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The power of feedback for effective learning

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SURREY ASSESSMENT & LEARNING LAB

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Overview

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1. The (potential) power of feedback
2. Maximising the power of feedback
    1. Nurturing skills
    2. Designing opportunities
    3. Nurturing a feedback culture
3. What do we want feedback to be?

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The Power of Feedback

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frontiers in Psychology

REVIEW
published: 22 January 2020
doi: 10.3389/fpsyg.2019.03087

The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research

Benedikt Wisniewski[1], Klaus Zierer[1] and John Hattie[2]**

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The Power of Feedback

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Wisniewski, Zierer, & Hattie (2020)

435
STUDIES

Effect Size:
d = 0.48

Medium to Large

994
EFFECT SIZES

≠

Significant variability in effects

17%
OF EFFECTS
NEGATIVE IN DIRECTION.

"One of the most consistent findings about the power of feedback is the remarkable variability of effects" (p.3)

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"That students are taught to receive, interpret and use the feedback provided is probably more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use"

Hattie & Clarke (2018, p. 5)

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Maximising the power of feedback

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01 | SKILLS UNDERPINNING USE OF FEEDBACK NEED TO BE NURTURED

02 | OPPORTUNITIES TO MAKE SENSE OF, SYNTHESISE, AND IMPLEMENT FEEDBACK COMMENTS ARE CRUCIAL

03 | A LEARNING-FOCUSED FEEDBACK CULTURE NEEDS TO BE NURTURED

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01 | SKILLS UNDERPINNING USE OF FEEDBACK NEED TO BE NURTURED

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Developing recipience skills

Winstone, N. E., Hepper, E. G., & Nash, R. A. (2021). Individual differences in self-reported use of feedback information: The mediating role of feedback beliefs. *Educational Psychology, 41*(7), 844-862.

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Developing recipience skills

EDUCATIONAL PSYCHOLOGIST, *52*(1), 17–37, 2017
Published with license by Taylor & Francis
ISSN: 0046-1520 print / 1532-6985 online
DOI: 10.1080/00461520.2016.1207538

Routledge
Taylor & Francis Group

Supporting Learners' Agentic Engagement With Feedback: A Systematic Review and a Taxonomy of Recipience Processes

Naomi E. Winstone,[1] Robert A. Nash,[2] Michael Parker,[1] and James Rowntree[1]
[1]*School of Psychology, University of Surrey, Guildford, United Kingdom*
[2]*School of Life and Health Sciences, Aston University, Birmingham, United Kingdom*

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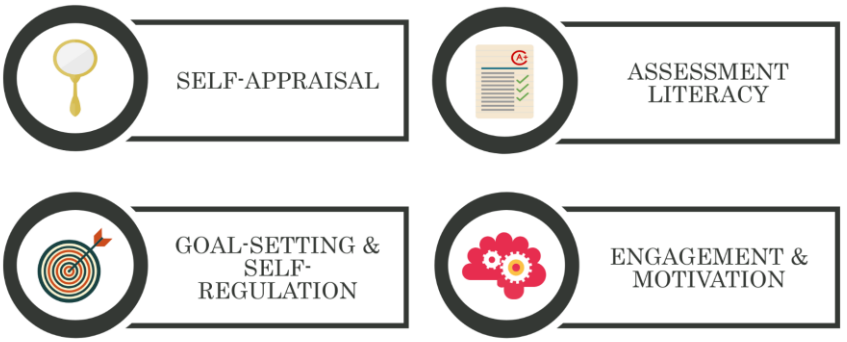
Developing recipience skills

FEEDBACK RECIPIENCE SKILLS

WINSTONE ET AL. (2017)



Winstone, N., Nash., R., Parker, M., & Rowntree, J. (2017). Supporting learners' engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist, 52,* 17-37.

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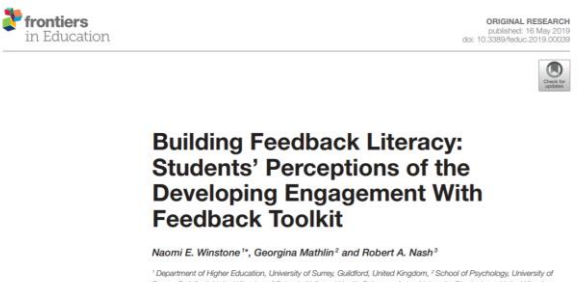
Building recipience skills: The DEFT

(1) Feedback guide
(2) Feedback workshop
(3) Feedback portfolio



Winstone & Nash (2016). *The Developing Engagement with Feedback Toolkit (DEFT).* York, UK: Higher Education Academy.

http://tinyurl.com/DEFTtoolkit

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Building recipience skills: The DEFT

Neil Winstone & Naomi Winstone

Godalming College

Significant increase in 'feedback accountability': a belief that it is one's responsibility to act upon feedback

tinyurl.com/1619DEFT

Significant increase in 'feedback self-efficacy': a belief that one possesses the skills needed to act upon feedback

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02 | OPPORTUNITIES TO MAKE SENSE OF, SYNTHESISE, AND IMPLEMENT FEEDBACK COMMENTS ARE CRUCIAL

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Making sense of feedback

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Memory

American Psychological Association

Journal of Experimental Psychology: Learning, Memory, and Cognition

© 2018 American Psychological Association
0278-7393/18/$12.00

http://dx.doi.org/10.1037/xlm0000549

A Memory Advantage for Past-Oriented Over Future-Oriented Performance Feedback

Robert A. Nash
Aston University

Naomi E. Winstone
University of Surrey

Samantha E. A. Gregory
Aston University

Emily Papps
University of Surrey

"…you didn't always demonstrate a sophisticated awareness of the issues you covered…"

