

Formative feedback practice in higher education

Kristine Ludvigsen,
Associate Professor
Western Norway University Collage

Formative feedback practice in higher education

- What is formative feedback?
- What characterizes high quality formative feedback practices in higher education?
- Creating feedback spaces in lectures and seminars



So, what is formative feedback?

FLINGA

Session name

Feedback ☆

Access code

F8TDSA2

Join link

<https://flinga.fi/s/F8TDSA2>



Full Screen

OFF

Session Rules



Participants can control every object on the

🗑️
🔒
🟪
Square
▼
https://flinga.fi/s/F8TD
Edit
📷
?



Feedback should be throughout the learning journey and not just when we assess

should be done in a fair manner

Feedback is any kind of response, positive or negative

To evaluate the students work

feedback helps you to evolve

feedback is giving a evaluation on how did you perform, was it good or was it bad what I did now?

Reflect what you see in the students work

performance information

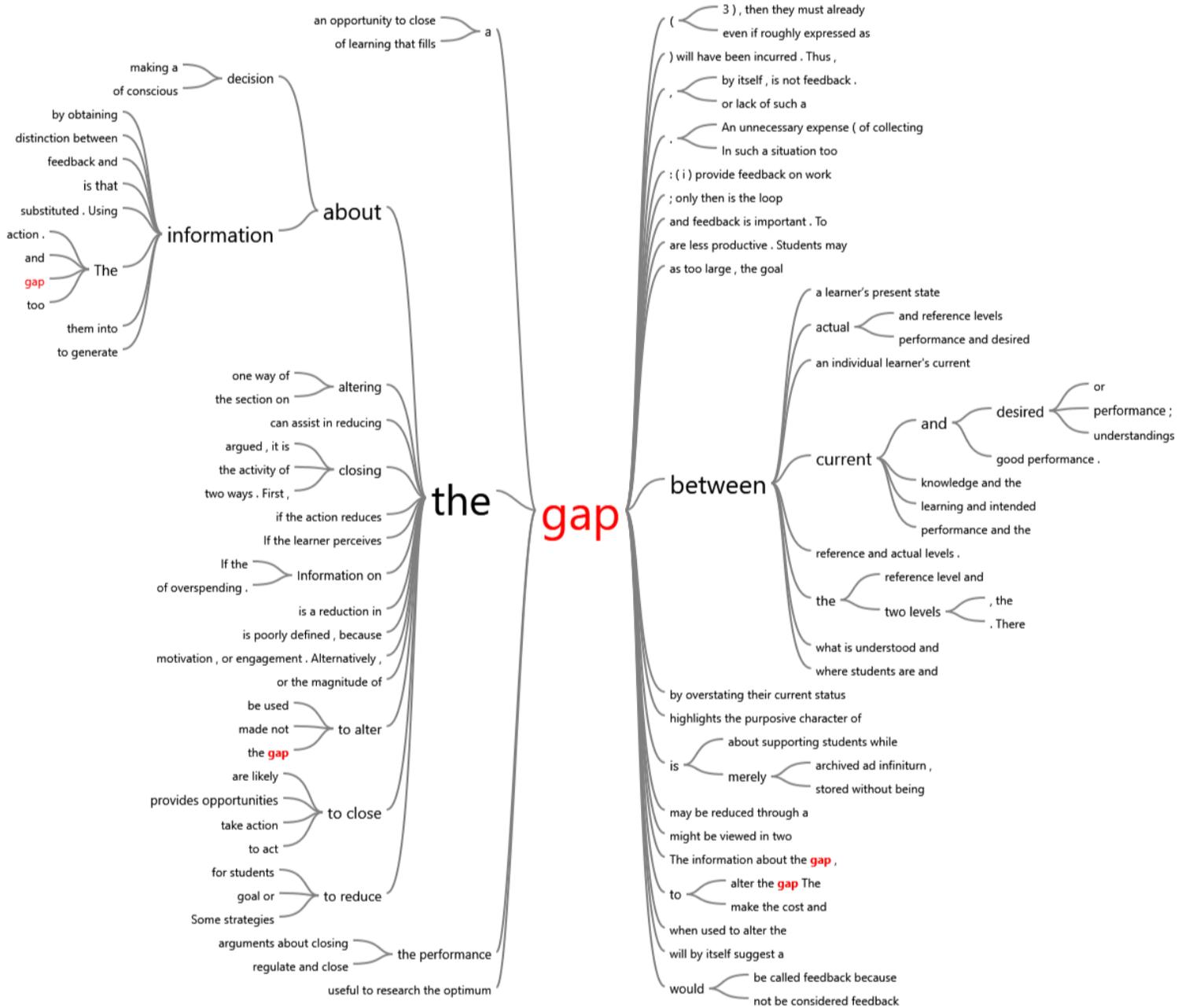
Feedback should be outcome driven

Feedback is very important to improve the quality of your work

Feedback is important for both student and teacher.

Very difficult task for teacher/instructor

Text Search Query - Results Preview



Formative feedback

Sadler, 1989
 Hattie & Timperley, 2007
 Black and Wiliam, 2009
 Ramaprasad, 1983

“Feedback gap”



...

Drawing by Stevenson; © 1976 The New Yorker Magazine, Inc.

(Jonsson, 2013)

“...information provided by an agent (e.g., **teacher, peer, book, parent, self, experience**) regarding aspects of one’s performance or understanding (...) Feedback thus is a “consequence” of performance”



Experience



Peer



Teacher



Self



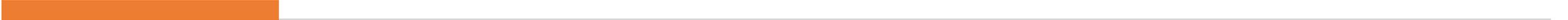
Book



“Input”



“dialogic process”



