

TCCRISLS 2014

Learning from Feedback: Conception, Reception, and Consequences

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The logo for King's College London, featuring the text 'KING'S' in a large, red, serif font, 'College' in a smaller, red, cursive font, and 'LONDON' in a red, serif font below it. A red horizontal line is positioned under 'LONDON'.

University of London

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Learning Oriented Assessment

‘LOA is an approach to assessment in learning spaces that recognizes the *centrality of learners, learning processes, & learning outcomes*. It also acknowledges that besides learners, other *agents* in the assessment context can contribute to, or inhibit, learning.’

(Purpura et al, 2014 LTRC)

Locating issue

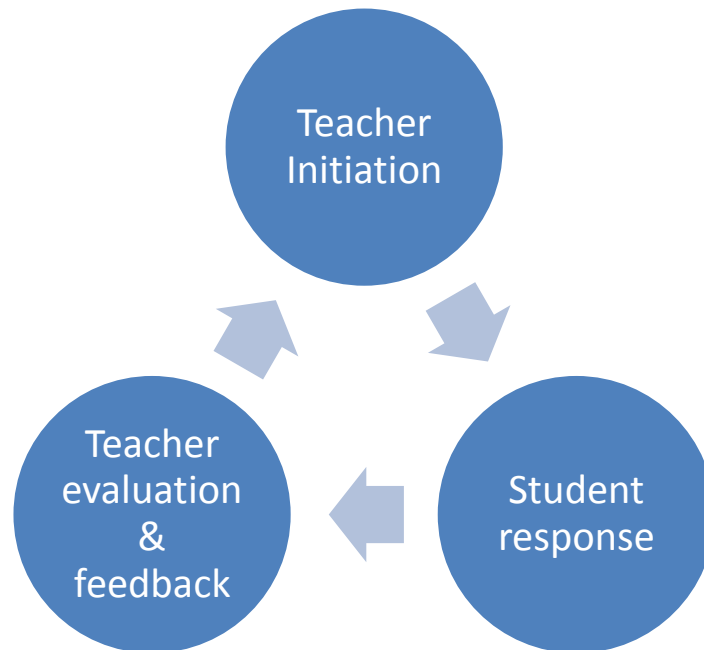
While most teachers would agree that the use of assessment to promote learning is a good idea, many find that student uptake of their feedback is unpredictable and often quite disappointing.

A common perception:

‘I cannot possibly deal with every individual student’s responses , their needs ... ability, personality, motivation ...’

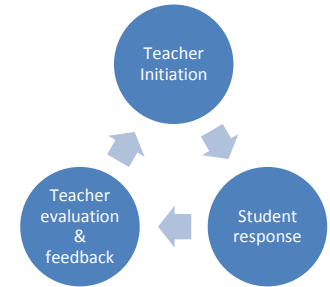
Teacher Questions → Feedback

When teachers carry out assessment as part of teaching, they *know* what has to be learned and *ask* questions (whether in face-to-face interaction or when marking written work) to find out about what students know and can do.



From a teaching perspective

Standard advice:



Questioning → open questions, exploratory questions,
longer wait time ...

X *closing down IRE/F sequences*

→ *encourage exploratory interaction IRE/F sequences*

→ *judicious balance between being ‘too controlling’ and
‘too open’* (Assessment Reform Group, 2002; Black & Wiliam, 1998, 2006, 2009,
forthcoming; Wiliam, 2011; among others)

Is there a disciplinary hinterland that influences questioning?

Teacher questions + Feedback

Where do teachers get their ideas and questions from?

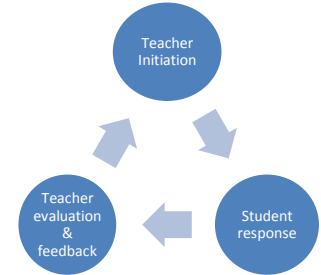
Example

Three approaches to language teaching & assessment:

- Traditional grammar-based approach
- Constructivist approach
- Socio-cultural approach

(James, 2006: 50-52)

Feedback



Standard advice:

→ teacher to comment and to guide next steps in learning (not just giving grades/marks)

What do we know about feedback?

