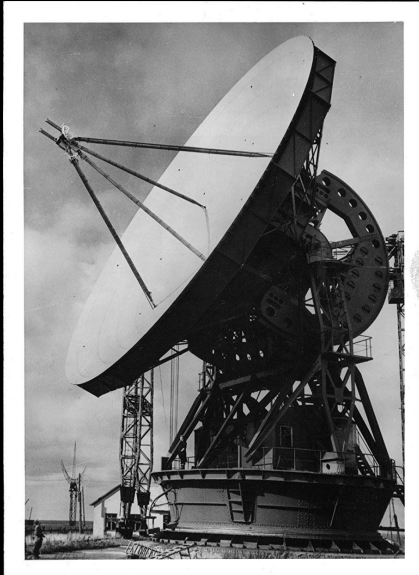


Making Feedback Effective



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What are we doing, when we give
feedback on a student's work?



“[W]hen messages are transmitted from a sender to a receiver, the receiver’s role is as crucial as the sender’s, and involves decoding, interpreting, and responding to the message”

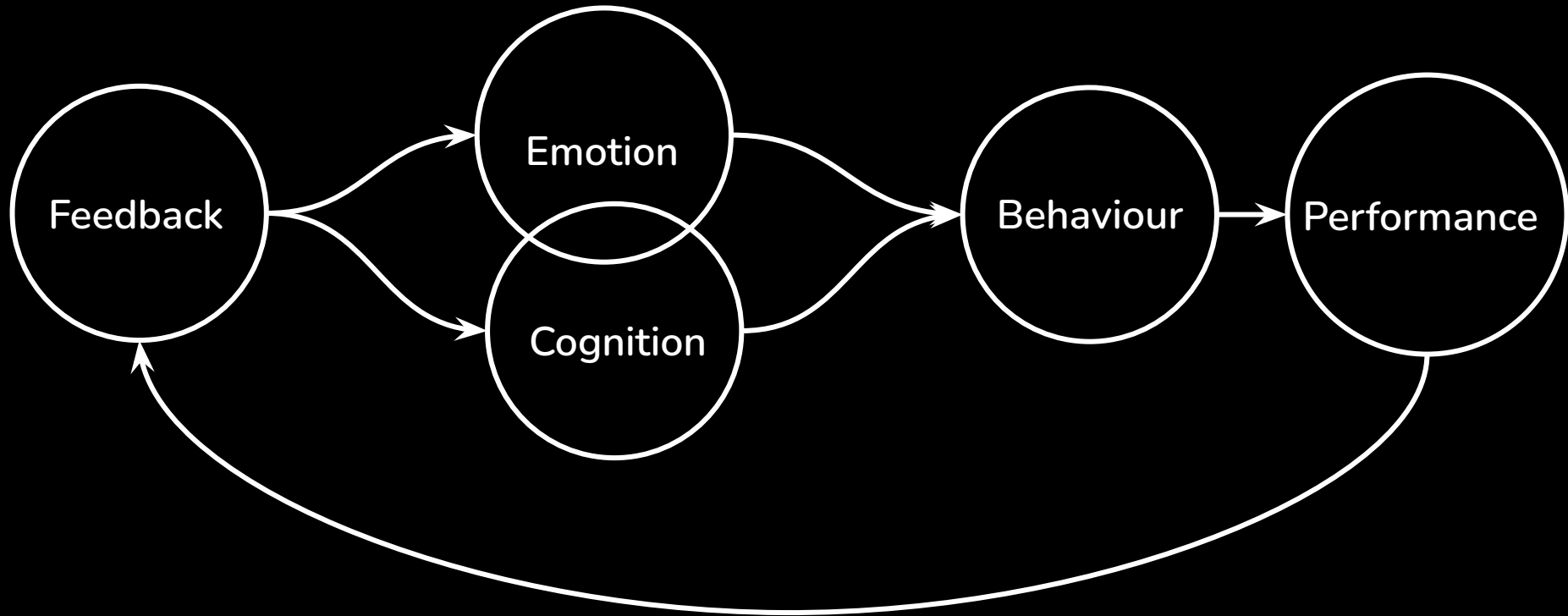
(Winstone et al 2017, p.2026)

“The receipt of feedback comments from an external source is a complicated form of social interaction, in which factors such as such as power, discourse, identity and emotion may come into play”

(Ryan and Henderson 2018, p.881)



Feedback and Learning



Feedback: “a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies”

Feedback: “a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies”

Feedback Literacy: “the understandings, capacities and dispositions that learners need to maximize benefits from feedback processes”

Plan:

Develop our own feedback literacy by:

1. Thinking about our own experiences of feedback;
2. Considering the different effects and uses of positive and negative feedback;
3. Discussing how much feedback is effective for learners;
4. Exploring how we can use feedback templates to enhance feedback efficacy.