What characterizes high quality formative feedback practices in higher education?



Feedback literacy



Sustainable: Student centered



Feedback from different sources



Created in dialog: Opportunities for students to articulate their thinking and understanding



Integrated: Must be used to shape teaching and learning

(Biggs & Tang 2007; Boud & Molloy, 2013; Boud & Soler, 2015; Carless, 2020: Carless, 2016: Carless & Boud, 2018; Carless, Salter, Yang & Lam, 2011; Evans, 2013; Nicol & Macfarlane-Dicks, 2006; Henderson, 2019, Evans, 2017)



Feedback literacy

- Understanding the process and purpose of feedback
- Develop their own capacity to make judgement on quality: Students are producers and users of feedback
- Take action/ Engage with feedback
- Managing affect



Sustainable: Student centered

- Should support students to **generate, interpret and engage** with feedback
- Should have value beyond the current task



Sustainable: Student centered

‘dialogic processes and activities which can support and inform the student on the **current task**, whilst **also developing the ability to self-regulate performance on future tasks**’. (Carless et al., 2011, p. 397)

- Should support students to **generate, interpret and engage** with feedback
- Should have value beyond the current task



Feedback from different sources

- Create learning tasks that make student learning visible
- Different sources and different modes
- Self-monitoring
- **Self-assessment**
- **Peer-assessment**



Feedback from different sources



Created in dialog: Opportunities for students to articulate their thinking and understanding

- Critical peer dialog
- Critical reflection
- Dialog spaces
- Open for different perspectives
- Open for students to voice their ideas



Integrated: Must be used to shape teaching and learning

“Feedback information needs to be actionable”

