

Meaningful Feedback for Learning

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Presented to: Educational Developers
Network of Alberta (EDNA)

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Everything is feedback...

(Carter Contenti, with her Zia (Aunt) Justina and Dad Ryan)





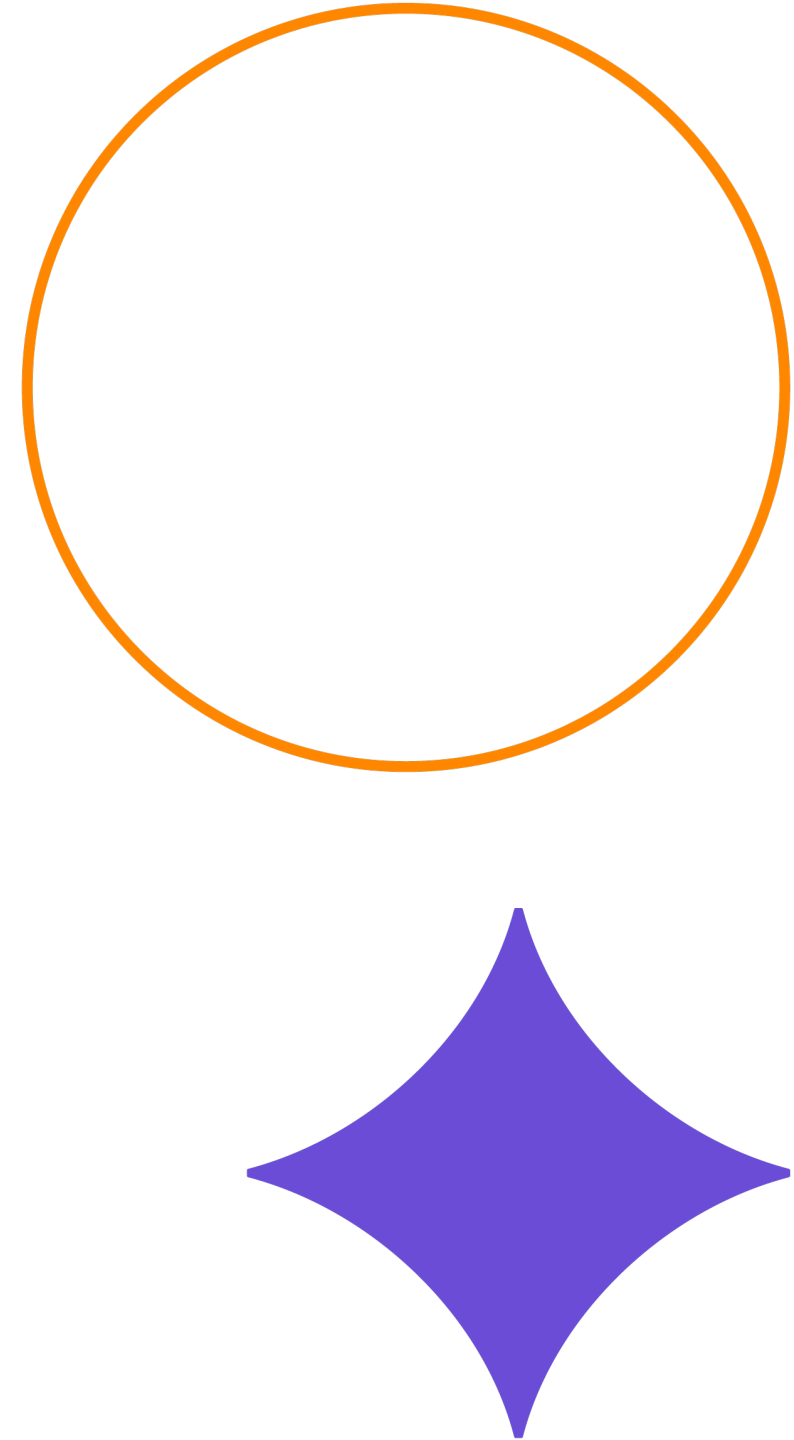
During this session, you will be able to...

- Distinguish between feedback **for** learning and feedback **of** learning
- Reflect on your present feedback methods
- Choose a way to refine how you give *meaningful* feedback
- Share ideas for delivering ***meaningful*** feedback
- Appreciate the value of delivering *meaningful* feedback to learners

Pre-assessment reflection – what do you already know about giving feedback?

Have you formally learned how to give feedback, for instance, trained as a coach?
What have you learned over the years about giving feedback?

Today, we are focusing on enhancing how we give meaningful feedback to learners in post-secondary education.



Let's clarify some terms

What is the distinction between formative and summative assessment?

