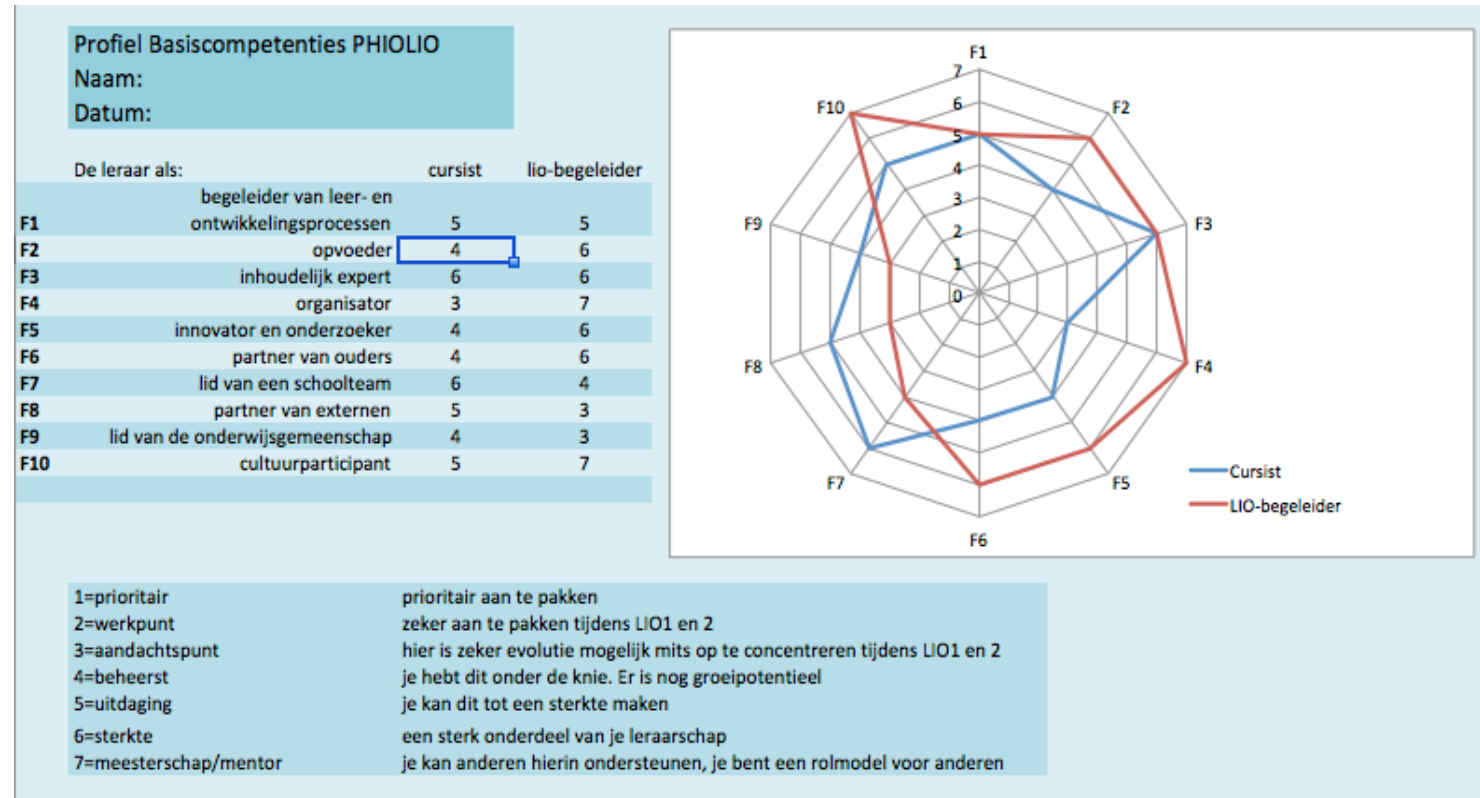


Tools for feedback-1

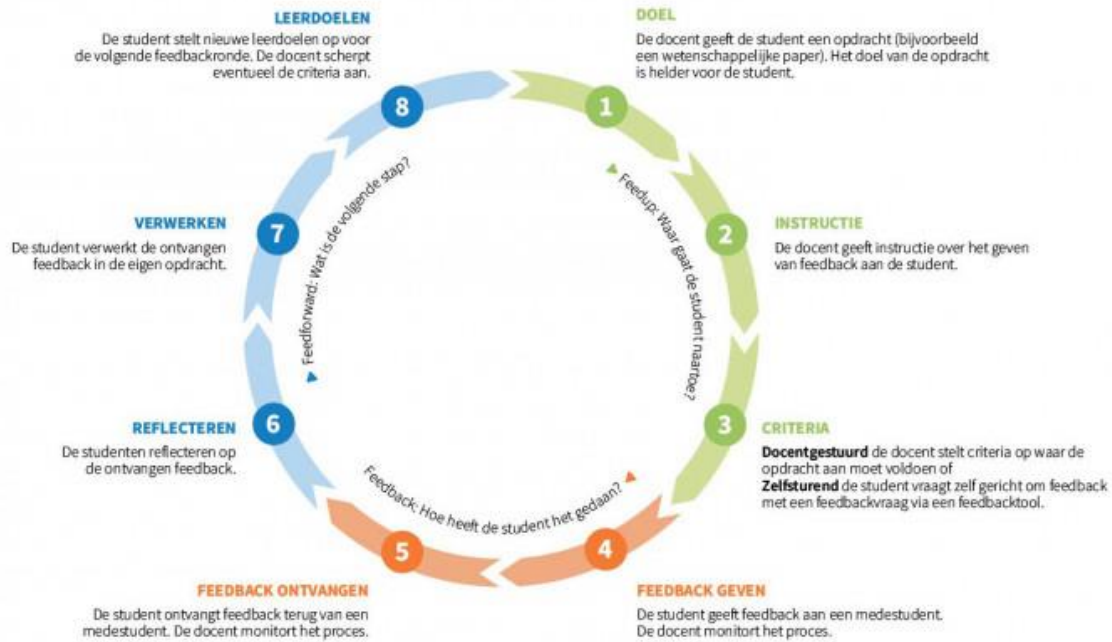


Tools for feedback-2

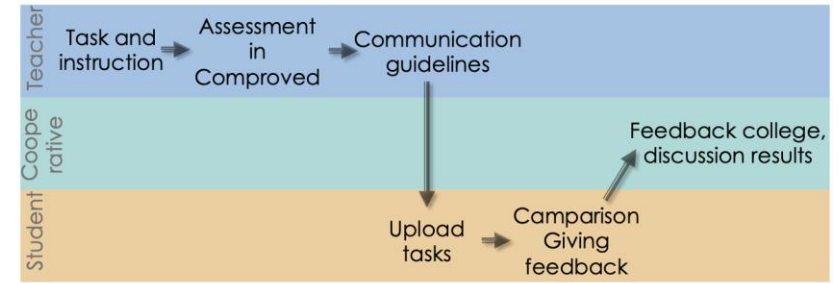
1. Feedback template/matrix
2. Rubric
3. Radar
4. AI-assistant
5. Perusall
6. Comproved
7. Feedbackcollege