- What do teachers' questions and comments represent? (What purpose does feedback serve?)
- What do students do with teacher feedback?

What do we know about student responses to feedback?

Quite a lot:

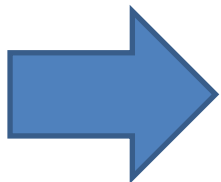
Students like:

- teacher written feedback more than oral feedback and peer feedback
- teacher written feedback in combination with conferences
- teacher feedback on both subject content and language form (students using L2 for subject study)
- teacher indirect feedback on grammar, giving clues and not corrections (L2 learners) ...

(e.g. Hyland & Hyland 2006 for a summary; *Studies in Second Language Acquisition*, 2010, 32 (2) for a collection on feedback and SLA)

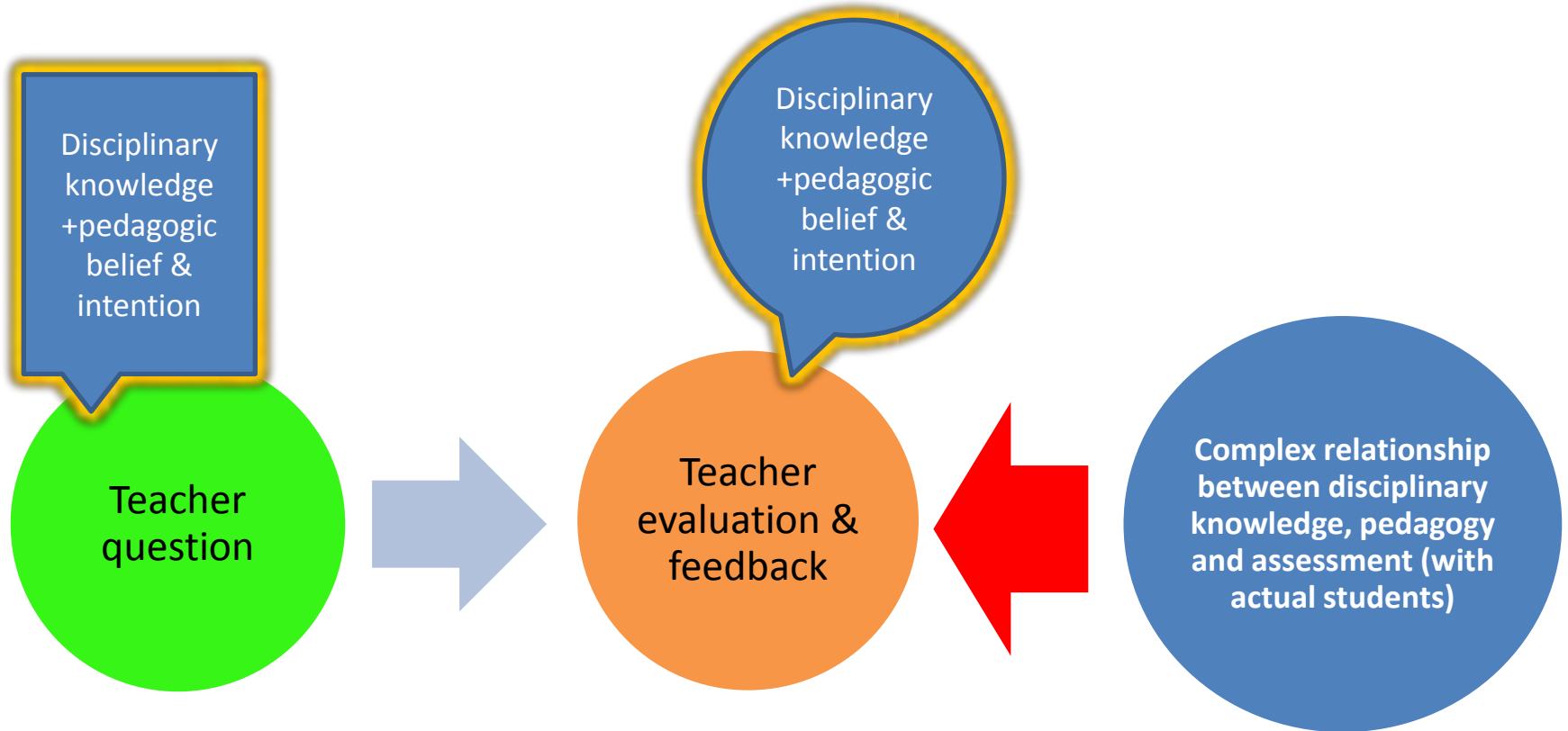
But not enough:

