

13. Student Feedback Model



Teacher Feedback in Practice

Student Feedback Model

Preparing Students for Assessment Tasks		Preparing for Feedback		Making Teacher Feedback Effective
<p>The amount of feedback that is helpful, will relate to:</p> <ul style="list-style-type: none"> • How well the task has been presented • That the criteria have been 'worked through' in dialogue with students • The nature of the linkage between the task and other assessment • The use of other sources of feedback • The classroom climate around feedback <p>(Crisp, B 2007. <i>Is it worth the effort? How feedback influences students: subsequent submission of assessment work</i>)</p> <p>Feedback When:</p> <ul style="list-style-type: none"> • Give feedback as soon as possible after the completion of the learning task • Show students how feedback comments can be incorporated into subsequent performance <p>Feedback How:</p> <ul style="list-style-type: none"> • Avoid using language that is not accessible to the student. Difficult phrases for students include: <i>deepen analysis on key issues; sharpen critique; identify and develop implications; link theory and practice.</i> <p>Feedback for 'Excellent Work':</p> <ul style="list-style-type: none"> • Feedback should enlarge conversations around the work • Include questions that invite the student to explore or extend a point • Direct the student to further reading • Include personal observations and share thinking on points raised 		<p>Student</p> <p>Student selects an area of their work (in relation to the criteria) on which they seek feedback.</p>	<p>Teacher</p> <p>Identifies the level of feedback required.</p> <p>The Learning Activity – how well the task is understood or performed</p> <p>The Process of Learning – what the student has to do to perform the task</p> <p>The Student's Management of their Learning – planning and self-monitoring</p> <p>The Student as an Individual – personal qualities shown by the student</p>	<p>Setting a Goal</p> <ul style="list-style-type: none"> • A specific and challenging goal is set, often with criteria for a high-quality performance on a task • The goal is communicated so that students understand it • Feedback addresses task's goals directly <p>Kind of Feedback</p> <ul style="list-style-type: none"> • Feedback draws attention to positive elements of the performance: for example, the details of correct responses • Feedback includes constructive criticism: advice that provokes the student to improve task performance • Feedback refers to changes in performance from previous efforts • Feedback includes an element of self-assessment by students (including peer assessment) as part of the process of encouraging student autonomy and responsibility <p>Level of Feedback</p> <ul style="list-style-type: none"> • Feedback provides information about a task, how well it was performed and how to do it more effectively • Feedback at the process level: how can the student improve the learning processes needed to understand and perform the task? • Feedback at the self-regulation level: how can the student do a better job of planning, monitoring, and managing their actions and using strategies in approaching the task? This is also described as 'metacognitive' feedback.
<p>Key Questions (Student)</p> <ul style="list-style-type: none"> • Where am I going? • What are my learning intentions? • How am I going? • What does the evidence tell me? • Where to next? • What learning activities should I do to make better progress? 		<p>Key Questions (Teacher)</p> <ul style="list-style-type: none"> • Where is the learner going? • Where is the learner right now? • How will the learner get there? 		

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Reframing Feedback

Defining Feedback

Collectively, the research defines feedback as information:

- For the learner and teacher about the learner's performance
- About performance relative to learning goals
- Based on evidence of learning
- From the teacher, the student or peers
- Leading to changes in teacher and student behaviour

Effective feedback is designed to achieve improvement in student learning, continuously driving a student's current performance towards a current learning goal.

Australian Professional Standards

The Australian Professional Standards for Teachers make clear that teachers at all career stages are expected to be able to assist student learning and to provide feedback to students on their learning.

Evidence supports the benefits of effective feedback practice for students, including marked impacts on student growth and the rate of learning.

Working with Goals and Criteria

The task of feedback is to help students close the gap in performance. However, students can only identify the gap if they understand the goal of the teaching and their learning.

Van den Bergh et al (2014) argue that the quality of the feedback is determined partly by whether clear learning goals are established and communicated. There is very good evidence that setting specific goals, often with criteria for a high-quality performance on a task, effectively and significantly increase individual performance.

Peer Feedback and Self-Assessment

Establishing clear goals also enables another key feature of high-quality feedback: initiation of student self-assessment and peer assessment.

Self-assessment is closely related to the self-regulation (the student as an individual) level of feedback which focuses on how students manage and monitor their own actions in pursuit of a learning goal. Feedback at this level "is powerful in terms of processing and mastery of tasks" (Hattie & Timperley, 2007).

