The Use of Formative Feedback to Support Student Learning

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Parallel Session Presentation
Mini Conference 2013

25 April 2013
D2-LP-14

Summary of Presentation

Formative Feedback as a strategy to engage learners, support learning and to enhance self regulated learning

Various formative feedback strategies that were carried out 2012-2013 across two academic years: dialogic feedback, consolidation and motivational exercises, process draft assignment, and error analysis.

Outcomes of Student Learning: evidence of student learning gains collected via observation, analysis of artifacts and interview

Issues in carrying out formative feedback: extent and control of its use on learners in a group which is diverse

Implications to teaching in higher education

香港教育大學
The Education University
of Hong Kong

Formative Feedback

Part A: Below are statements about the teacher's performance in teaching this course. Please indicate you agreement with the following items.
以下陳述是關於任教老師在本科目的教學表現，請表達你對各項陳述的同意程度。

		Strongly Disagree 很不同意	Disagree 不同意	Agree 同意	Strongly Agree 很同意
1.	Delivering the course in an organized way. 有系統地傳授該科目。	○	○	○	○
2.	Aligning the teaching and learning with those mapped out in the course outline. 使教與學配合該科目的內容大綱。	○	○	○	○
3.	Inspiring students to think and learn. 啟發學生思考和學習。	○	○	○	○
4.	Addressing students' needs in learning. 照顧學生的學習需要。	○	○	○	○
5.	Enhancing students' course-related knowledge or skills. 增進學生與該科目相關的知識或技巧。	○	○	○	○
6.	Providing quality feedback to enhance student learning. 提供優質反饋以促進學習。	○	○	○	○
7.	Encouraging exchange of ideas among students in their learning. 鼓勵學生在學習上相互交流。	○	○	○	○
8.	Providing opportunities for students to learn from a variety of sources. 提供機會予學生透過不同渠道學習。	○	○	○	○
9.	Guiding students to think from different perspectives. 引導學生從多角度思考。	○	○	○	○
10.	Encouraging students to proactively engage in their own learning. 鼓勵學生主動投入學習。	○	○	○	○
11.	Being enthusiastic in teaching. 熱心教學。	○	○	○	○
12.	The overall teaching was of high quality. 整體教學是高質素的。	○	○	○	○

...but it's not compulsory, ok?

Formative Feedback:

◈ refers to assessment that is specifically intended to generate feedback on performance to improve and accelerate learning

◈ is defined as information communicated to learner that is intended to modify the learner's thinking or behaviour for improving learning - It is presented to a learner in response to learner's action/performance

◈ As it is to encourage learning, formative feedback is: multidimensional, nonevaluative, supportive, timely, specific, credible, and genuine

◈ Teachers may generate a variety of Ff types: verification of resonse accuracy, explanation of answer, hints, worked examples, AND can be administered at various times <u>during the learning process</u>

Formative Feedback Design

- *Conceptual Framework:*

  Ff is framed within a model of self-regulated learning: an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Nicol, 2010)

- *It helps improve both the academic outcomes and motivation of learning, promote deep learning*

- It has a cognitive dimension as well as social affective dimension (Yang and Carless, 2012)

✓It is not the horse that draws the cart but the oats

Formative Feedback principles

Several Formative Feedback principles are identified to guide practice in the experimentation

- helps clarify what is (goals, criteria, expected standards) <u>good performance</u>

- facilitates the development of <u>self-assessment (reflection)</u> in learning

- delivers <u>high quality information</u> to students about their learning

- encourages <u>teacher and peer dialogue</u> around learning

- encourages <u>positive</u> motivational beliefs and self-esteem

- provides <u>opportunities to close the gap</u> between current and desired performance

- provides information to teachers that can be used to help shape teaching

(Modified from Nocol & Macfarlane-Dick, 2006)

Formative Feedback Strategy I:

