

Encouraging Learners to Reflect Using Creative Feedback Techniques

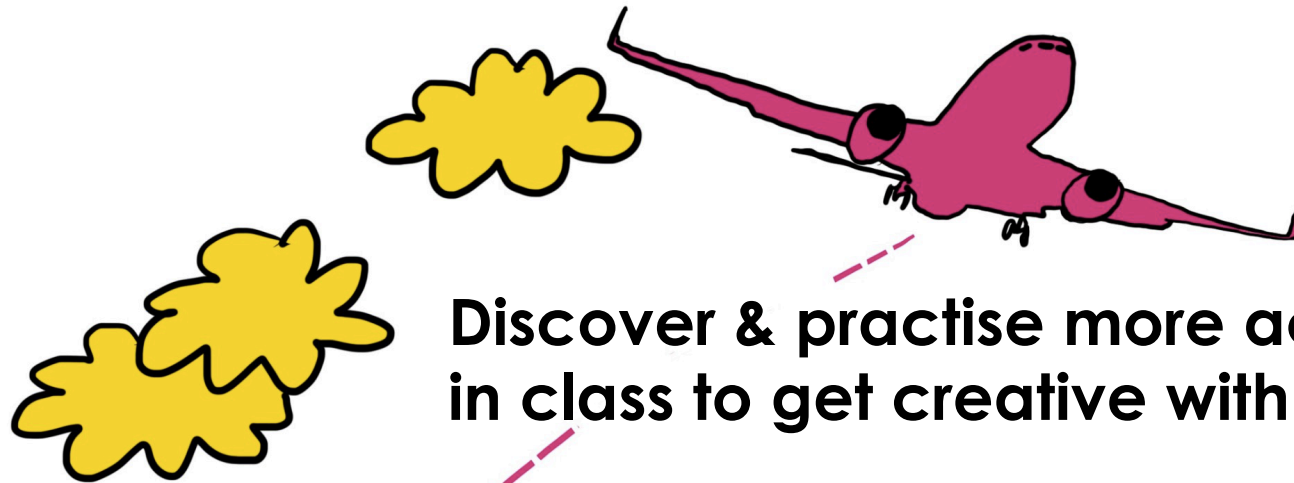
Claire Steele (they/them) & **Sarah Smith** (she/her)



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YOUR FLIGHT PATH

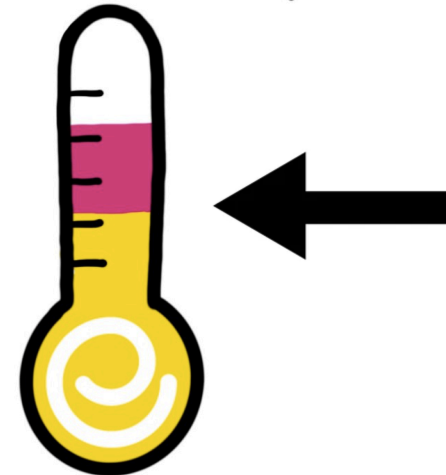


Discover & practise more activities to use in class to get creative with feedback

Explore our 5-step approach to creative feedback through examples

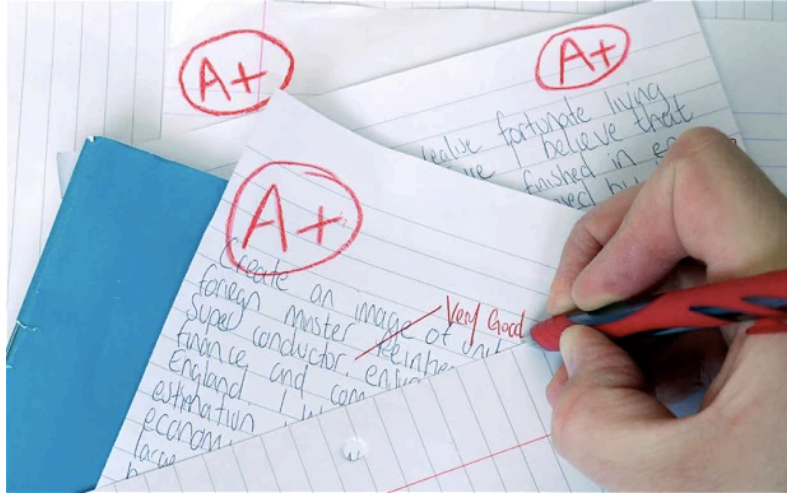
Reflect on what feedback is, and how (in)effective it can be

CONFIDENCE THERMOMETER





What is feedback?