Teachers find that research findings from different contexts and subject areas don't necessarily work in their own classrooms.



context and participant specific dimension?

Teacher questions + feedback: Complex moments




Perspective: LOA in pedagogic space

Teacher assessment – teacher feedback – student response

What do teachers think and do?

What do students see and feel when they receive teacher feedback?

What do they do with it?

 Not just about individual actions and reactions, but also perceptions and dispositions within a situated learning environment

Present Study

Location: A university in London

Context: MA TESOL 2012/13, 25+ f/t students

Participants: 8 students (UK, EU & international), and teaching staff

Focus: Teacher aims & student interpretations and reactions to feedback and follow-up actions

Data: Student written assignments, tutor written feedback comments, interviews (6 months after assignments), course materials

Phenomenographic perspective

‘... a research method for mapping the qualitatively different ways in which people experience, conceptualize, perceive, and understand various aspects of , and phenomena in, the world around them.’ (Marton, 1986:32)

‘Phenomenography provides descriptions that are relational, experiential, content-oriented, and qualitative.’ (Op.cit.:33)

‘... what is focused upon by the researcher must be a function both of the particular problem at hand and of the particular subjects participating in the study’. (Op.cit.:34)

‘... a goal ... [is] to discover ... a complex of categories of description ...’ (loc.cit.) that may include variations of the phenomenon a person experiences (Ki et al 2010)



Outcome space of conceptions from interview
data (Brew, 1998; Wilson, 2005; Yates et al, 2012)

Programme leader perception & beliefs

Formative feedback very important because:

- Most students don't know what we expect in terms of academic writing style and showing 'you can handle the ideas in the field and not just regurgitate them ... not just about international students'
- 'Our MA raises the bar in terms of raising your own academic voice ... developing ideas into text'
- 'We talked to them about the importance of feedback ... go back to the tutor if anything is not clear ...'
- 'Formative in terms of ... lessons to be learned that would apply at least partially to the next assignment'
- 'I'd say when I write my feedback I try to be as clear as possible so that [individual] students know what I meant'
- 'I didn't see [any student using feedback] ... the immediate reaction when you get your assignment back is to keep it quiet and not to tell your classmates ...'
- Some teaching staff hold different views, e.g. if you give a high mark, there's no need to provide written feedback.

Student reactions and responses to feedback

Rejectionist

Introduction

wrong word:

It has been long revealed that the ingredients required in order for meaningful and successful communication are no longer bounded by the big 4 of grammar, writing, vocabulary and pronunciation. Being able to write or speak in complete grammatical sentences one after another also does not mean that it will make sense; conversely sentences that are not complete still manage to be successful in communication (Cook 1989). This has led to the investigation, support and implementation of discourse analysis; in particular this discussion will address cohesion and coherence. Interestingly, Mahlberg (2006, pg. 364-365) believes that it is one of the key components in the development of "a native-like competence of text production and reception". The role of these two concepts cannot be overlooked and therefore in this discussion I will address

~~in~~ "four"

be clear from the start which you are dealing with in this essay

Student reactions and responses to feedback

Happy 'let it pass'

Transcript

"Well, they had great trouble deciding what to call me in the first place, I mean they went through all sorts of various things like Verbena and Nigella, and then they blindfolded my mother and turned her loose in the library. Thank God she pulled out Richardson's Clarissa..."