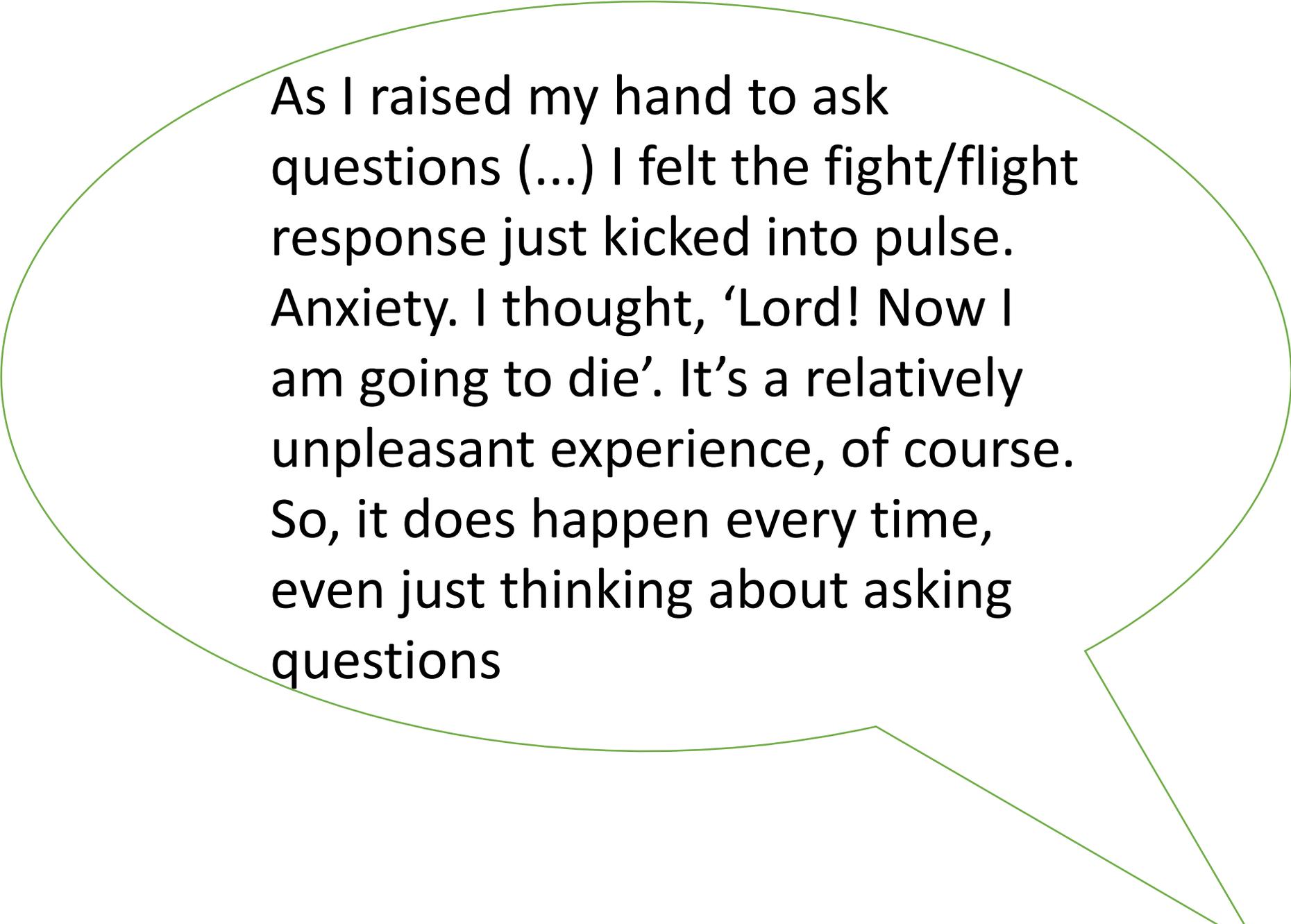
(Henderson, 2019, p, 1408)

“students need to be at the centre of feedback processes in making **productive use of feedback** inputs of various forms. The educator role lies in designing learning environments which provide **plentiful opportunities for students to make evaluative judgments** and **take action** in response to feedback information” (Carless, 2020, p. 1)

