

Professional development: giving effective feedback in higher education

Eindhoven University of Technology (TU/e) Bachelor College project on 'Giving effective feedback to students'

(Self) assessment giving effective feedback



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Innovation project commissioned by the Bachelor College of the Eindhoven University of Technology (TU/e) submitted by *DPO Unit Professional Development/TEACH* (C. Morgan, A. Tops, C. van Weert) in cooperation with *Eindhoven School of Education* (M. Thurlings) and with support from *Industrial Design* (M. van Diggelen).

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(Self-)assessment giving effective feedback

Introduction

This (self-)assessment was developed during an innovation project commissioned by the Bachelor College of the Technical University of Eindhoven (TU/e). The overall aim of the project was to support teachers in providing effective feedback in their educational settings when they interact with students. The focus is on *formative feedback*: feedback for learning, during the learning process. It is not about written feedback on reports; this feedback mostly focuses on content and structure and requires other skills of the teacher than described in this manual.

The (self-)assessment can be used by novice teachers, teachers with little didactical knowledge and skills and experienced teachers.

For more information about the model used in this document, please consult the manual 'giving effective feedback'. This manual also provides some examples and supports you in applying this model in teaching.

This (self-)assessment aims to give insight in how you currently provide feedback in your education (and how you can further develop your skills). It is based on a recent model that depicts how feedback can be provided and how it can be (come) effective for learning. This model was developed by two New-Zealandia full professors, John Hattie and Helen Timperley. This model is further explained in the manual *giving effective feedback*. Though the manual and this self-assessment instrument can be used separately, it is recommended to consult the manual for clarification.

The (self-)assessment instrument can be used in three different ways:

- One-off diagnostic instrument for yourself: as a self-assessment form
- One-off diagnostic instrument for an observer, such as a colleague or (peer-)coach: as a peer-assessment form
- Developmental instrument: the form is used on several occasions, for example before and after coaching to depict your learning process

Instruction

Self-assessment form

1. Fill in the instrument for a specific educational setting of your choice, such as a lecture, supervising a group of collaborating students (e.g., OGO), supervising individual students (e.g., bachelor end projects), or a tutorial.
Mark the descriptions which are appropriate for your situation. This will give insight into the levels and feedback questions you use in this specific educational setting.
In the bottom row you can describe specific words or behavior that you used during the teaching activity.
2. Try to answer the reflection questions. You can use these answers to plan the development of your feedback skills.
3. After a while, use the instrument again to reflect on your improvement of the feedback skills in the chosen educational setting. If you use the instrument in this way, this means that you compare the before and after situation guided by the form. In other words, here you use the (self-)assessment as a developmental instrument.

Peer-assessment form

1. Fill in the instrument for the teaching activity you observe.
Mark the descriptions which are appropriate for your situation. This will give insight into the levels and feedback questions the observed teacher used in this specific educational setting.
In the bottom row you can describe specific words or behavior that was used during the teaching activity.
Note how many times certain levels or boxes are being used by the teacher. Is it once or maybe several times?
2. Evaluate the teaching activity with the teacher, using your findings and the reflection questions as input for the reflection.
3. After a while, use the instrument again in an observation to reflect on the improvement of the feedback skills in the chosen educational setting. Use both peer-assessment forms as input for the evaluation afterwards. In other words, here you use the (self-)assessment as a developmental instrument.

Different educational settings

Of course, you can apply this instrument in different educational settings, because different educational settings ask for emphasizing on different levels of feedback.

Also you can compare your feedback skills in different educational settings. Being aware of your skills in one setting can help you to improve your skills in other settings.

(Self-)assessment form

	Self directed at the student himself; it rarely contains relevant task-information is and therefore hardly effective. Teacher praises without specifying the behavior the praise is about.	Task feedback about how well the task is being accomplished or performed, feedback on content of assignments, i.e. right/wrong calculations, right/wrong understanding of definitions.	Process feedback specific to the processes underlying the tasks, providing deeper understanding. Teacher provides feedback on thinking activities (how to apply, how to analyze)	Self-regulation feedback to the way students monitor, direct and regulate actions towards the learning objective. It involves interplay between commitment, confidence and control to achieve the learning outcomes. The teacher provides feedback on how the student manages himself to find the right answers, how many help he needs in this process and how he can do this independently next time.
Where am I going?	- giving encouragement	-discussing the learning outcomes with the student -discussing the criteria with the student	-discussing the learning outcomes with the student on process level: how to achieve the learning outcomes? -discussing strategies students used or can use to perform a given task	-discussing the learning outcomes with the student: how to achieve the learning outcomes independently? -asking the student how he is going to achieve the learning outcomes -asking the student what he needs to achieve the learning outcomes
How am I doing?	-giving affirmation -praising -giving information about the self as a person	-distinguishing correct from incorrect answers -giving feedback on the content, structure or other criteria such as the quality of work, neatness and depth related to the task accomplishment -asking questions and give statements	-giving information about students' strategies for error detection -helping students learning from errors -giving information and asking open questions in relation to the procedure, method or process used to accomplish a task or create a product -giving information about possible alternative strategies	-giving information related to a task or performance that leads to greater skills in self-evaluation -giving information that promotes confidence to engage in more challenging tasks or to advance a deeper understanding of the task -giving information about the way the student monitors, directs and regulates actions to accomplish the learning outcomes -stimulating the student to ask questions
What to do next?	-motivating	- helping building more knowledge, I reteach if necessary -helping to acquire more or different information -helping to find ways/ next steps to accomplish the task -giving directions to obtain more information about	-motivating the learner to look for different strategies -motivating the learner to find errors himself -asking open questions to help the student find out what the next step is	-helping students dealing with feedback and translating it into new/better ways for self-regulation

		various sources		
Examples of your own practice or observation				

Reflection questions

These questions can help you to interpret the (self-)assessment. It is not necessary to answer each single question; the questions can help you to find out what feedback skills you already apply and what feedback skills you can improve.

If you use this as an observational instrument (i.e., as peer-assessment), the questions can be leading for the evaluation afterwards.

1. What was the goal of the teaching activity?
2. Think of specific examples of feedback you gave in this educational situation: what did you do, what did you say?
3. On which level were they, according to the model of Hattie & Timperley?
Which question(s) did your feedback answer? (where am I going, how am I going, and what to do next)
4. Which questions did you not answer?
Looking back, which moments you could have used to answer those questions?
5. Which level did you use the most?
Why did you use this level the most?
6. Given the educational situation, was/were the chosen level(s) and the amount of times you used them, appropriate?
-was your feedback what the student needed at that moment?
-how do you know?
-how did the student(s) react to your feedback?
-if possible to answer: what did they do with your feedback?
7. Based on your reflection, what would you do next time in a similar situation?
-which question(s) would you give more attention to?
-which level(s) would you give more attention to?
-do you need support to feel prepared for this? (for example by a coach/ colleague (observer), or a manual giving effective feedback)
8. What is going to be your next step? When can you implement the levels you want to improve / try it out?
9. Fill in the (self-)assessment again after you've implemented your plan to reflect on your development.