In what setting on campus do students learn the most? Why?
What aspect of teaching has the most effect on student learning & achievement?
Labs

“they provide frequent and continuous feedback (to both students & instructor) about the level of understanding of the subject being discussed producing both conceptual and problem solving skills.”  
Mazur (Wiggins 2014)
“...feedback on student work has the most effect on student learning and achievement”

Hattie (2009)
Giving Effective Feedback to Your Students

Candy Sloboda BN, MEd.
Objectives

1. What is the difference between feedback and evaluation?
2. Why do up to 90% of university students think feedback is useless?
3. How can I learn to give growth producing feedback?
What is Feedback?
SURE, THAT'S RIGHT! JUST WALK OUT OF THE ROOM!

YOU KNOW WHAT YOUR TROUBLE IS?

YOU CAN'T TAKE DESTRUCTIVE CRITICISM!
“assessment of performance to improve & accelerate learning”

(Sadler 1998)
“the region between the student’s existing problem solving ability & the ability to solve more complex problems given guidance and support from a more skilled person”  (Wood 1987)
“information communicated that is intended to modify the learner’s thinking or behavior for the purpose of learning.”  Fluchkiger 2010
“Feedback is value neutral. It describes what you did and did not do. In addition to being objective and descriptive, effective feedback is timely, delivered while the learning goal is still fresh in the learner’s mind.

Dale, 2012
Feedback

Who – more experienced person

What – guidance and support, neutral in value related to objectives

When – during learning while objectives are still fresh

Why – increases: rate of learning, quality of learning, level of learning
How do feedback and evaluation differ?
Feedback = Formative Assessment

- purpose is to improve learning
- intent is to provide information for individual growth
- considers the learning process (immediate)
- crucial for low achievers
- low stakes or not assoc. with a mark
- descriptive in nature
Evaluation = Summative Assessment

- purpose is to give a grade or rank
- product focused (level of attainment)
- remarks/assessment justify the grade
- usually involves criticism/critique
- generally delayed
How is feedback different from evaluation?

formative assessment (feedback) vs summative assessment (evaluation)
“University students identify feedback as the aspect of teaching and learning that MOST dissatisfies them in post secondary schools.” Hounsell 2008

WHY?
Students’ Perspectives of Why Feedback is Dissatisfying

Carless, 2006
- 10% felt feedback was helpful & would improve future assignments
- 40% felt that feedback was rarely followed up

Weaver, 2006
- 86% of Business students “vague & too brief”
- 90% of History students “unhelpful”
Why do up to 90% of university students find feedback useless?
Useless Feedback Foursome!

1. ambiguous & opaque
2. negative
3. too late
4. uncertainty about criteria
How does the teacher set the stage for giving usable effective feedback?
based on objectives, goals, criteria or reference points
Teacher Sets Task (goals/criteria/standards)

Domain Knowledge
Strategy Knowledge
Motivational Beliefs

Student Goals
Tactics and Strategies
Internal Learning Outcomes

Paths of Internal Feedback

Self-Regulatory Processes (cognition, motivation & behavior)

External Feedback (teacher/peers/employers)
Externally Observable Outcomes

Nicol & Macfarlane-Dick, 2006
“Before you can score, you must first have a goal” (Greek Proverb)
Application

- Clarity of objectives
- Leveling of learning (Bloom’s Tax.)
- Exemplars
- Interaction prior to assignments
- Feedback on outlines
- Use student input to develop criteria
- Exam blueprints based on objectives
Submissions re understanding of assignment

Use objectives to guide & summarize classes
Present Student State

Learning Destination
reflection or
self assessment
Application

- Portfolio assignments
- Multi step project assignments
- Development of next assignment based on previous assignment
- Peer feedback of work
- Feedback on drafts
- Online dialogues
- Highlighting achievement
- Submission of self evals. with assignment
- Triad Conceptual Framework of marking
- Student/teacher discussion prior to mark being given
- Immediate feedback assessment technique (IFAT)
- Pretests or difficult questions
Present Student State

Learning Destination

BRI
informs students how to prepare for summative evaluation; informs teachers how to improve their teaching
“It’s only as we develop others that we permanently succeed”

(Henry Firestone)
Application

Low Stakes:
1 minute papers
draw concept map
m/c quizzes / “clickers”
short answer quizzes
“ask the professor” box
LOTS of questions in class
“5 minutes repeats”
model getting feedback
focus on application and understanding in class

High Stakes:
Submission: areas of difficulty in paper self evaluation of assignment
directional quality feedback
“Good quality external feedback is information that helps students troubleshoot their own performance & self correct: that is, it helps students take action to reduce the discrepancy between their intentions & the resulting effects.”