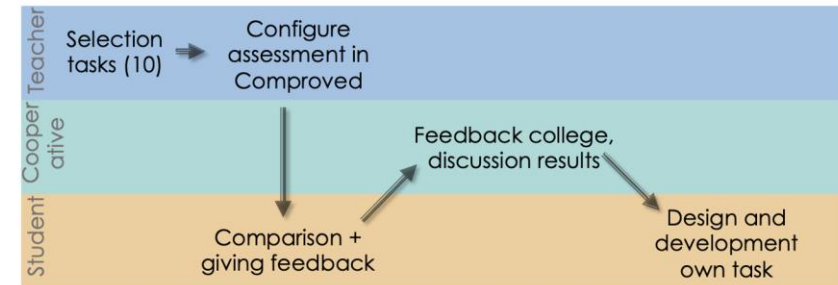
PEERFEEDBACKCYCLUS IN 8 STAPPEN



Best practice teacher Luuk Van Waes

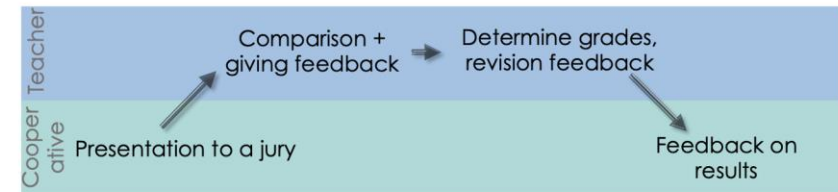


Flipping the classroom

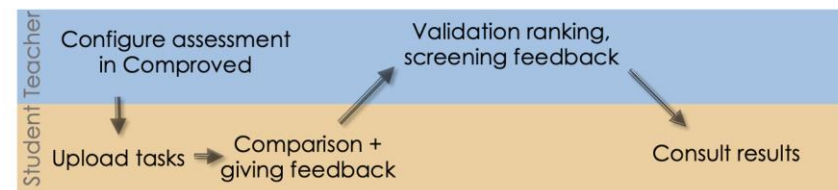


COMPROVED

Live summative assessment



Summative peerassessment



Wrap-up

- ✓ *Why do you want to give feedback?*
- ✓ *Check whether the **preconditions for effective feedback** are present*
(clarity about the goals, criteria and expected learning outcomes).
- ✓ ***Involve students** in designing the assessment criteria.*
- ✓ *Give feedback on **process and self-regulation**, put less emphasis on feedback of task and person.*

- ✓ *Use an **appreciative approach** towards students.*
- ✓ *Choose an **efficient (digital) tool** that both instructors and students can work with (e.g., Comproved).*
- ✓ *In the case of peer feedback, give feedback on the **quality of the peer feedback**.*



Challenges

1. **Developmental** feedback
(integral alignment at the level of the education and testing curriculum).
2. **Mixing** feedback
teacher, student, oral, written, channel, portfolio, product, process
3. **Logging** feedback
self-**monitoring** learning process
4. **Sustainable** feedback (culture)
5. Using a **feedback library**