→ So I to will here end my story. If is welltold and to the the point, that is what I myself desired; if it is poorly done and mediocre, that was the best that I could do. for just as it is harmful to alone drink wine. Or, again, to drink water alone, while water mixed with wine is sweet and delicious and enhances one's enjoyment, so also the style of the story delights the ears of those who read the work-and here will be the end.

Absent		1	
Grading Scale:			
A+ = 97-100	C+ = 77-79	E = Excellent	P = Pass
A = 93-96	C = 73-76	S = Satisfactory	F = Fail
A- = 90-92	C- = 70-72	NI = Needs Improvement	
B+ = 87-89	D+ = 67-69	U = Unsatisfactory	
B = 83-86	D = 60-66	F = Fail	
B- = 80-82	F = Below 60		

Comments: Mia requires teacher check-ins to encourage her to keep writing. To catch missing words and other errors, she receives reminders to read her work aloud. Mia is always happy to work with any student on class projects. She is skilled at compromising.

Date: _____ Signed: _____

wikiHow





What is feedback?

“...**information provided by an agent** (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s **performance or understanding**. A teacher or parent can provide **corrective information**, a peer can provide an **alternative strategy**, a book can provide information to **clarify ideas**, a parent can provide **encouragement**, and a learner can look up the answer to **evaluate** the correctness of a response. **Feedback thus is a “consequence” of performance.**”

Hattie & Timperley (2007)

“...feedback is **information** with which a learner can **confirm, add to, overwrite, tune, or restructure** information in memory, whether that information is **domain knowledge, meta-cognitive knowledge, beliefs about self** and **tasks or cognitive tactics and strategies.**”

Winne & Butler (1994)



information

Teacher
Parent
Self
Peer



So the learner can...

confirm
add to
evaluate
overwrite
tune
restructure

To provide...

alternative strategies

clarification of ideas

encouragement

evaluation of performance

(domain knowledge, metacognitive knowledge, self beliefs, cognitive tactics & strategies)



What are the students doing? What is the teacher doing?



monitoring

The **information** to the learners starts here – when students are in the **process** of doing a task.



Monitoring informs feedback on where the students are right now in their learning and where they're aiming to get to.



“The best learning environment is when both teacher and student seek the answer to these questions.”

Hattie & Timperley (2007)

Where am I going? (feed up)

How am I doing? (feed back)

Where to next? (feed forward)



Where am I going? (feed up)

Teachers should communicate and clarify the goals/purpose to their learners. This ensures goal-directed action thus an emphasis on performance/the process of learning. These goals need to be appropriately challenging and clear to the students. This also relates to setting up clearly in the classroom (giving the purpose).

“...closing the gap between where students are and where they are aiming to be that leads to the power of feedback.” Sadler (1989)

Where to next? (feed forward)

Very often the answer to this question is ‘more’ – more tasks and more expectations from the teacher! However, teachers should address this question by giving feedback that leads to *greater possibilities in learning*. This might be more strategies to complete the task, greater challenges, a deeper understanding, more of a focus on fluency – more information given on what is *not* understood.

How am I doing? (feed back)

Feedback is effective when it consists of information about progress and involves teachers, peers and self. It is vital that feedback is given in regards to the above pre-defined goals with a focus on prompting improvement, learning, or development. It is not giving feedback only on a student’s current level or ability, and it is not a test result.



In summary

Goals should be clearly stated and appropriately challenging

SO

feedback should be on the outlined goals.

There should be an emphasis on the process of learning

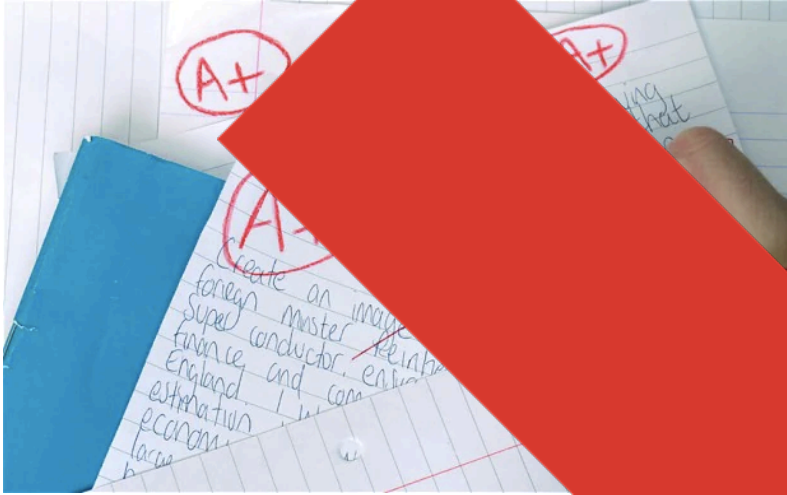
SO

that feedback leads to greater possibilities in learning
(e.g. more strategies, a deeper understanding...)