3)

wel, ðe hæd gret trəbəl dəsajdɪŋ wət tu kɔl mi ɪn ðə fɜːst ples, əj mɪn ðe went θru ɒl
sɔːts əv vɪəriəs θɪŋz laɪk vɜːbɪnə ænd nɪgɛlə, ænd ðen ðe blɑɪndfɔldəd məj məðər
ænd tərnd hɜːr lʊs ɪn ðə laɪbrəri. θæŋk gɔd ʃɪ pʊld ɔwt rɪtʃərdzənz klərɪsə.."

RP is not so nice. oil

Analysis

The (l) sound is 'light' when followed by a vowel, but 'dark' when followed by a consonant or a pause. So the (l) sounds after:

1. (e) in well
2. (a) in all
3. (a) in call
4. (o) blindfolded

ok but ... I would expect you analyse it focus on the features that are typical of RP. 4

...are heavy/emphatic as opposed to the (l) sounds in lʊ:s, 'laɪk, <nɪgɛlə>, pleɪs and laɪbrəri.

Student reactions and responses to feedback

Critical acceptance

For a long time the teaching of foreign languages did not suffer any change; languages were usually taught in an extremely form-focused manner, usually derived from the teaching of ancient languages as Latin and Greek in a method called the grammar-translation approach. Generations of students knowing a lot about grammar but incapable of engaging in actual communication was the result of this long-term way of teaching. It was not until the first half of the last century that focus on more effective methods of teaching was drawn from the results of research in both linguistics and psychology

Source?

Better:
The result of this was generations

Student reactions and responses to feedback

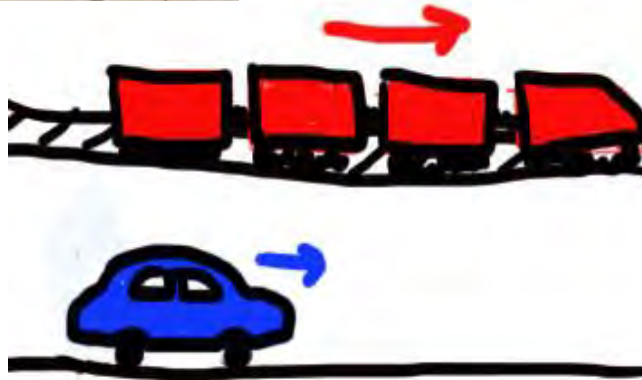
Fulsome reception

Within the educational context, we can draw a distinction between input sources: tablets, application software, pc; output sources: projector, interactive whiteboard, display monitor or TV; and others such as digital camera or recorder. Of course, we cannot forget the Internet and the vast amount of sources available for managing learning (wiki spaces, blog, journals, mini-blogging, web-quests, etc). For the purpose of this paper, I will narrow the scope to the use of the digital video alongside the Internet.

Although technology has undergone significant development recently, the Web has been the driving force of this development. Within just a few years, we have gone from static web pages, where few people could modify and host content on them, to the culture of sharing, where every Internet user becomes an active reporter or a passive recipient of information interchangeably. The term Web 2.0 was coined to refer to a second generation in the history of the Internet services, with the emergence of new services such as social networks, blogs or wikis, or those webs to upload and share content (videos, documents, pictures...) that encourage collaboration and sharing between proficient users. Web 2.0 is also called the social website due to the collaborative approach that has permeated the Internet.

Feedback: Individual student perspective

Multiple and multi-level meanings



A hit-and-miss affair?