What challenges do you face when giving feedback?

What do you find difficult when learning from feedback?

Positive Feedback
&
Negative Feedback

“[I]ndividuals are broadly motivated to hold themselves in positive regard (Crocker & Park, 2004; Leary et al., 2009), making “decreases in self-esteem ... aversive for nearly everyone” (Baumeister et al., 1996, p. 8).

[I]ndividuals adopt various strategies to maintain self-esteem at desired levels while facing self-esteem threats, such as negative feedback.”

(Lyddy et al 2022, p. 1522)

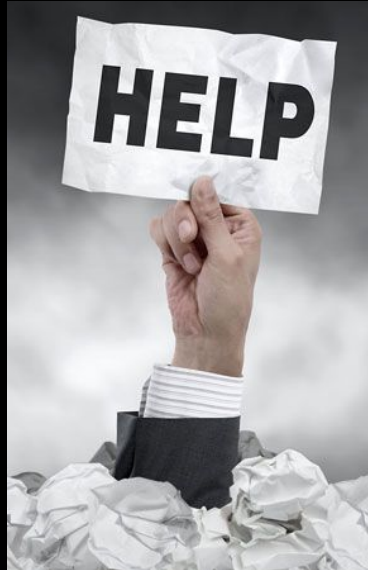
Responding to Criticism

Defensive responses to critical feedback:

- Negatively adjust personal commitment
- Undermine the validity of the criticism
- Downward social comparison
- Symbolic self-completion



Responding to Criticism



Constructive responses to critical feedback:

- Positively adjust personal commitment
- Help-seeking behaviours
- Upward social comparison
- Comparison to an objective, ideal standard

Positive Feedback:

How does it support learning?

What makes for good positive feedback?

Positive Feedback:

What makes for good positive feedback?

- Specific and emphatic;
- Connection to grading standards;
- Supports tentative judgements;
- Connection to future performance.

Too much of a good thing?

“[I] got the feedback from [tutor]. The whole draft has been corrected, full of red marks.

[I] do not want to read them through. Too discouraged ...'
(M13, diary)”

(Tian and Lowe 2013, p.587)

“[I] got the feedback from [tutor]. The whole draft has been corrected, full of red marks.

There are eleven comments in total.

[I] do not want to read them through. Too discouraged ...'
(M13, diary)”

(Tian and Lowe 2013, p.587)

How much feedback?

Selective or comprehensive?

“[A]s the level of feedback went from “none” to “low” to “high”, students’ perceptions of the feedback became more negative.”

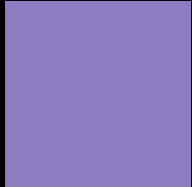
How much feedback?

Selective or comprehensive?

“That is, students perceived that the instructor’s impression of them was more negative [and] students made less attribution to personal/student effort.”

(Ackerman et al 2017, p.22)

Levels of complexity



	Content/function	Negative example	Positive example
Acknowledgement	Points at feature	Wrong	Good
Correction	...adds specificity	No - X, not Y	Good use of X
Explanation	...explains why	X not Y, because...	Good - your use of X helps to show...

Adapted from (Glover & Brown 2006, p.4)

Feedback Rubrics

Feedback Rubrics

- What are they for?
- How can we use them to enhance the quality of our feedback?
- What challenges are associated with their use?

Thank you!



Please follow this link for access to:

- the session evaluation form;
- the slides from this session;
- an invitation to participate in a related, upcoming research project

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Feedback and Thinking

“Less description, more analysis”

Explain to the person next to you what this comment means in the context of your discipline, and what you would do as a result of receiving this piece of feedback.

“Less description, more analysis”

“Of the 68% of History and Politics students who had received [this comment], 46% thought they had not understood it or that it needed more explanation.

Of the 56% in Cinema and Media Studies who had got the comment, 50% thought they had not understood it.

A substantial proportion (40%) of all students who got the comment felt puzzled...by it”.