Feedback should give information about progress involving
peers, self and teachers

SO

it is not only on level or ability - a test result is not feedback.



→ So I to ^{sp} ... ry. If ^{it} is well ^l ... t, that is wh ^{is} poorly the best ^{← Fr} as it is harm- ^{← Fr} Or, again, to while water mixed and delicious and s enjoy ment, so also the story delights the ^M those who read the work-and will be the end.

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Comments: Mia requires her to keep writing errors, she rec Mia is always projects. S

Date: _____

wikiHow





The focus of feedback

Feedback works at 4 different levels:

Task Self-regulation

Process

Self

Minimally effective

Task

This is feedback on the task itself - correct or incorrect? How did the students perform?

You need to change this sentence to make it correct.

This is correct, but you needed to use the past perfect here.

Most effective

Process

This feedback is focused on the skills and strategies to complete the task - the process of learning.

What information can be included to make the writing have more of an impact on the reader?

Do you think the language was persuasive enough? How could you make it more persuasive?

Most effective

Self-regulation

This is to help facilitate self-evaluation and self-improvement.

How did you feel when completing the task?

What went well, and what do you think you need to work on?

Least effective

Self

More commonly known as praise.

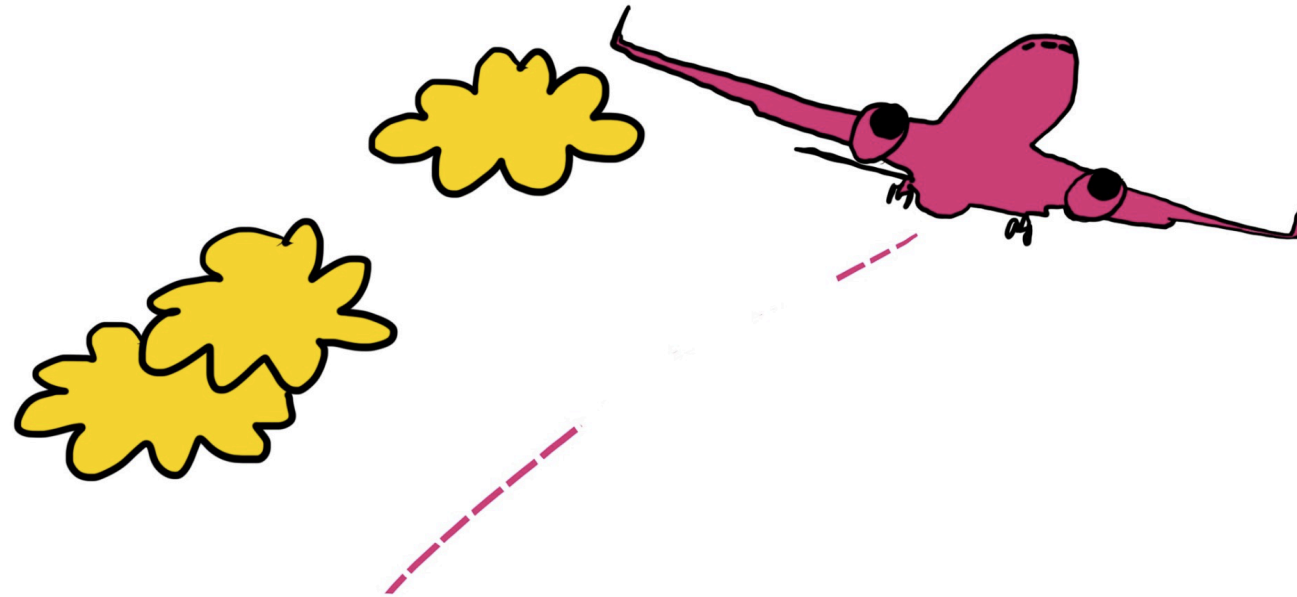
You're really good at this.

Great job, well done!

Creativity!



YOUR FLIGHT PATH



Explore our 5-step approach to creative feedback through examples

Reflected on what feedback is, and how (in)effective it can be



Steps that teachers can take to ensure effective (and creative!) feedback



Step 1 - when setting up the task, get the students to reflect on the aims e.g. what is the purpose of this task/why am I doing it, and how? **Opportunity to get creative**



Step 2 - during the monitoring stage, the teacher asks useful questions to get the learners focusing on how they are completing the task i.e., focusing on the process (**teacher-led**) or collecting data to use in step 3



Step 3 - feedback on task achievement and the language produced including celebrating good language use, emergent language and error correction (**self/peer/teacher**) **Opportunity to get creative**



Step 4 - feedback on the process of learning i.e., how did the learner manage the task and what did they learn from the experience (**self/peer/teacher**) **Opportunity to get creative**



Step 5 - feed forward - what are the next steps? (**self/peer/teacher**) **Opportunity to get creative**



Remember this?