‘... feedback given to pupils in class is like so many bottles thrown out to sea. No one can be sure that the message they contain will one day find a receiver.’ (Perrenoud, 1998:87)



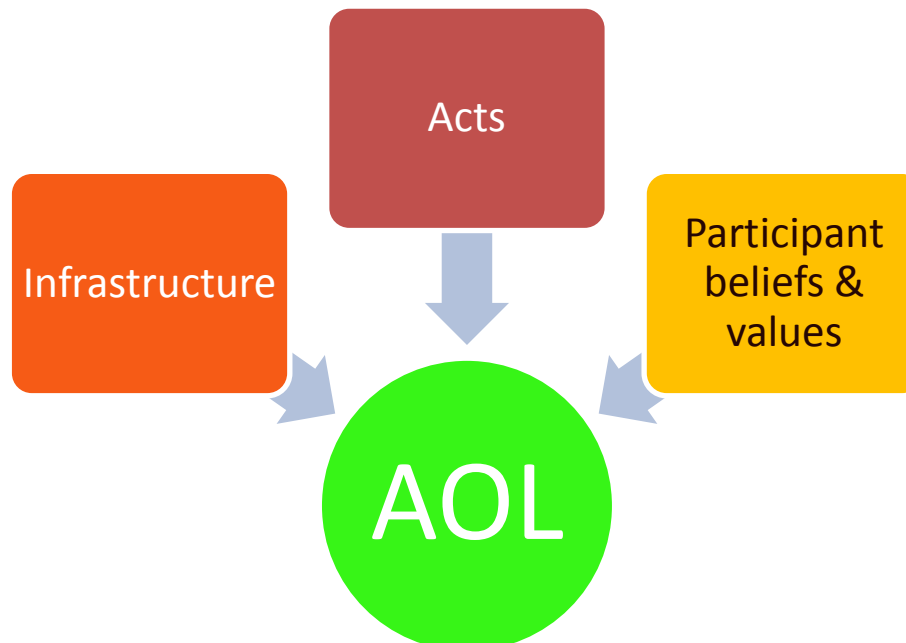
Challenge

How to conceptualise 'students', 'learning' & 'teaching' in a pedagogic space?