(Chanock 2000, p. 100)

Opportunities and Threats

Incremental vs entity theories of ability



Opportunities and Threats



"When I think about kids watching a TV show like *American Idol* or *The Voice*, then they think, 'Oh, okay, that's how you become a musician, you stand in line for eight f***** hours with 800 people at a convention centre[...]' Can you imagine?"

It's destroying the next generation of musicians! Musicians should go to a yard sale and buy an old f***** drum set and get in their garage and just suck. And get their friends to come in and they'll suck, too. [...] Because that's exactly what happened with Nirvana. Just a bunch of guys that had some s***** old instruments and they got together and started playing some noisy-a** s***, and they became the biggest band in the world. That can happen again!"

[Dave Grohl, in \(Marsh, 2013\)](#)

Conclusions: Feedback as Dialogue

A different metaphor?



Summary:

What is required on the student side for feedback to be effective?

- Comprehensible

- Actionable

- Not perceived as a threat to self-image

- Endorses an incremental theory of ability

- Offers an opportunity to repair or improve

How can staff help to support or facilitate a good response from students?

- Selective vs comprehensive strategies

- Self-assessment skills development

- Cognitive dissonance education

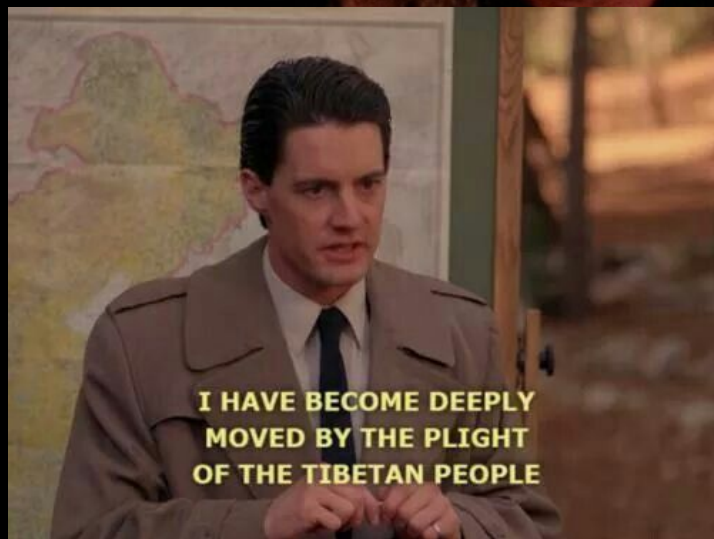
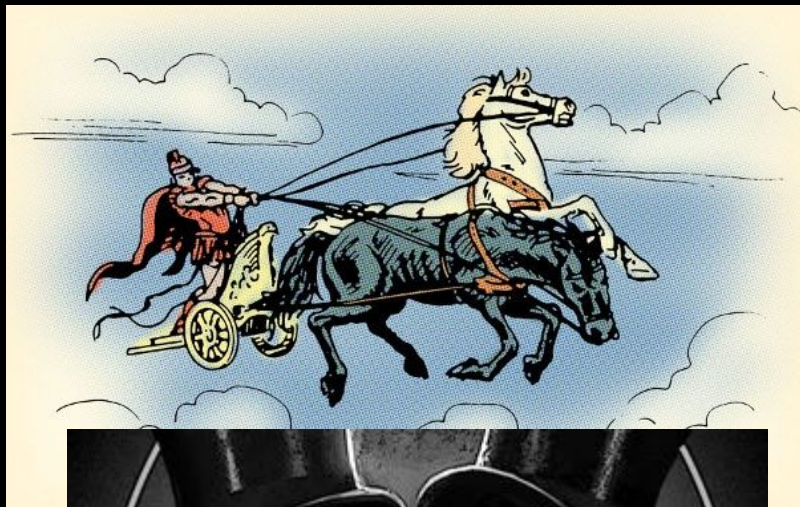
- Formative assessment strategy

- Implicit and explicit endorsement of incremental theories

Why emotion? What is emotion?

“Why is the emotional experience of adults in daily life as orderly as it is? Why, generally speaking, do people feel gay at parties, sad at funerals, happy at weddings?”
(Hochschild 1978, p.552)





“Emotions [solve] the problem of knowing what to ignore without wasting time examining every possible consequence of a decision... by controlling the salience of information, lines of inquiry, and live practical options. They narrow the focus of attention to ranges of factors that we have “learned”, on both the evolutionary and the individual scale, are the most likely to be relevant in any given situation.”

Ronald de Sousa; [interview for *Emotion Researcher*](#)