6 ways to wait at a bus stop!

- You have no phone & no technology
- You're really bored
- You're alone
- In pairs, write or draw 6 things you can do while waiting for the bus!



Count white cars only	Make origami birds from your bus ticket	Bite nails into the shape of celebrities
Impersonate every pigeon that goes by	Make a song from tapping your feet on the pavement	Dance to the sound of passing cars



There's only 1 space on the bus! Who's getting on?

**Remember
this?**



- Students individually choose one way to wait for a bus from their 6 ideas, then they decide how long they've been waiting for the bus (they keep these secret)
- Group the sts in groups of 4 or 5 and they stand in the bus queue
- Tell them the bus has come along and this is what the bus driver says
- They have to talk to each other and persuade each other why they should be the person who gets on the bus
- To do this, they:
 1. act out their idea & include it in their reason,
 2. say how long they've been waiting
 3. and why they should get on the bus.



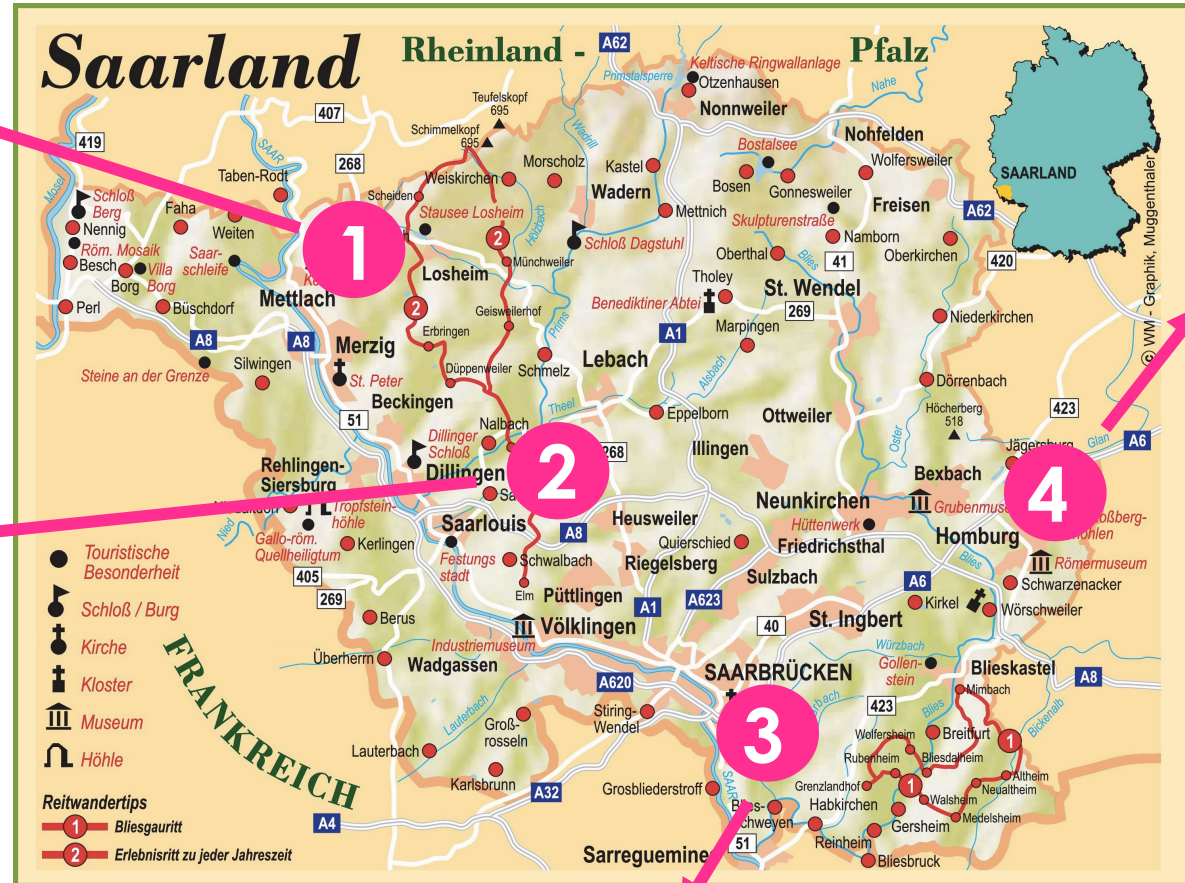
Step 1 - when setting up the task, get the students to reflect on the aims e.g. what is the purpose of this task/why am I doing it, and how?