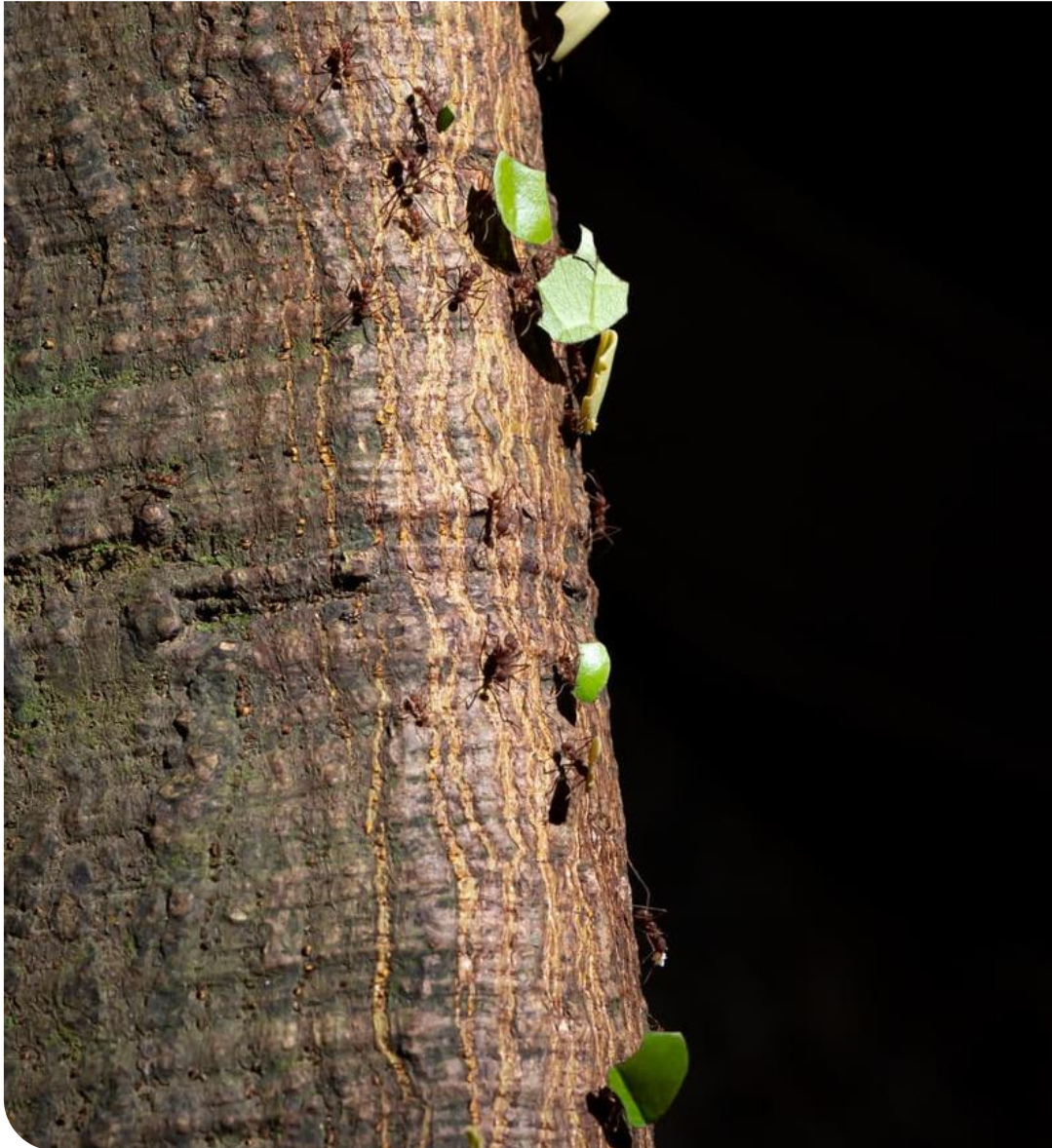
Challenges

6. Moving from implicit to explicit: making **expected performance 'tangible'**
7. **Actively learning to reflect** on the competences that still require optimization
8. **Stimulating ownership/self-steering**, in cooperation with students/colleagues
9. **Co-creating as a team - TDT**
10. **Considered integration of tools**
 1. audio, video integration (e.g. doctor's diagnosis)
 2. rubrics integrated into BB (grade centre)
 3. self-reflection (e-portfolio)
 4. programmed instruction (learning path) > AI, correction keys, improvement models
 5. peer feedback / feedback college with Comproved
11. ...



Student : feedback is too often negative, too superficial, non-transparent, too brief, expect concrete indications

Teacher : feedback will not be understood, nor read, nor used as a learning opportunity



If you want to go fast, go alone.

If you want to go far, go together.