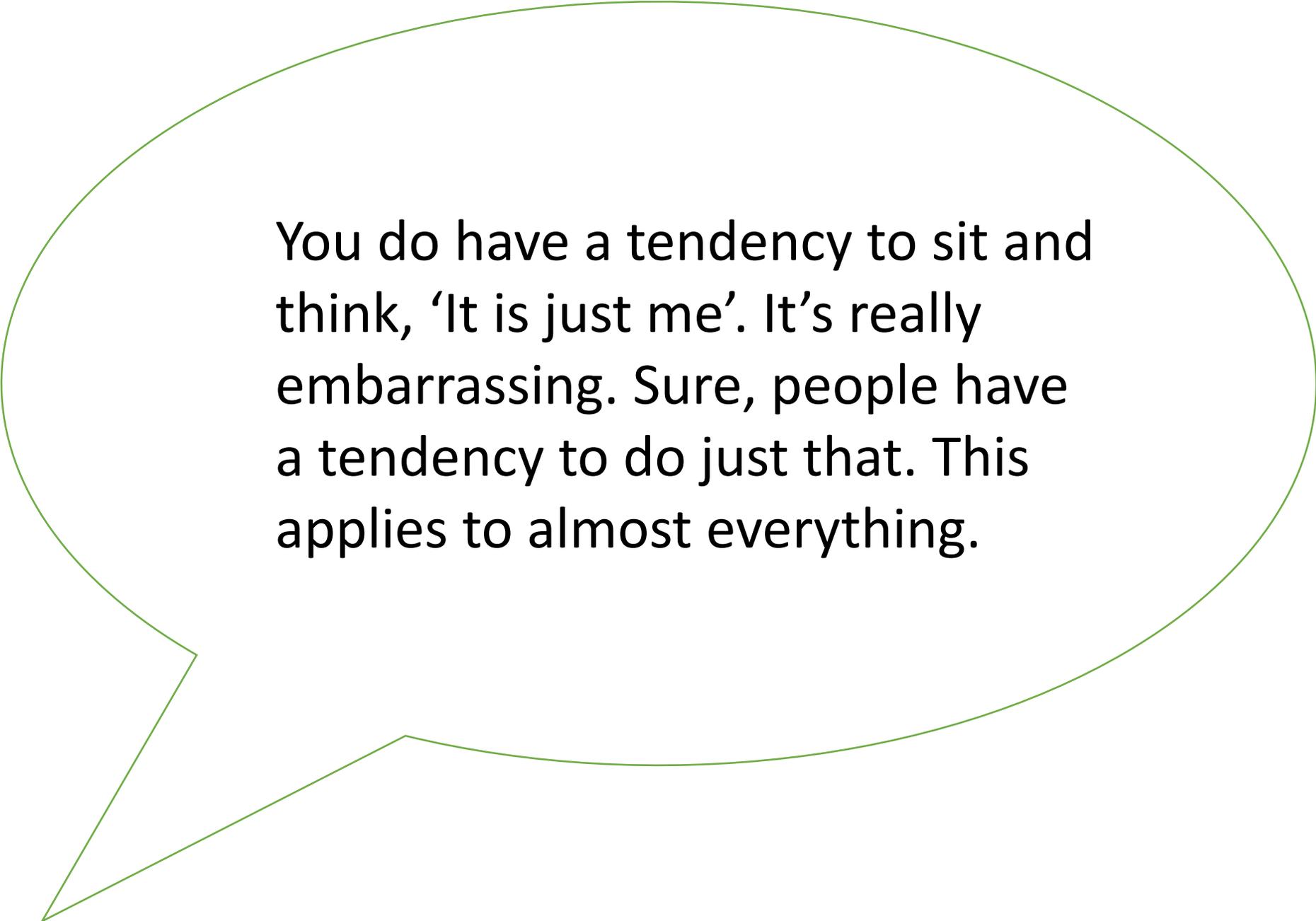
Creating spaces for formative feedback in lectures



Have you experienced this, yourself? You are in a lecture hall, and the lecturer asks; ‘Does anyone have any questions?’ The lecturer looks around. You have more questions than you would like to admit. You worry that you are the only one who has not understood. You are afraid to waste someone else’s time. You nod. Or, you are the lecturer. You look around the auditorium, looking at the students’ faces. ‘Does anyone have any questions?’ Quiet. A few students are nodding. You go on. The quotations above illustrate a common situation: students that are afraid to speak and structural barriers for lecturers and students to interact.