Creativity

- Uses their way to wait for the bus and relates it to what they are saying
- Is creative when trying to persuade

Language

- Uses present perfect continuous
- Uses language to persuade



Task Achievement

- Persuades the driver to let them on the bus

Fluency

- Doesn't pause too much
- Keeps the conversation going



Step 2 - during the monitoring stage, the teacher asks useful questions to get the learners focusing on how they are completing the task i.e., focusing on the process (**teacher-led**) or collecting data to use in step 3



If we change this to X, does it make it sound better? Why?

What else can you say to stop repeating "I think... because..." ?

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You said it harms people...
...what evidence can you give?



Step 3 - feedback on task achievement and the language produced including celebrating good language use, emergent language and error correction (self/peer/teacher)

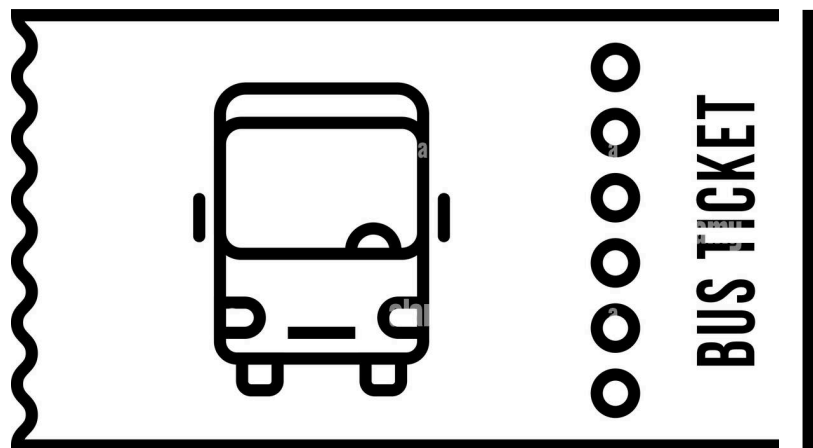


- Put students in small groups & give them the bus route (or have this visually on the board)
- Write the 1st sentence on the board for them to 1) correct if they think it has an error or 2) say it's correct
- They move along the bus route if they get it right
- The winners are the first group to reach the end of the bus route





Step 4 - feedback on the process of learning i.e., how did the learner manage the task and what did they learn from the experience
(self/peer/teacher)



3 things I learnt

2 things I found challenging

1 mistake I learnt from

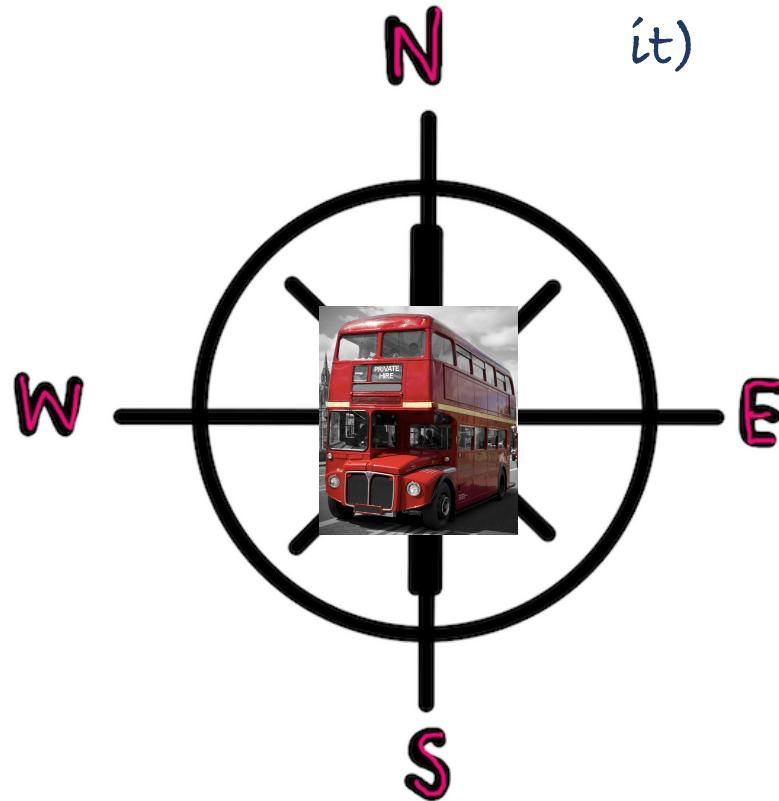


Step 5 - feed forward - what are the next steps? (self/peer/teacher)