(African proverb)

Break until 11.10u

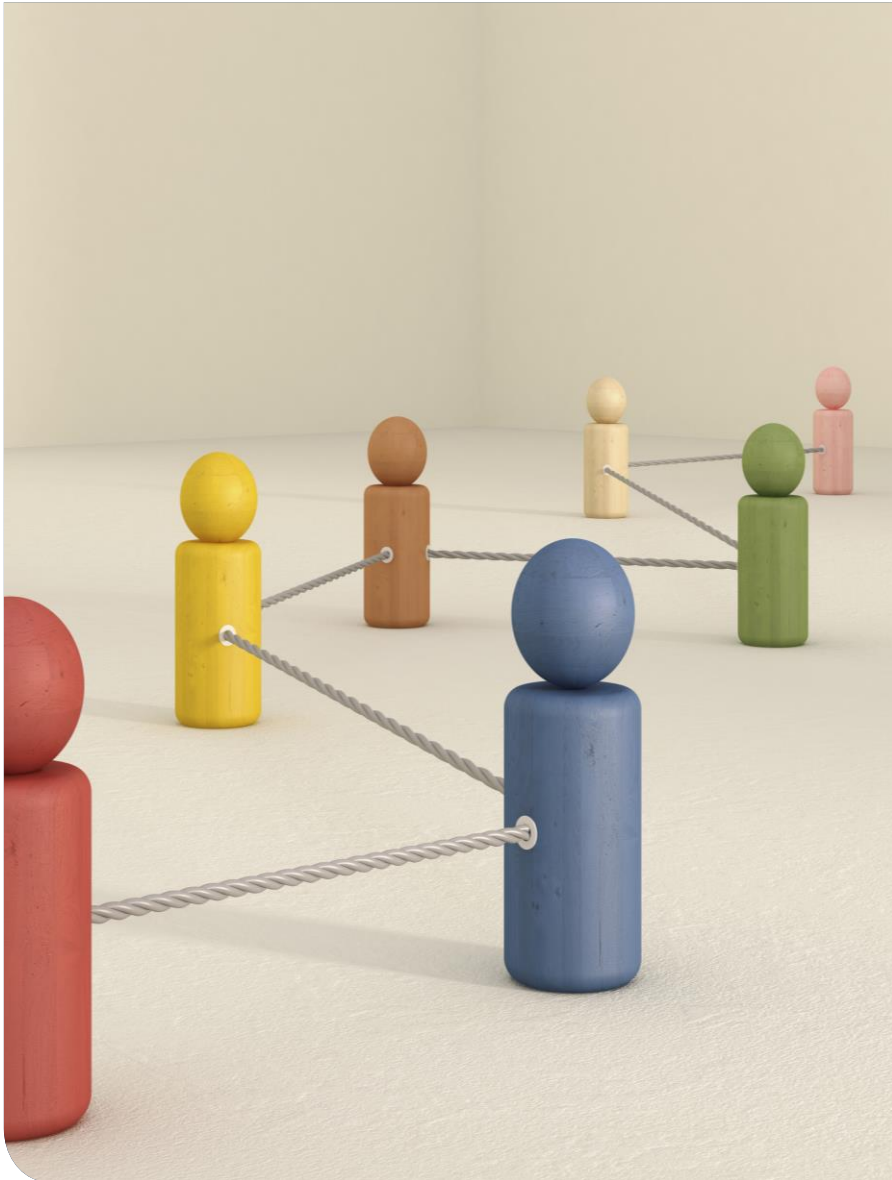




Break-outs

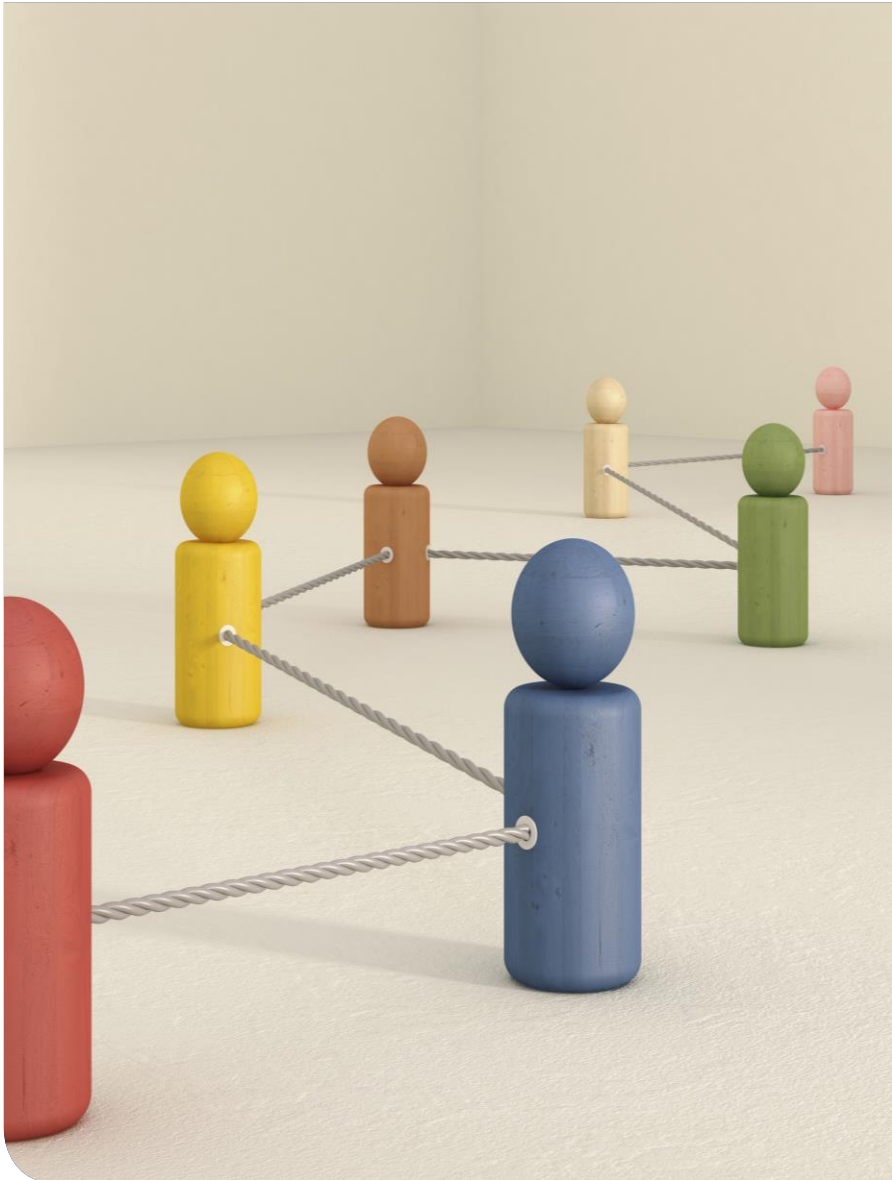
How can I (we) ensure that ...

1. the feedback is effective and useful for students?
2. students actively engage in the feedback process?
3. the quality of feedback is monitored?
4. there is consistency in the feedback across different courses? (program level)



Plenary discussion

1. What did you learn from each other?
2. What do you absolutely want to do/try out?
3. Which questions do you still have?



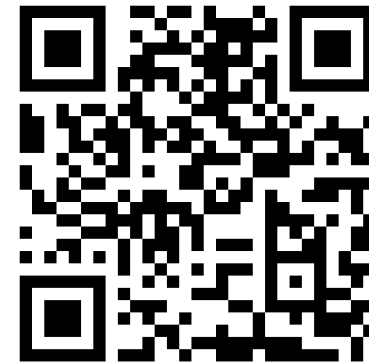


Important!

- (Re)designing takes **time**
- Always focus on your **student**
- You're **never alone**

Exit ticket

- Go to <https://www.exitticket.nl/ticket/4us8hipy> or scan this QR-code





Support

- [Education Info Centre](#) – The platform for support and inspiration for your teaching practice
- [ECHO](#) – didactical support
- [CIKO](#) – Faculty specific support
- [Anke Baeyens](#) and [Philip Lambrechts](#)



Thank you for your attention!