

A proposal for good feedback

by Group 3: Continued Education

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Impactful feedback has to start and end with the learner.¹ The three types of feedback, which are taking this into account are: appreciation, evaluation and coaching. Appreciation feedback can support learners' self-image focusing on their strengths instead of on weaknesses. Latter, when listed up for noting down learning goals, should be finished with a 'yet'. Following the idea of the POWER OF YET, I can note down: We don't have a proposal of good feedback as a group yet. But we are on it... A learner-centered evaluation has to provide a standardized checklist used for all the peers in the learning group, with which the learners can self-assess their work in regard to the overall learning goals. Consultations with the teachers should only target evaluative evidence and goal setting for improvement, in order to support the self-directed learning without taking away the responsibility from the learner. The last feedback type that should be illustrated here is coaching. It is a reflective feedback practice supporting learners within their Zone of Proximal Development with steps necessary to get closer to their personal learning goals set. For feedback to be successful, the learner him- or herself has to be and feel in charge of the learning progress. Three central questions that can be used for guidance were formulated by Hattie: Where am I going? How am I getting there? What is next?²

Hattie and Timperley (2007) wrote furthermore on praise and grades. Praise is rarely directed at addressing the three feedback questions and so is ineffective in enhancing learning. It is the feedback information and interpretations from assessments, not the numbers or grades, that matter.³ Good feedback should also implement the principles of sustainable assessment. In their article, Boud and Soler (2016) highlighted the importance of sustainable assessment, which is described as feedback, that carries on in students' thinking for a longer period of time. Even in future learning situations. Good feedback helps students to learn to evaluate their own performance and reflect on the quality of their own work.⁴

Askew and Logde (2000) identified four characteristics of sustainable feedback:

1. Students should be involved in dialogues about learning which raise their awareness of quality performance;
2. The feedback process should stimulate the students to develop their capacities in monitoring and evaluating their own learning process;
3. Sustainable feedback should enhance the student capacities for lifelong learning by supporting the development of skills for goal-setting and planning students learning;
4. The assessment tasks should be designed to facilitate student engagement over time in which feedback from varied sources is generated, processed and used to enhance performance on multiple stages of assignments.⁵

¹ <https://www.edutopia.org/article/way-increase-students-independence-learning>

² <https://www.learninga-z.com/site/breakroom/importance-of-feedback>

³ <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>

⁴ <https://doi.org/10.1080/02602938.2015.1018133>

⁵ <https://epdf.pub/feedback-for-learning.html>

Mamoon-Al-Bashir (2016) added that effective feedback is not only useful for students but also offers useful information for teachers referring to how they can improve the learning experience for their students.⁶

In continuous education, the learners are adults. Therefore, teachers don't need to grade and give feedback on everything. From a psychological point of view it is much more effective to give intermittent feedback. Furthermore, it is also more effective for the learning process to give feedback in the process since this feedback seems to be taken more into consideration than a feedback on the final product.⁷

Following in the conclusion the thoughts of Boud and Soler (2016), feedback should be revised in following aspects:

- from unilateral to co-constructed; from monologue to dialogue
- from single source to multiple sources
- from individualistic to collectivist
- from unitary items to curriculum.

References:

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⁶ <https://files.eric.ed.gov/fulltext/EJ1105282.pdf>

⁷ <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/feedback>