I can't always express what I want to say in English fluently

worries

use more language we learnt to persuade



need to know

Present perfect continuous (I don't always know when to use it)

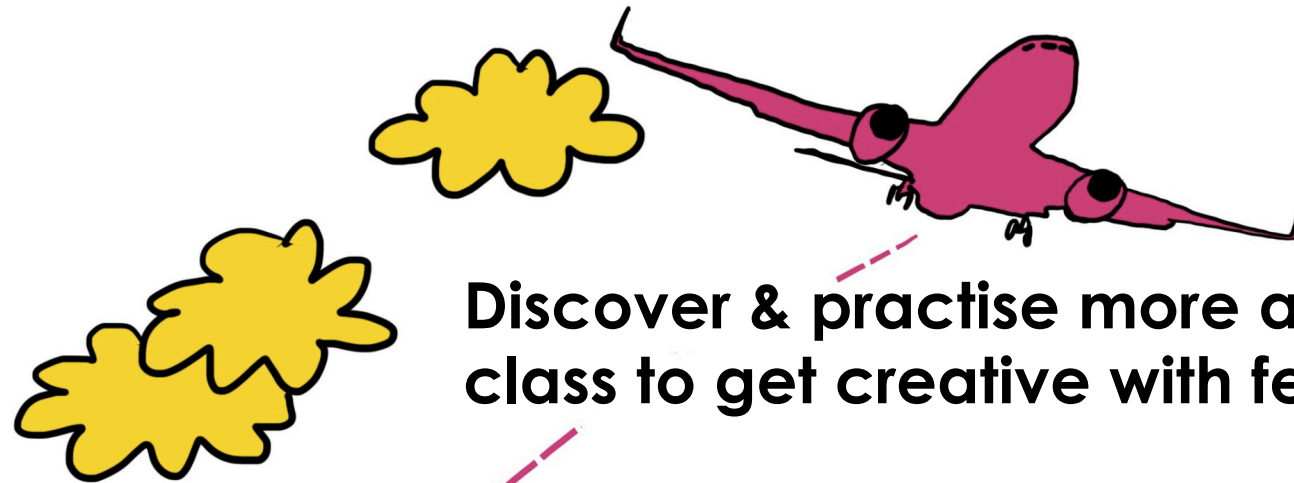
excites
energises

Acting with my friends in class is fun

should do/try in the future



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Step one (aims), two (monitoring), three (task achievement/language), four (process – self/peer) or five (next steps)?

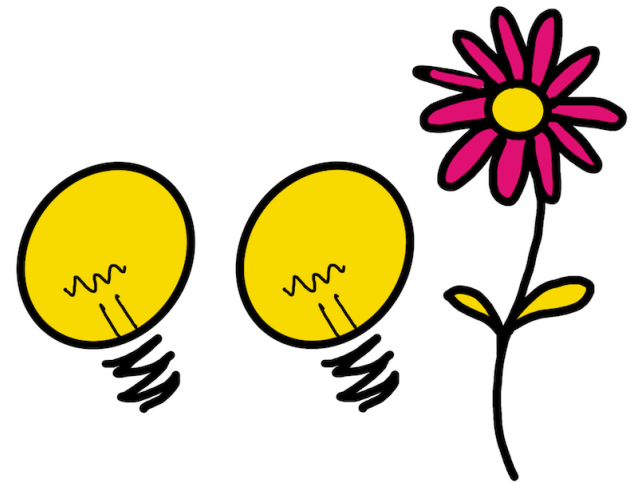
a. Students are writing a haiku about an object on their desk. Teacher has a set of pre-prepared (& some spontaneous) questions and asks them during the task e.g., 'why does this object inspire you?' 'how many syllables are needed here?' 'where can you go to find a new word that will fit here?'

Step 2

b. Students are given three words (or images) e.g. *Instagram - object - persuade* and guess what the task is about. **Step 1**

c. Students are given two lightbulbs (two glows) and a flower (a grow). Next to the light bulbs they write what they did well and next to the flower, they write what they need to do next time.

Step 4/Step 5





Step one (aims), two (monitoring), three (task achievement/language), four (process – self/peer) or five (next steps)?

d. Students are given a list of actions that were taken during the task e.g. *I planned my opinions & reasons, I gave my opinions and reasons, I reacted to my partner's comments...* They use this list to talk about how they felt during each stage of the task and talk to their partner about why they felt that way.