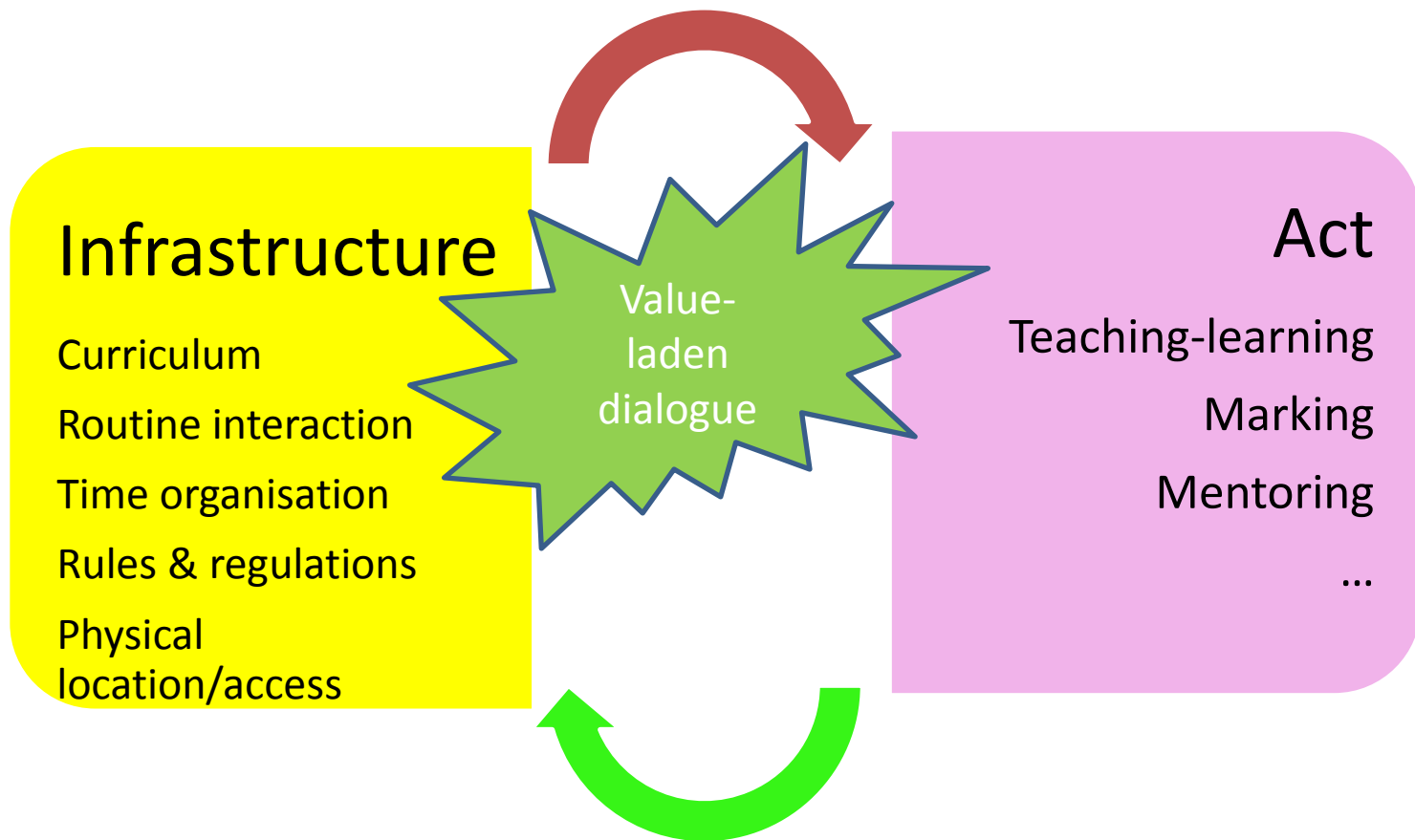


Teaching & learning in pedagogic space

Pedagogic spaces are situated, populated by particular groups of teachers and students, dealing with specific topics and subjects in particular curriculum context ...



Teaching and learning as a pedagogic space in motion



Conversation v. dialogue

‘... conversation often consists of a sequence of unchained ... exchanges as participants talk at or past each other ...’

‘... classroom dialogue explicitly seeks to make attention and engagement mandatory and to chain exchanges into a meaningful sequence.’

(Alexander, 2008:104)

Ideal Classroom Dialogue

2 key features:

Pedagogically oriented questioning & comment



On-point student responses leading to follow-up thinking/action



crucially depends on students and teachers share common orientation and values

In reality

Amy



Sadie



Lucas



Fe



A pedagogic space & journey

‘It no longer suffices to talk, to explain or to show, one needs to take into account the representations required and the cognitive functioning of the subject. **One needs to accompany [the student] in a ‘metacognitive’ journey, in the form of a dialogue which, being anchored in an activity, separates itself to concentrate on knowledge and the learning process.**’ (Perrenoud, 1998: 89, emphasis added)

