



Developing course climates **for sustainable feedback**

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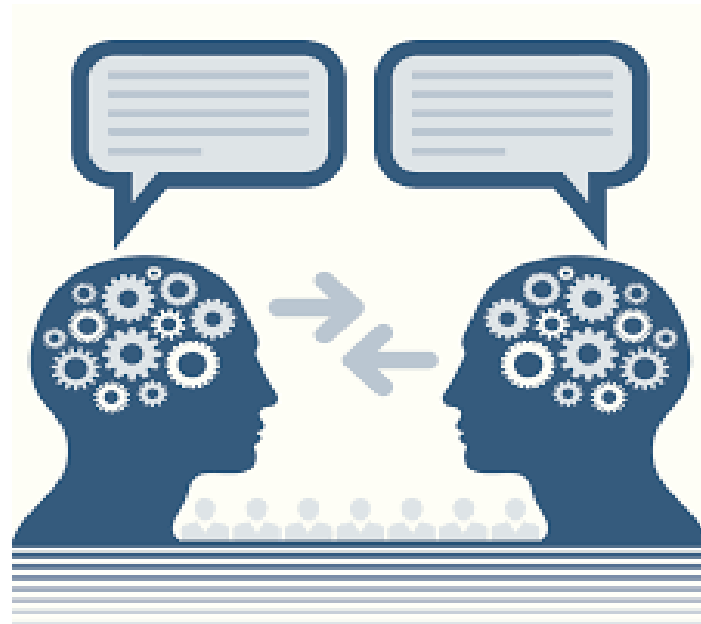
Overview

1. Feedback challenges & research
2. Situating feedback
3. Trust, distrust & feedback
4. Feedback as dialogue
5. Issues & Implications



Aim

To explore possibilities for a more dialogic & sustainable approach to feedback processes





Frustrations





Staff frustrations

- Heavy marking load
- Students don't collect feedback
- Students mainly interested in the grade
- Students lack motivation to act

.....



Student frustrations

Feedback often seems like a perversely belated revelation of things that should have been made clear earlier (Crook, Gross & Dymott, 2006)





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MY RESEARCH INTO FEEDBACK



Differing perceptions

Study 1. Questionnaire data from 460 staff & 1740 students

+ qualitative data from BEd Students

Key finding: Teachers thought their feedback was much more useful than students did (Carless, 2006)



Sustainable feedback

Study 2. Interviews with 10 award-winning teachers from 10 different Faculties

Key finding. Conventional & sustainable feedback orientations (Carless et al. 2011)



Sustainable feedback in practice

Study 3. Follow-up case study of a Business teacher

Key finding. Classroom evidence of sustainable feedback; supported by trust (Carless, 2013a)





Exploring assessment practice

Study 4. Multiple disciplines.

Award-winning teachers



Analyzing learning-oriented assessment in
Architecture, History, Law, Geology &
Business (Carless, 2015)