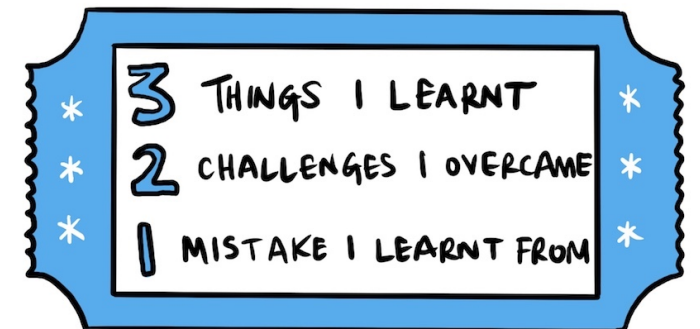
Step 4

e. During the task, the teacher has written down good examples of language use and errors on cut up cards (one example per card). After the task, students work in groups. One runs for a card, brings it back to the group and they decide whether it's correct or not. Groups race each other for the most cards.

Step 2/Step 3

f. Exit ticket! Students answer the questions together to be able to exit the class.

Step 4/Step 5





Step one (aims), two (monitoring), three (task achievement/language), four (process – self/peer) or five (next steps)?

g. Students are given a set of learning objectives for the task, and guess which one is the odd-one-out.

Step 1

h. Students do a dice debrief. Each side of the dice corresponds to a question:

1. Share one thing you learnt today.
2. Congratulate someone who did a good job.
3. What word/phrase did you learn from the task that you won't forget.
4. What pushed you out of your comfort zone?
5. What would you like to practise more of in the future?
6. How is what you learnt today relevant outside of the classroom?

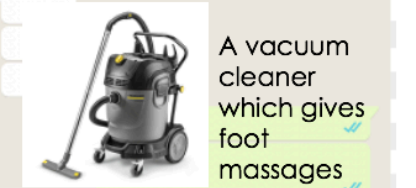
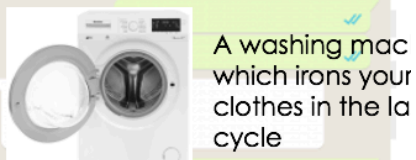
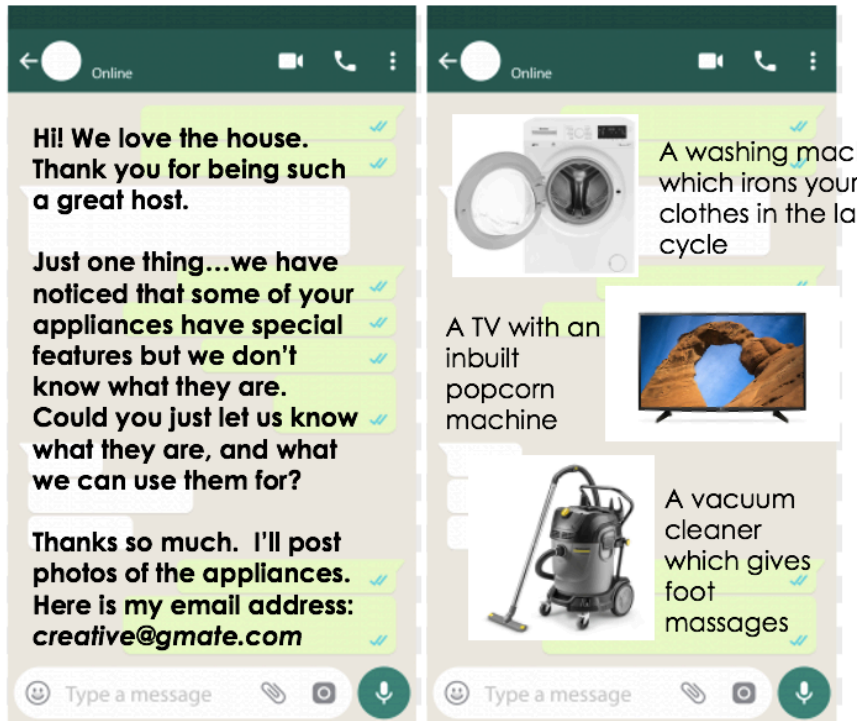


Step 4/Step 5



Let's practise!

Task 1: Writing an email



Task 2: Creating a social media post

- **Context:** Tell the sts that they have been commissioned to create social media posts that attract teenagers to these 4 places in London
- **Task:** They have to work together to create 4 posts for each attraction. They can use their own words and images (videos?) but they can't change the facts in the text
- **Negotiate success criteria:** As a class, brainstorm and board what makes a successful and attractive post (agree on a small word count) and what kind of language is used
- **Post task:** Sts either upload to a safe platform for the class or display on the walls to give feedback on the previous negotiated success criteria.