Create means of feedback through structured Motivational and Consolidation exercise
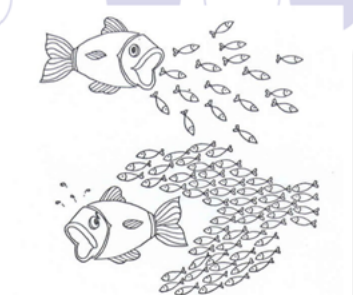
Name of Student: _____ ( ).
EDA5015

Reflection: In "School as an Organization I", we talked about theories/concepts to understand the situation of school management. Please attempt exercises 1 and 2 and write answers at the right box, submit your work by the portfolio.

1. What management theory can name this model of operation in the diagram? What are the advantages? Any drawbacks on this? Why?

2. Can you explain why the school head cannot manage in leading the direction of the schools, as illustrates in Diagram II below? What may be the main cause as explained from the socio-political perspective?

Conclusion and Consolidation: Curriculum Orientation and Curriculum Design

What are the key curriculum orientations? By the diagrams below, can you recall the main ideas of each orientation? Please name them, state the main ideas of that orientation, describe the role to play by teachers for each orientation.

End of Course Test

Name in full: _____ ( ).

1. In classical definition, Curriculum means:
A. a carnival
B. a kingdom
C. a race course

2. What is the classical meaning of the word Assessment?
_____

3. What is the name of the curriculum orientation that advocates "project learning"?
_____

4. Please write the longhand of the short forms below:
TSA: _____
SSPA: _____
PISA: _____

Formative Feedback Strategy 2:
Peer Assessment Exercises and Learning Portfolio

Rubric for Assessing Assignment 1: Group Presentation

|	4 😊	3 🙂	2 😐	1 😟
Theme Development	Stimulating, clear and creatively framed; relevant	Clear and focused; relevant to professional	Suggesting some ideas that are relevant to	Unfocused, scattering ideas related to
Discussion				
Presentation				
Cooperation				

SCORING SHEET

Assessor: LAU Pik Man (S1054933)

Please put in marks (4, 3, 2 or 1) in each respective domains of assessment shown below based on the rubric description for each session

Group Presentation	Theme Development	Discussion	Presentation	Cooperation	Overall Comment
Session 1					
Session 2	3	3	(the volume is a bit to 高 2 low ...)	2	Can be more interactive, but the analysis is very detailed and clear!
Session 3	3	3	3	2	(Katherine's pronunciation is very nice :) the content is rich and part is clearly written and thus, to easy follow.
Session 4	2	3	3	3	the swapping between speakers is well done! Explanation is very clear too.
Session 5	3	4	3	3	very good to have a real interview with a teacher, the interview facilitates the illustration
Session 6	3	3	2	3	can be more interesting since the presentation is quite dull, but very good to have included a lot of postgraduate education in HK. information
Session 7	THANK	YOU	DR.	LAM! ♡	(You are a very nice teacher 😊)

Which session would you recommend as the best? Session: __5__

Why? Real and original data is always the best for analysis, and this group has demonstrated their seriousness on this project through conducted a true interview which is not found in any other groups. Well done!

(Please return the form to Dr Lam by the end of the class today)
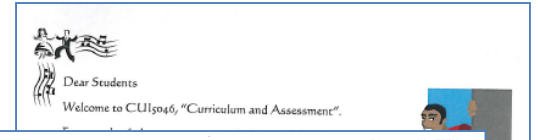
Dear Students
Welcome to CUI5046, "Curriculum and Assessment".

Portfolio Worksheet

Lets watch a film, please note the questions below and try to make an answer for it:

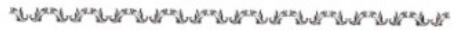- Do you like the teacher in the film?
  Yes/No
  Why?
  Allow Ss make mistake.
  learn from mistake.
  Let student don't feel shy/shame to commit mistake.

