

Session 5A – Free format

Dag 2: 8.30-10.15 Lokale: BCD Radisson

Supporting teachers in analysing and developing their feedback practice – demonstration of a feedback board game for teachers

Program text

In this workshop, we explore how best to support teachers in developing their feedback practice, so they can meet students' demands for more feedback in an efficient manner that matches the context.

Abstract

Research shows that feedback has one of the highest effects on student achievement and is rated by students as one of the most important factors in their learning. At the same time, student surveys show that students experience not getting enough feedback. But how do we support teachers in analysing and developing their feedback practice so that they can meet the demands in an efficient manner that matches the context?

This workshop is for teachers, educational developers and others who want to explore and develop their feedback practice.

The texts below will help participants gain the vocabulary needed to engage successfully:

- Spiller, D. (2014). Assessment: Feedback to promote students learning. Teaching Development Unit. The University of Waikato.
- Spiller, D. (2012). Assessment Matters: Self-Assessment and Peer Assessment. Teaching Development Unit. The University of Waikato.
- Andrade, H. G. (2005). Teaching with Rubrics: The Good, the Bad, and the Ugly. In *College Teaching*, Vol. 53, No. 1 (Winter, 2005), pp. 27-30. Taylor & Francis, Ltd.

Workshop agenda

- Introduction to the feedback board game (10 minutes).
- Round 1: Using the feedback board game, participants analyse their feedback practice looking at the types of feedback they use in their different teaching and supervision contexts, what roles they play and what effect this has on students' learning and behaviour (15 minutes).
- Round 2: Participants share their examples of good feedback practice (30 minutes).
- Round 3: Participants reflect on what they would like to focus on the future (15 minutes).
- Plenary discussion and evaluation (20 minutes).

Workshop outcome

For participants to

- gain knowledge on the variety of ways in which feedback can be implemented.
- analyse own practice.
- share and be inspired by good practice.
- reflect on how to further develop own practice taking into account types of feedback, own role(s) and what consequences this has for the roles students adopt and their learning and behaviour.

The feedback board game draws on research within the field that can inform practice by offering alternative approaches.

Author

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Literature

Hattie, J. and Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, Vol. 77, No. 1 (Mar., 2007), pp. 81-112.

Hendry, G. (2013). Integrating feedback with classroom teaching: using exemplars to scaffold learning. In Merry, Price, Carless and Taras (Ed.) (2013). *Reconceptualising Feedback in Higher Education*, pp.133-141. London. Routledge.

Hounsell, D., McCune, V., Hounsell, J. and Litjens, J. (2008). The quality of guidance and feedback to students. *Higher Education Research and Development* 27 (1), 55-67.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Sambell, K., McDowell, L & Montgomery, C. (2013). Designing formal feedback to improve learning. In Sambell, McDowell & Montgomery (2013). *Assessment for Learning in Higher Education*, pp. 71-97. Oxon: Routledge.