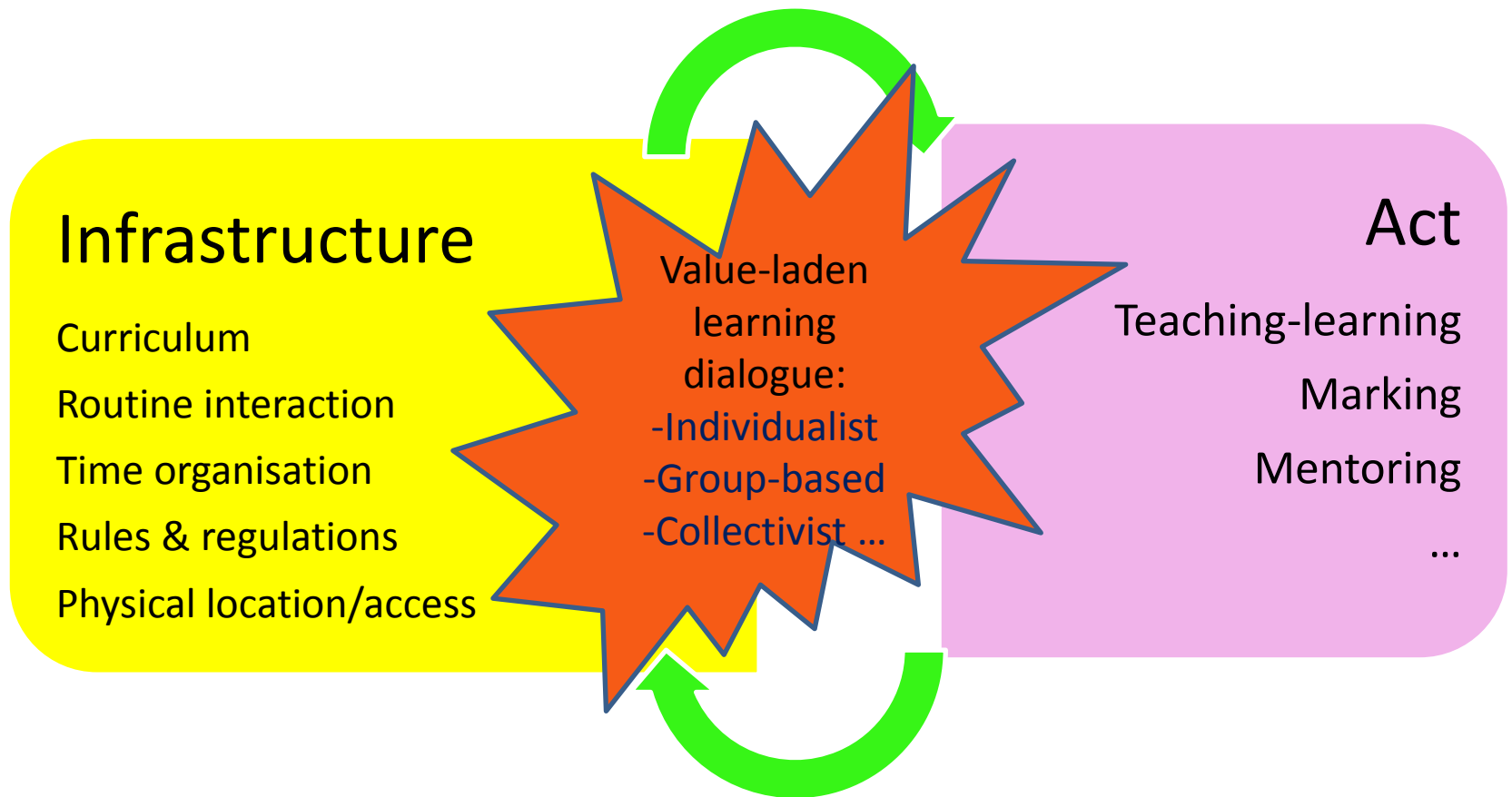


***Regulation* of Learning = Feedback + adaptation**

la régulation

(Allal & Lopez, undated)

Teaching and learning as a pedagogic space in motion



LOA in pedagogic space

- Connects moment-by-moment classroom activities to curriculum and institutional infrastructure
- Foregrounds important but implicit pedagogic values and approaches (from teacher standpoint)
- Pays attention to student views and dispositions without losing sight of pedagogic purpose
- Facilitates local research-led actions → adjustments in infrastructure, pedagogic approach, classroom enactment, student orientation ■■■

Thank you