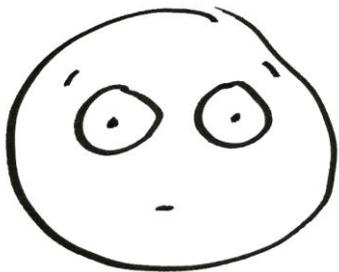
A green speech bubble with a tail pointing towards the bottom right. The text inside is black and reads: "As I raised my hand to ask questions (...) I felt the fight/flight response just kicked into pulse. Anxiety. I thought, 'Lord! Now I am going to die'. It's a relatively unpleasant experience, of course. So, it does happen every time, even just thinking about asking questions".

As I raised my hand to ask questions (...) I felt the fight/flight response just kicked into pulse. Anxiety. I thought, 'Lord! Now I am going to die'. It's a relatively unpleasant experience, of course. So, it does happen every time, even just thinking about asking questions

A green speech bubble with a thin outline, containing text. The bubble has a tail pointing towards the bottom-left corner.

You do have a tendency to sit and think, 'It is just me'. It's really embarrassing. Sure, people have a tendency to do just that. This applies to almost everything.

Lord! Now I
am going to
die!



It is just me'.
It's really
embarrassing.



Anyone.....?



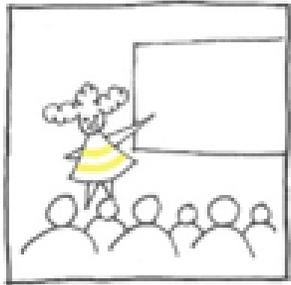


Moments of contingency

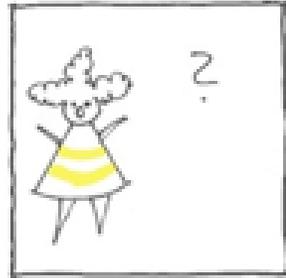
... activities that make students' thinking visible, **with the purpose of adjusting** teaching and learning.

Synonyms:

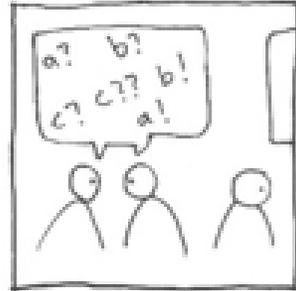
- crossroads
- possibilities
- turning point
- uncertainty