Excellence in University Assessment

LEARNING
FROM AWARD
WINNING
PRACTICE

DAVID CARLESS

ROUTLEDGE





SITUATING FEEDBACK



Bigger picture

Feedback as
assessment design
issue



Feedback as a
pedagogical issue

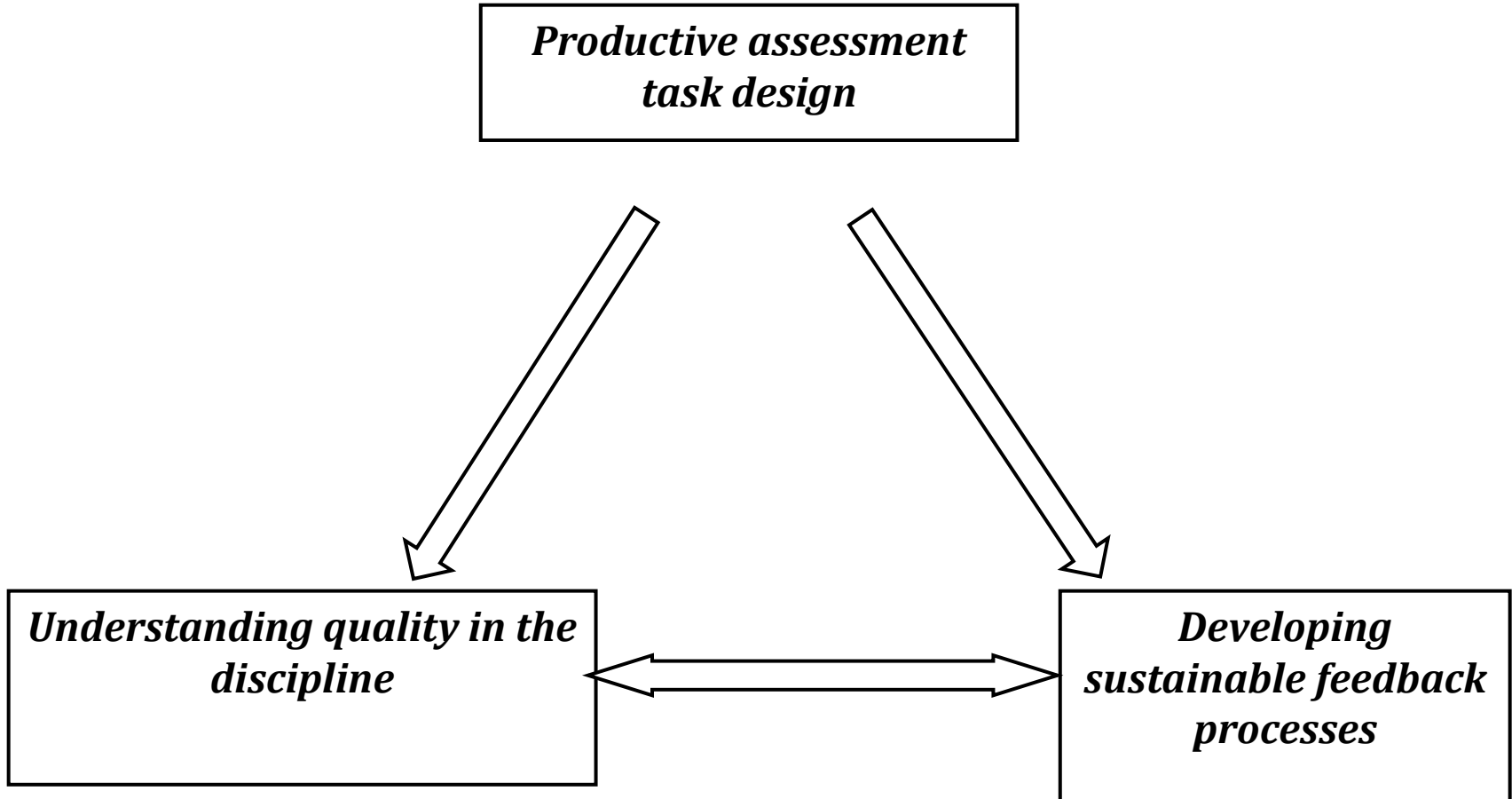


Feedback as a
relational issue





Learning-oriented assessment framework





Sustainable feedback defined

“Active **student** participation in dialogic activities in which **students** generate and **use** feedback from peers, self or others as part of developing capacities as **autonomous** self-regulating learners”
(Carless, 2013b)



Sustainable feedback principles

- Prompting learner action
- Peers as active source of feedback
- Inner dialogue/internal feedback/self-feedback



Aim of sustainable feedback

To enhance student
ability to self-monitor
their work in
progress





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TRUST AND DISTRUST



Pervasive distrust

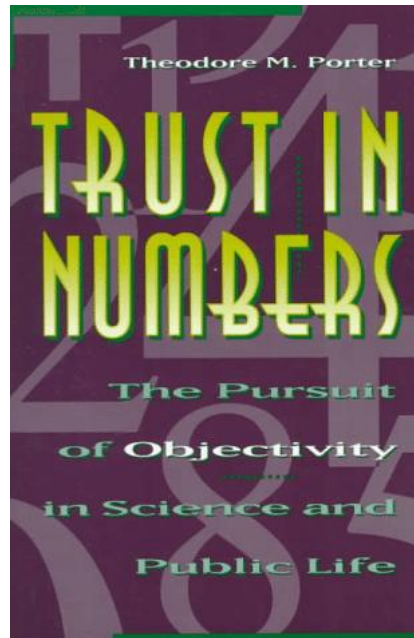
- Accountability as antithesis of trust (Stensaker & Harvey, 2011)
- Distrust inhibits risk-taking and innovation (Vidovich & Currie, 2011)