Task 3: Speaking role-play

Task: The students are A and B. As are the customs officer checking luggage (asking questions about their holiday) and Bs are the holiday makers returning from their trip and answering the questions.

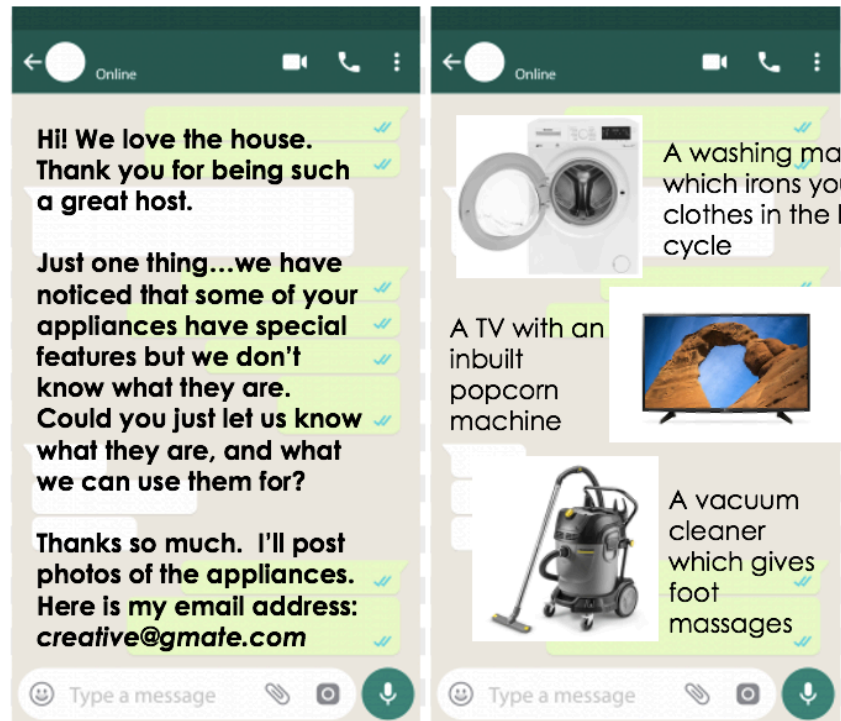
Here are the things in their bag that they have to explain:





Let's practise!

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Let's practise!

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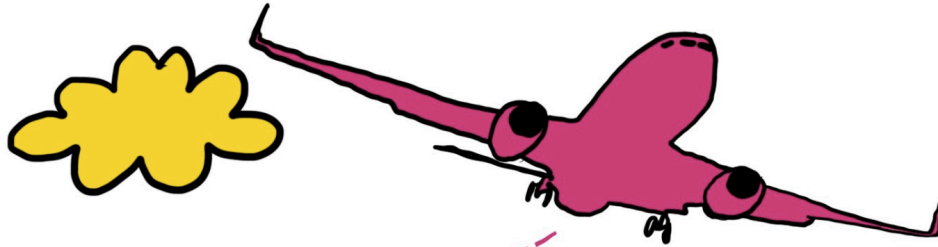
In summary

Feedback...

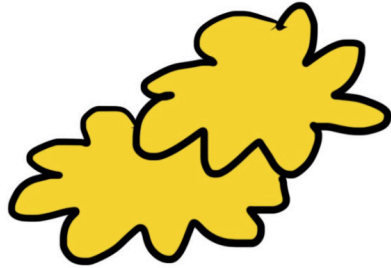
- needs to give **information** to our students about **what** they did, **how** they did it, and **what** comes next
- can be **teacher-led** or **student-led**
- is an activity itself and so needs **planning**
- can be **creatively delivered within a theme** of the lesson/project
- can be **creative by planning activities** that allow the students to give **peer reflection** and **self reflections** - the latter being more effective
- needs to allow **regular opportunities** to students for **peer and self reflection** and evaluation so that students become **more confident** in doing this



YOUR FLIGHT PATH

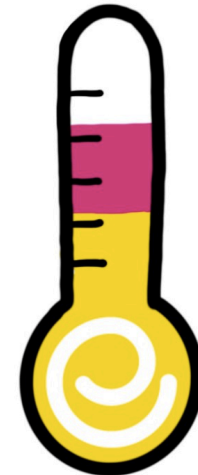


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CONFIDENCE THERMOMETER



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References

- Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, Vol. 77, No. 1 pp 81-112
- Winne, P. H., & Butler, D. L. (1994). Student cognition in learning from teaching. In T. Husen & T. Postlewaite (Eds.), *International encyclopaedia of education* (2nd ed., pp. 5738-5745). Oxford, UK: Pergamon.
- Sadler, R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144.

Thank you!



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