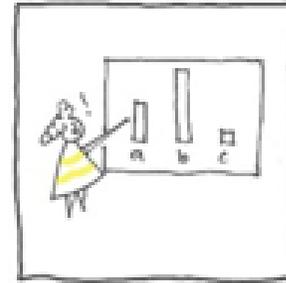
'Mini-lecture' on core concepts



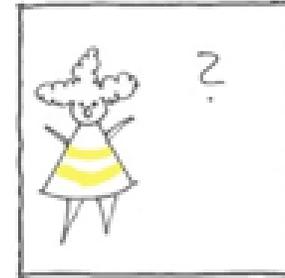
Questions about key concepts



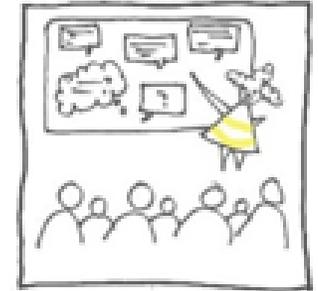
Peer discussions and voting



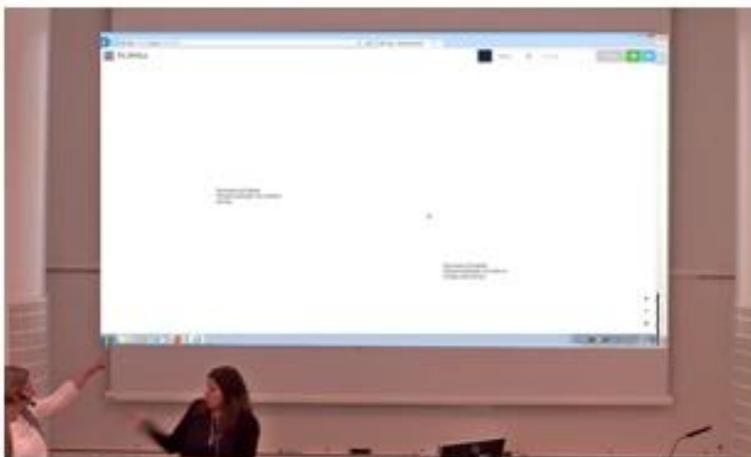
Explorations of ideas and clarifications



Questions for peer discussions



Explorations of ideas shared on Flinga



1. The first author of this article helped organise the session.



2. The students had 10 minutes to discuss and write their posts.



3. The lecturer sorted the posts.



4. By navigating around the board, the posts were discussed for 20 minutes.

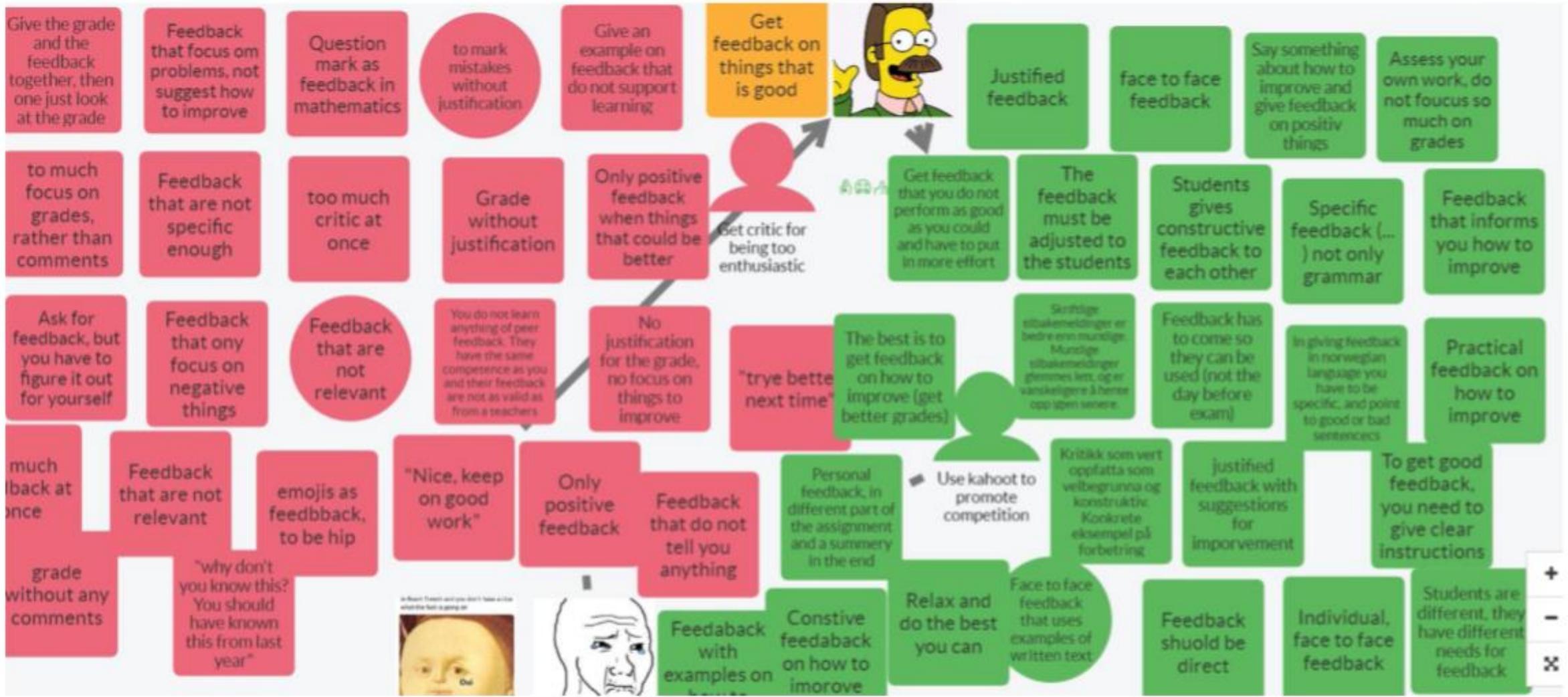


Fig. 8. What are your experiences with feedback? Provide examples of feedback that supports learning and feedback that does not support learning.



