

Feedback Active Learning Task

Context

I initially designed this task for Modern Language students. However, it can be easily adapted to suit a wide range of teaching contexts.

Rationale

Enhance feedback practices for a culturally diverse student body and teaching workforce
Provide transparency about what feedback approaches I implement in my classes and why.
Create an opportunity for students to identify and reflect on their preferences as well as discover / try new feedback strategies.
Encourage reflection on how to make the most of a variety of feedback approaches.

Benefits for learners

Provides a clear picture of what pedagogic approach is implemented by the lecturer and why.
Reinforces effective learning strategies through feedback.
Encourages students to co-create by adding more feedback options to the list.

Benefits for educators

Helps you identify what types of feedback your students received in previous learning contexts.

Encourages you to remember to apply a varied range of feedback approaches.
Provides an understanding of students expectations and diversity of feedback practices across cultures.

Tips

Discuss the handout with students through an Active Learning activity such as a Think – Pair – Share.

Instructions for in-class activity:

Read the document on feedback. Work individually and make notes under the following headings:

Make notes about feedback practices

- you are familiar with
- you are NOT familiar with
- you would like to try
- you generally prefer or dislike
- you would like to add to the list

Discuss your answers in pairs / in groups.

Share your findings with the rest of the class.



What kind of feedback will I get?



How will it be delivered?

You will receive constructive feedback throughout your course. The aim of feedback is to provide you with an encouraging and supportive process that enhances your strengths, helps you identify areas where improvement is needed and guides you through steps you have to take to make those improvements (feedforward).

Non-verbal feedback takes place throughout lessons in the shape of smiles, nods of encouragement, raised eyebrows, wave of the hand etc. These cues are ways of telling you how well you are doing and aim to provide you with clear, effective and quick feedback on your performance and on language that needs to be focussed on/ improved/ corrected.

Verbal feedback can take place during classroom activities. It enables you to get help and guidance from your teacher to perform a task. Your teacher can give answers about a specific skill, language item or pronunciation on the spot. This aims to provide you with effective and immediate feedback.

Written feedback will typically be delivered on paper/online and it will provide comments on what you are doing well, what you need to work on and suggestions on how to improve certain language areas. Whole-class feedback is delivered to all students and provides comments and suggestions about language use, skills work and learning strategies which can benefit everyone.

Individualised feedback is delivered one-to-one and gives the opportunity to work out an improvement plan that is specific to you and to ask questions you do not wish to discuss in front of the class.

Personalised feedback will also be improvement-oriented and will take into account:

- your learning preference
- your areas of interest
- the goals you might have for the class and strategies you can put into place to attain them
- your strengths and weaknesses
- areas where you have made improvement since the start of the course

Dialogic feedback can be used to help with written or oral presentation projects. You may engage in a (written or oral) discussion with your teacher about what improvements are needed and questions you may have about your work in general or a specific assignment.

Automated feedback is provided for a number of online practice activities which can be found in your lesson materials and on Blackboard.

Peer feedback may occur when other students in the class offer comments and suggestions on your output such as, for example, a presentation.

Reflective feedback can be done though self-assessment. This can help you develop awareness of where you are in your learning, what you want to improve and how you would like to get there. This may include writing about what you are happy you did well, self-correcting errors, grading your work using the assessment criteria and setting yourself personal goals based on your performance.

Inner feedback can be done by making a mindful comparison of your own work against external information such as model texts and high standard examples of written work from peers. This will help you to identify where you have been successful, where you might develop things further and areas that require improvement. It will help you to develop the capacity to regulate your own learning.

I hope this guide is helpful. Please feel free to ask in class or email me at d.vallas@westminster.ac.uk if you have any further questions.

Enjoy your French class!

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UOW