

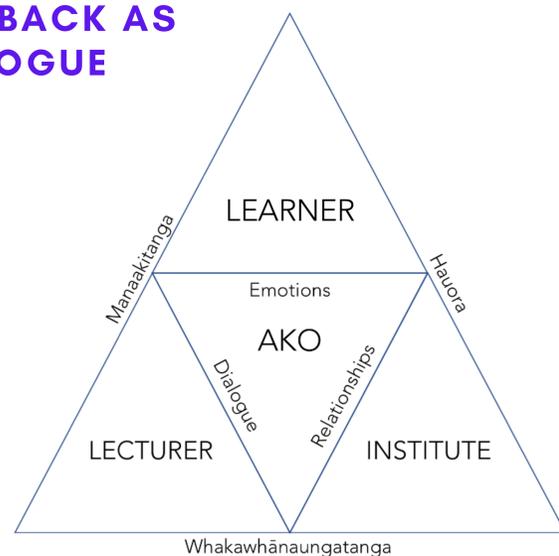
# Feedback: from monologue to dialogue

Feedback is any response regarding a learner's performance and is a key feature of how you promote their learning. Although sometimes discussed as separate constructs, for the purposes of this poster, feedback and feedforward are subsumed under the term feedback. Feedback typically tells how the learner is progressing towards a goal; feed-forward should tell the learner what they need to do to get closer to it. Both are required to improve a learner's performance.

## WHY FEEDBACK?

The point of feeding back to learners is to positively influence learning. High-quality feedback has the potential to have one of the strongest influences on learners' achievement (e.g. Hattie & Timperley, 2007). Feedback can improve a learner's confidence, self-awareness and enthusiasm for learning, leading to enhanced retention. It is also a gateway to fostering communication between the kaiako and should be seen as an ongoing conversation. Conceptualising feedback as dialogue (Price et al., 2011) positions feedback as an active, not passive, process (Yang & Carless, 2013), moving from unidirectional transmission-like feedback (Nicol, 2010), where learners are positioned as passive recipients (Yang & Carless, 2013), to learners becoming active participants (Winstone et al., 2017), as with the practice of ako.

## FEEDBACK AS DIALOGUE



Reflecting the journey of the kuaka (godwit) which travel in an arrowhead formation with different birds taking the lead, the learner is positioned at the point. The lecturer may also move to the front of the arrowhead, reflecting the reciprocal, interchangeable nature of learner and teacher within ako and to symbolise power-sharing (Kirk, 2018).

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## EFFECTIVE FEEDBACK

Effective feedback is designed into the learning process from the outset, aimed at promoting learner action. Learners need opportunities to develop their judgments of quality and to engage in giving and receiving feedback through exchanges with peers. Central to a curriculum approach to feedback is the design of multiple, sequential, and nested tasks, where comments on learners' work can be applied to future tasks and learning opportunities. Four features of design that facilitate sustainable feedback provide opportunities:

- for dialogue to clarify quality
- for learners to develop the capability to monitor and evaluate own learning
- for learners to develop goal-setting capabilities
- to apply feedback to multiple iterations of tasks

## CHARACTERISTICS OF EFFECTIVE FEEDBACK

- Timely
- Consistent
- Constructive
- Mana-enhancing
- Encouraging

Questions to consider:

- What can the learner do?
- What can't the learner do yet?
- How can the learner do better?

## OLD PARADIGM

- Feedback as information
- Focus on delivery
- Learners receive comments
- Cognitivist



## NEW PARADIGM

- Feedback as sense-making
- Focus on learner uptake
- learners generate comments
- Social constructivist

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## TIPS

**Create opportunities for in-class formative feedback** using tools such as Padlet. Learners can submit answers anonymously then the entire class benefits from the constructive feedback. Consider posing questions that are likely to surface misconceptions that can be collectively addressed in class.

**Automated instant feedback** e.g., Canvas quizzes, H5P activities, and Perusall can provide 'self-check' questions for formative feedback. They usually allow learners to re-test themselves until they feel confident.

**Quick-marking tools** such as SpeedGrader or CrowdMark (and their ability to annotate PDFs), and Canvas rubrics, can make life easier. Some tools also offer a comment library that allows markers to save and reuse common feedback comments. Try live marking an example essay or short answer in class, drawing in assistance from your learners.

**Provide generic feedback** to the class, alongside short, personalised comments to individuals. This can help with marking workload while giving learners an idea of what good quality assignments look like.

**Ask learners.** This is a simple way to gauge what learners know and what they need more help with. Set up an anonymous Padlet or similar, or use exit slips to have learners answer questions such as 'What was the most useful thing you learned in the lesson today?' 'What key questions do you still have?' Then, address the questions during that lesson or the next. Invite learners to write a question (with solution and explanation) on a particular topic for a class quiz. The depth of the question will give an indication of their level of understanding and the elements of the topic they consider most important, plus save you a job!

Have learners **review and critique** the work of previous cohorts on a task and reflect on anything they would do differently. For example, you might use a Canvas Discussion topic for this:

Read this commentary from a former learner. What aspects do you think work well? Consider the information, format, tone, use of scholarship, or other aspects of the work. Now compare your own approach. Is there something you would do differently to write a commentary?

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