Don't accept students as friends, do not let students add you

Don't be friends with students at facebook, they will see your party pictures

Drop facebook !

Don't be in contact with students on social media

Explain them that you will add them later, when they are finish at school.

If all students are on facebook, it is an unique opportunity to talk to them in groups

Use a closed group on facebook

You should use a platform developed for schools, for communication with students.



If he has seen something, he should report it, if not, there might be consequences later

You can explain them that you does not want to know what they are doing in their spear time, and the other way.

You cannot control what a students are doing on their spear time

Tell the student what you saw and about the consequences



He should talk with the school leaders and colleges



What are the arguments for being a facebook friend with a student?

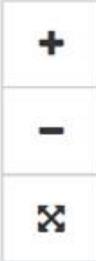
He can explain for his students that he is not interested in knowing about what they are doing in their spear time

You have to separate between school and spear time. Do not tell the students about things you have seen

If you have seen bullying, on facebook, should you intervene then?

You do not need to be a facebook-friends with the student

Parents are recommended to be friends with their children. Should that also be the case with teachers?



”

It is then (that) I realise that I have understood it in a way. I can sit and read or hear and believe that I understand these things. But, if you are to formulate yourself, with no help in front of you (e.g. notes or books, etc.), then I realise if I understand (S2).

”

‘I notice that I cannot answer the questions until I discuss them out loud [...] You argue with someone about why [your ideas] are right, and then suddenly you find arguments for why it is right and why it is wrong’ (Ane)

”

Even though you remember the words, when you should explain it to others, then they ask what it means, and then you realise that you did not know, then you notice (S3)

”

It is seldom I sit in another lecture and think: Do I really know this? It doesn't happen, because you just sit and take in the knowledge. (...) once it is being told to me, I get the feeling that I know this, right? It sounds logical, everything is put together, so you feel like you can do everything that you're told, but if you are asked questions, you will become all the more aware of what you are unsure of. (Hege)

Stillness

unsettling

silence

doubt

uncertain

invisible

disconnected thoughts

nothingness

partly invisible

unfocused

point zero

downright unpleasant

broken arguments

deeply confusing

highly messy



silence

- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.
- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698-712. Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41(3), 400-413.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
- Carless, D. (2019). Feedback loops and the onger-term: towards feedback spirals. *Assessment & Evaluation in Higher Education*, 44(5), 705-714.
- Carless D. From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*. July 2020.
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of educational research*, 83(1), 70-120
- Evans, C. (2016). Enhancing assessment feedback practice in higher education: The EAT framework.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., & Mahoney, P. (2019). Conditions that enable effective feedback. *Higher Education Research & Development*, 38(7), 1401-1416.
- Ludvigsen, K., Ness, I. J., & Timmis, S. (2019). Writing on the wall: How the use of technology can open dialogical spaces in lectures. *Thinking Skills and Creativity*, 34.
- Ludvigsen, K., Krumsvik, R. & Furnes, B. (2015). Creating formative feedback spaces in large lectures. *Computers & Education*, 88, (C), 48–63.
- Haughney, K., Wakeman, S., & Hart, L. (2020). Quality of Feedback in Higher Education: A Review of Literature. *Education Sciences*, 10(3), 60.
- Jonsson, A. (2013). Facilitating productive use of feedback in higher education. *Active learning in higher education*, 14(1), 63-76.

Thank you!



Kristine.Ludvisgsen@hvl.no