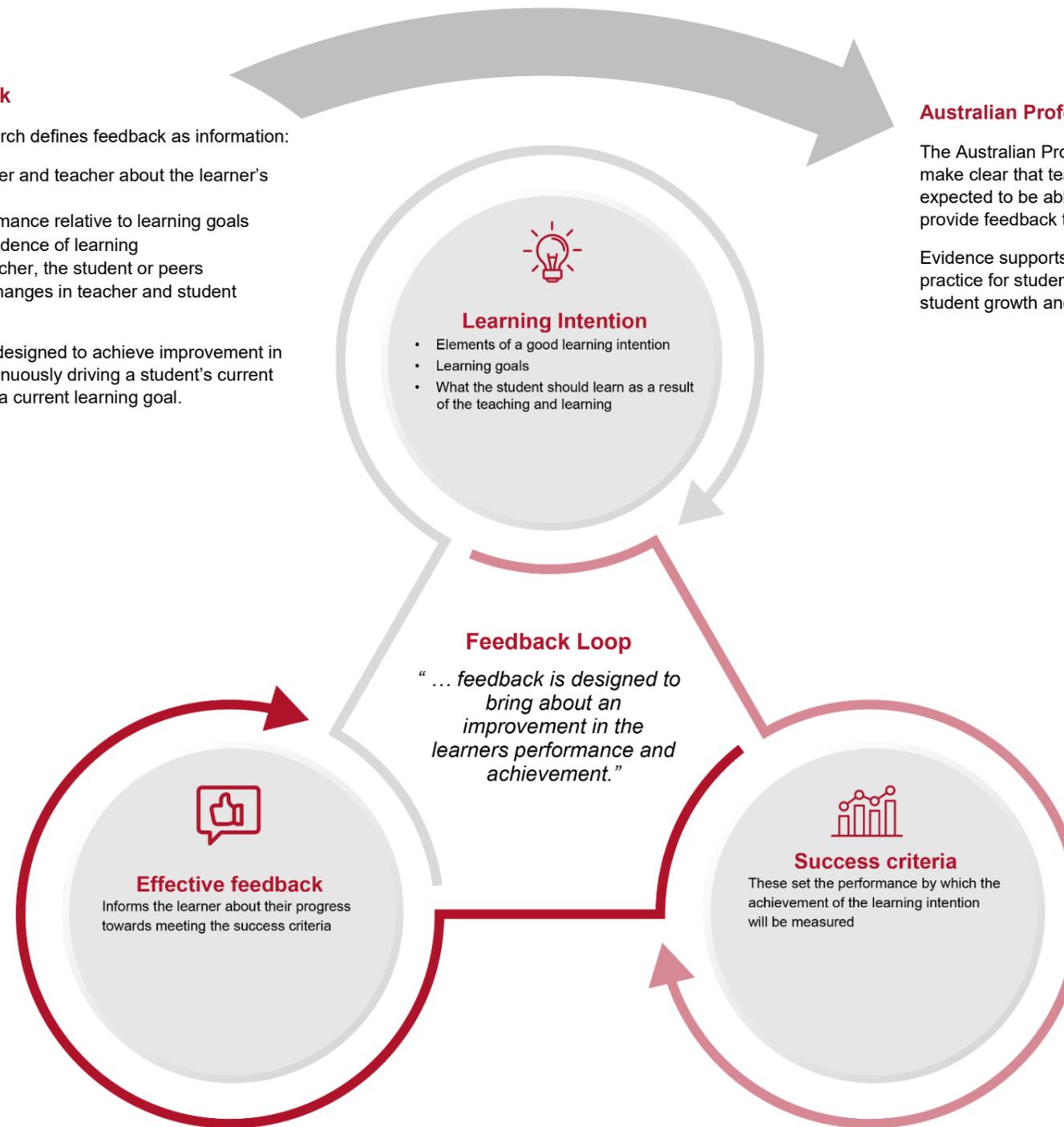
Student self-assessment, in which students have an overview of their goals and progress, in turn feeds back into improved teaching, because students and teachers can discuss goals and reflect on progress.

Classroom Culture

Adopting feedback approaches can positively impact the culture of a classroom. Feedback is founded on the belief that all students can achieve success in learning. It places the emphasis on students feeling safe to take risks and make mistakes as they progress. It assumes that every student, regardless of achievement, has untapped potential.

When each student understands the goals and the criteria for success and has advice and support in making the necessary changes, we can expect all students to learn. This is a culture in which students build self-esteem.

While the teacher retains responsibility for teaching and learning, a feedback culture provides students with the tools they need to judge the quality of their own work and inform their own decisions about improvements. When each student is working on specific goals and has targeted advice about the next steps, the teacher will interact frequently with small groups and individuals. The focus of the classroom will be on progress, development, improvement and achievement (OECD, 2005; Black and William, 2010).



References

- Black, P., & William, D. 2010, 'Inside the black box: Raising standards through classroom assessment', Phi Delta Kappan, 92(1), 81-90.
- Hattie, J & Timperley, H 2007, 'The Power of Feedback', Review of Educational Research vol. 77, no. 1, pp 81-112.
- Organisation for Economic Co-operation and Development (OECD), 2005, 'Formative Assessment: Improving Learning in Secondary Classrooms', Policy Brief November 2005
- Van den Bergh, L, Ros, A & Beijaard, D, 2014, 'Improving Teacher Feedback During Active Learning: Effects on a Professional Development Program', American Educational Research Journal vol. 51, no. 4, pp 772-809.