(Nicol & McFarlene-Dick, 2006)
Application

Low Stakes:

- On line tests
- “Clickers”
- Quizzes in class
- Questioning in class
- Use of blogs (article critique)
- Pre-course assessment
Teaching methods (CBL, Case based, Flipped)

High Stakes:
- Related to objectives
- Use of a feedback method:
  - 3X3 rule
  - Sandwich method
  - Triad conceptual framework
  - Criteria grid
Present Student State

Learning Destination
gap reduction between current & desired performance
The ladder of success is best climbed by stepping on rungs of opportunity.

(Rand)
Application

- Student dialogues the gap
- Resubmissions of work
- Feedback while work is in progress
- Two stage assignments
- Teacher modeling in class
- Meet with student to discuss given feedback & action plans
- Use of “clickers”
- Peer instruction
Present Student State

B R I D G E

Learning Destination
encourages
“A pat on the back although only a few vertebrae removed from a kick in the pants, is miles ahead in results.” (Unknown)
“Confidence and competence are married and will never divorce.”

(Greg DeBourgh)
Application

- Be aware of entity & incremental view of learning
- Surface learning vs deep learning
- Ensure you give feedback in context, NOT the person
- Provide marks only after feedback has been read
- Mark drafts
- Resubmissions
- Action plan post assignment
- Automated testing with feedback
- Increase low stakes feedback & testing
Present Student State to Learning Destination: BRIDGES
stimulates active participation between teacher & student or student & student
Application

- Model criteria in class
- Student perception of useful feedback
- Individual student-teacher discussions of feedback
- Critiquing assignment with the student
- Group projects
- Peer feedback re assignments prior to submission
- Follow up peer teaching
- Use of tutorials
- Collate m/c questions and present as a histogram
- Re-examination in groups
BEST ADVICE

- Use objectives
- Teach focusing on process, NOT product
- Teach less, focus on feedback activities – be a coach
- Model required learning
- Divorce feedback from grading
- Use lots of low stakes feedback
- Model getting, receiving & acting on feedback
THE END
The Curse of Knowledge

- Develop a new language called “expertese” which students don’t speak
- “Abstraction is the luxury of an expert.”

Heath & Heath 2008
BETS & BEERS
Knowledge Skill and Attitude
How do I get feedback on my teaching and how should it influence learning?
Products of Getting Feedback

- learning is primary
- students as partners with equal power
- teaching as a response to learning
Teacher Feedback

- Classroom techniques
- Feedback file
- “It’s on me”
- Peer feedback
- Peer consultation
What does feedback address?

<table>
<thead>
<tr>
<th>Behavior known to self</th>
<th>Behavior unknown to self</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEN</td>
<td>BLIND</td>
</tr>
<tr>
<td>Known by others &amp; self</td>
<td>Known by others but not self</td>
</tr>
<tr>
<td>HIDDEN</td>
<td>UNKNOWN</td>
</tr>
<tr>
<td>Not known by others, but known by self</td>
<td>Unknown to self &amp; others</td>
</tr>
</tbody>
</table>
A young man was asked “How long have you been working here?” He replied, “Ever since they threatened to fire me!” (Anonymous)
“As long as a person doesn’t know what he doesn’t know, he doesn’t grow.”

(John C. Maxwell)
“We don’t change when we see the light; we change when we feel the heat.” (Rick Warren)
Demonstrate the 5 factors of correct posture when sitting.
What would you like to get out of today’s session?
Giving Effective Clinical Feedback
“an essential component in the learning cycle, providing for reflection & development”  (Weaver 2006)