"…you should aim to demonstrate a more sophisticated awareness of the issues you cover…"

tinyurl.com/ForgottenFeedback

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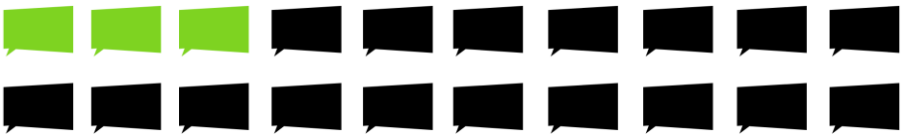
Making sense of feedback

On average, only 3/20 comments recalled after a short delay



Evaluative Recall Bias

People recalled 47% more evaluative feedback than directive feedback

Evaluative Retrieval Style

All comments tend to be recalled as evaluative, regardless of how they were presented

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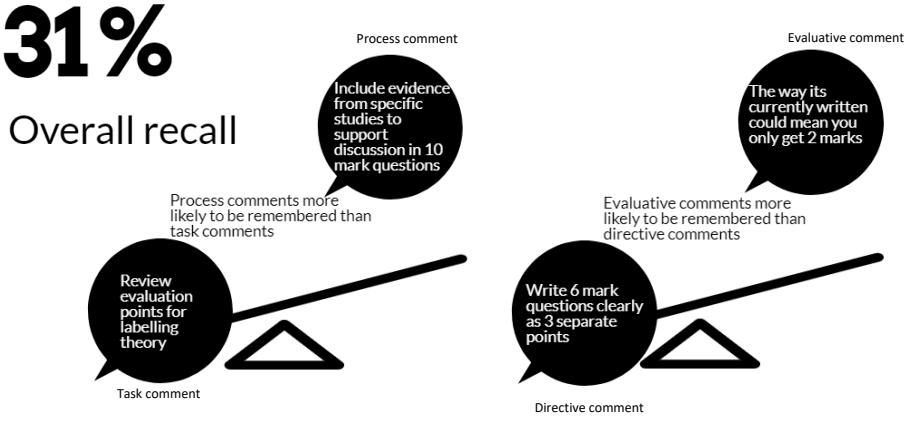
Making sense of feedback

- 80 Sociology Students

31%

Overall recall



Winstone & Nash (forthcoming, 2022)

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Synthesising feedback

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https://tinyurl.com/FEATSportfolio

Section A: Feedback Review and Synthesis Tool

Section B: Skill Development tool

Section C: Action Planning Tool

FEEDBACK ENGAGEMENT & TRACKING
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Winstone, N. E. (2019). Facilitating students' use of feedback: Capturing and tracking impact using digital tools. In M. Henderson, R. Ajjawi, D. Boud, & E. Molloy (eds), *The impact of feedback in higher education: Improving assessment outcomes for learners* (pp.225-242). London: Palgrave.

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Implementing feedback

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"Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking."

Elliott et al. (2016, p. 5)

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Implementing feedback

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Dedicated Improvement and Reflection Time ('DIRT')

Redrafting
(Engagement & Motivation)

Self-assessment for improvement
(Self-appraisal)

Reflection
(Self-appraisal)

Questioning/ Feedback-seeking
(Self-appraisal)

Target-setting and Action-planning
(Goal-setting)

Peer feedback
(Assessment Literacy)

Analysing exemplars
(Assessment Literacy)

Winstone, N. E., & Winstone, N. (2021). Harnessing the learning potential of feedback: Dedicated Improvement and Reflection Time (DIRT) in classroom practice. In Y. Zi and Y. Lan (Eds.), *Assessment as learning: Maximising opportunities for student learning and achievement* (pp. 206-216). Abingdon, UK: Routledge.

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03 | A LEARNING-FOCUSED FEEDBACK CULTURE NEEDS TO BE NURTURED

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FEEDBACK DESIGN

Design decisions are driven by a rationale relating to students' learning

Design decisions are driven by what students, rather than teachers, do

Design decisions focus on connectivity of learning across tasks

Students are involved in design decisions

FEEDBACK PRACTICE & PURPOSE

Feedback processes focus on enhancing students' learning rather than the transmission of information

Opportunities for dialogue are embedded within feedback processes

Students have the opportunity to develop skills for using feedback effectively

DEVELOPMENT & EVALUATION OF FEEDBACK PROCESSES

Staff are recognised for good practice in developing feedback processes

Developments to feedback processes are informed by evidence and research

Staff training supports the development of effective feedback processes

The development of feedback processes has an enhancement rather than assurance focus

Winstone (forthcoming, 2022)

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What do we want feedback to be?

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A burden on our time	OR	the part of our job where we make learning happen?
A judgment on a piece of work	OR	guidance for the future?
A one-off comment	OR	an ongoing conversation?
A process that only teachers can do	OR	a process that students are equally qualified to do?
A process with the potential to be powerful	OR	a process with visible impact?

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Images from Pixabay

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https://www.surrey.ac.uk/department-higher-education/learning-lab

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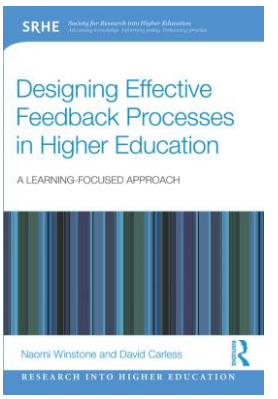

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