- How do you describe the lesson design?
  Teacher oriented + Ss oriented.
  Teacher Mainly is T teach the Ss.
  At the same time, T accompany Ss mistake adjust

CUI5046 Portfolio

Name: Wing NG (English)
Name: 吳穎雯 (Chinese)
Registration No.: 1100115?

Formative Feedback Strategy 3:

✓ *Using Dialogic Approach of feedback: Interactive conversations and discussions*
✓ *"all dialogue to support learning in both formal and informal situation" (Askew and Lodge, 2000)*

✓ *Building a Ff culture*

He criticizes about the Hong Kong education,

I move on to ask you is why we have to change.

Formative Feedback Strategy 4:

Comments on process draft assignment:
on the interim and final written assignments to help students troubleshoot own performance and self correct

Via email, students submit assignment outline for comments, written feedback was returned

Avoid judgemental comments, ask them to reconsider, clarify, and point out writing errors

Error Analysis : share with students the results - tautology, superficial and abstract, illogic comments, emotional comments, over simplified statements, and over generalized statements; and some writing techniques

Learning Outcomes

Analysis: observation, interview of two groups of students (N=12), artifacts and final assignment analysis (in progress), student evaluation

Students reported that the Ff strategies help them understand the key theories, e.g. for the short exercises during class, teacher used many different ways to encourage responses, everyone was trying to check if they knew the answers and whether they made it right; which engaged them

Students actively sought feedback from me, they approached me for consultation and questions to follow up my written feedback

Students took greater responsibility in learning –by the improvement on their punctuality to class, learning strategies, participation in class, etc

The Ff process provides information to me as teacher to shape teaching. I paid close attention to the student learning progress with interest, to check individual improvement by comparing their draft and final assignment, in particular types of errors and the quality of work

Issues

Though positive outcomes were found, students' learning motivation, attitude and study approach determine how much they gained from the feedback process

Some students may not be able to draw a line clearly between the role of teacher and their own, they wrote repeatedly to ask for proof reading and re-reading their draft and asked me to read the full assignment draft - I have the feeling that I was treated as a private tutor for a large group of students

Some students may want to take as much as they can from the feedback mechanism, they approached me with questions that they should tackle on their own, such as comprehending on assignment instruction, searching a particular reference title etc.

The feedback journey was fruitful. It is proved to be a powerful tool to support learning, it drew teacher and the students closer and created a good rapport. However, it is also very time consuming

Implications and Further Study

Teachers in higher education institution may perceive a stronger need to support learning of university students nowadays, we are recommended to use more learner-oriented pedagogy to support student learning in the context of mass higher education (UGC, 2010)

From the presentation, we observe the powerful impact of formative feedback however we also find that it should be carried out with thoughtfulness in each step, it is however a long term investment we should work on to help student become self regulated and adopt a deep approach in study

Ff or other learner oriented strategies should be designed for supporting students, the main focus is to develop the capacity of self learning, teachers should not take over the responsibility of students

Students should be the active agent to engage in those formative feedback exercises and pay effort in them, to be self-regulated, motivated, and offer time by checking on own progress continuously in a journey of learning. This experimentation is useful to fine tone the Ff strategies, the data has been used to construct a more focused study on formative assessment

Abstract

Formative feedback is identified as one of the most useful pedagogies to engage learners and to cultivate deep learning approaches among them. In this presentation, the author will share the use of formative feedback in her attempts on four groups of students, during 2012-2013. The presentation will begin with a summary conceptual framework which focuses on continuous support to learners through the process of instruction. It further reports various formative feedback strategies that the author carried out: dialogic feedback, student reflection, process draft assignment, and error analysis. Evidence of student learning gains and issues in carrying out formative feedback that can enhance self regulated learning will be discussed based on the preliminary findings. The experimentation suggests the powerful results of teacher feedback, and the extent and control of its use on learners who are diverse in terms of academic ability, learning approach, motivation and attitude.

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End of Presentation