- Formative assessment [and feedback] : Feedback **for** learning: Feedback for growth, not for grades; looking forward
- Summative assessment [and feedback]: Feedback **of** learning: Evaluation of work, for grades; looking backward

Source: Blog post from Lethbridge College instructor, Jude Bialik, on Formative Assessment: why and how to use it in post-secondary education. <https://learninginnovation.ca/%e2%80%8bformative-assessment%e2%80%afwhy-and-how-to-use-it-in-post-secondary-education%e2%80%af/>

Questions to ponder about meaningful feedback:

1. What makes feedback ‘meaningful’ - to your learners?
2. How much feedback is too much feedback?
3. How are students using your feedback?
4. How might you make feedback more meaningful?

1. What makes feedback “*meaningful*”?

“Feedback is a process (not an input) in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.”

- Dr. David Boud

- Dr. David Boud, National 3M Teaching Fellow focused on student learning and developing students' capacity for learning
- Presented at the International Federation of National Teaching Fellows Symposium, 2021
- <https://www.youtube.com/watch?v=YynZTAoOoG0> (4:55 minutes)

Ask yourself...

- Are my learners using my feedback to make sense of information about their performance and to enhance the quality of their work or learning strategies?
- Optional: enter thoughts or examples in chat



2. How much feedback is too much feedback?

Reflection:

Is the feedback you deliver targeted, succinct and does it build throughout the course?

Are you hitting the “sweet spot” of enough, but not too much, feedback for learners to digest?

Optional: enter thoughts or examples in chat

3. How are students using your feedback?

[How can we] "... get students to understand and accept their amateurism and engage in the energy/time-consuming tasks that will gradually move them toward mastery." - Jude Bialik, Lethbridge College instructor

Reflection...

Do your students know what they don't know, i.e. do they know they need the feedback?

Source – same link as in slide 5: Blog post from Lethbridge College instructor, Jude Bialik, on Formative Assessment: why and how to use it in post-secondary education.

<https://learninginnovation.ca/%e2%80%8bformative-assessment%e2%80%afwhy-and-how-to-use-it-in-post-secondary-education%e2%80%af/>

3. How are students using your feedback?

“....it turned out that most had not looked to see what their grades were and only a few had read my feedback. ... what I most wanted was for students to use that feedback and it was clear they needed help in figuring out how to do that.”

– Maika J. Yeigh, EdD

Try using a simple table like this to guide learners to use your feedback:

Feedback from Instructor:

How I plan to address the feedback:

Source: <https://www.facultyfocus.com/articles/educational-assessment/teaching-students-to-use-feedback-a-step-toward-deeper-learning/>

(You will need to sign up for the free Faculty Focus newsletter to access the full text (excellent newsletter for teaching ideas from faculty)).

Ask yourself...

- How ready/able are your learners to access, understand and use your feedback?

I.e. do they see themselves as active participants in their learning?



4. How might you make feedback more meaningful?

Reflection:

- **How might I make feedback more meaningful to my learners?**

Examples of new/enhanced feedback strategies:

- Review the purpose of my feedback, and make it clear to learners
- Describe to learners how the feedback can be used for better grades
- Make feedback more personal
- Consider the timing and amount of my feedback

4. How might you make feedback more meaningful?

Share in breakout rooms:

- Allow equal time for each participant to share....
 - How I can make feedback more meaningful in my course(s)
 - OR: as a result of this session....my thoughts about feedback

OR

- Enter in Chat an idea/example of a new/enhanced feedback strategies you think might make feedback more meaningful to your learners.

Summary:

Remember the focus of this session?

You will be able to:

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- Reflect on your present feedback methods
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Review:

What makes your feedback “*meaningful*”?

“Feedback is a process (not an input) in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.”

- Dr. David Boud

Additional resources:

Additional resource: Article from Faculty Focus on student perceptions of feedback

https://www.facultyfocus.com/articles/teaching-and-learning/students-perceive-feedback/?utm_campaign=shareaholic&utm_medium=email_this&utm_source=email

Thorough overview of *Peer Assessment* from University of British Columbia:

<https://isit.arts.ubc.ca/ideas-and-strategies-for-peer-assessments/>

Student views on the value of feedback: “I show that the students studied valued feedback most where they could see the possibilities for using it to improve future work: through a clear linkage between coursework and exams, the coursework being of sufficient weighting and the students appreciating that it can be used to improve. I argue that the students studied would have benefitted from more education about the value of feedback and how to use it productively. Further research is required...”

Marie, J. A. (2016). Student Views on the Value of Feedback. *Journal of Education and Training Studies*, 4(6).

<https://doi.org/10.11114/jets.v4i6.1523> Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1100358.pdf>