Porter: Trust in numbers

Decrease in trust, increase in quantification

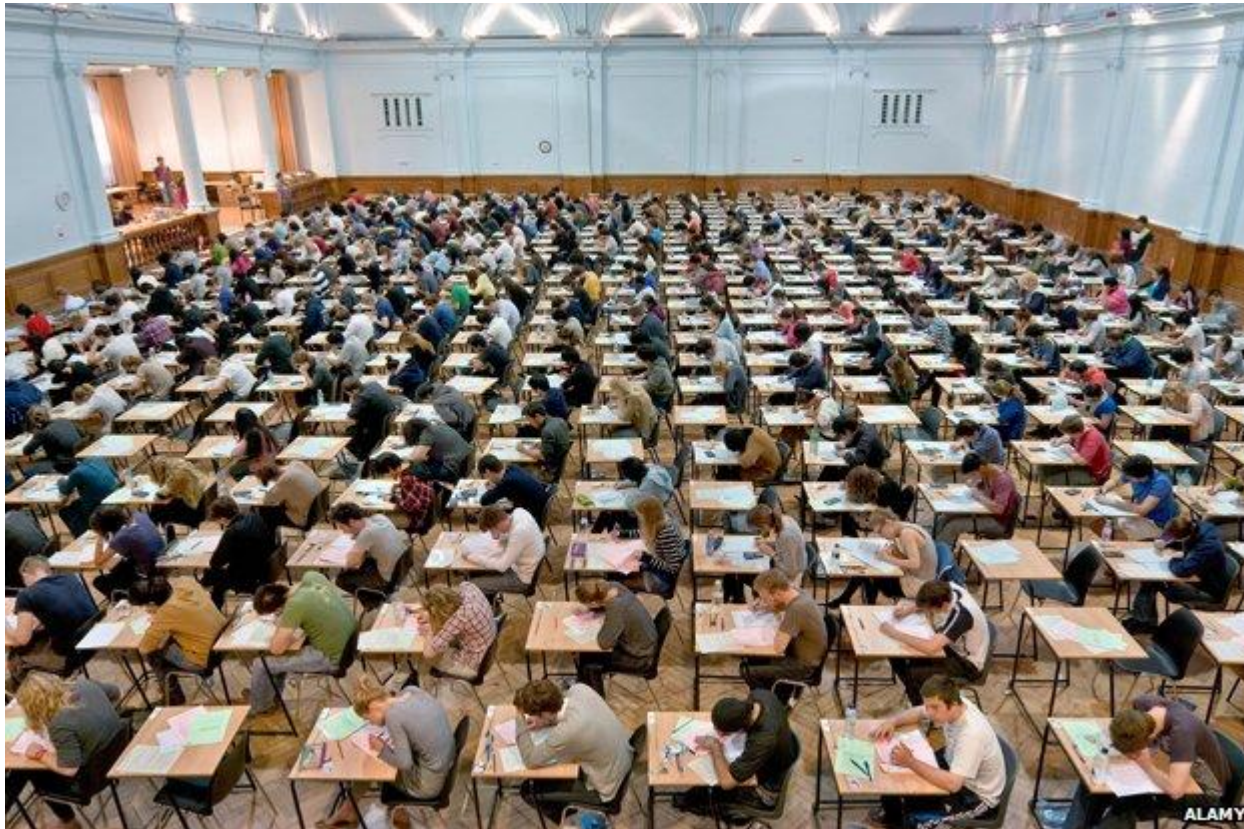


Societies which trust teachers have less need for standardised testing



Conservatism in assessment

Generally low levels of staff assessment (and feedback) literacy (Norton et al., 2013)





Trust in teachers

Innovative assessment thrives when teachers are trusted (Carless, 2009)





Relational trust

Trust as key factor in feedback processes
(Carless, 2013a)





Trust in students?

Students respond to feedback processes based on their own motivations





Faith in students

To carry out peer feedback effectively

To engage in dialogue

To self-regulate



IMPLEMENTATION OF SUSTAINABLE FEEDBACK



Sustainable feedback strategies

1. Teacher-facilitated
2. Technology-enabled
3. Peer feedback and internal feedback
(Nicol, 2010)

Assessment dialogues

Discussing assessment processes to help students understand rules of the game
(Carless, 2006)

The first rule
of any game is
to know you
are in one.





Guidance & feedback

Integrated cycles of guidance & feedback within learning activities (Hounsell et al. 2008)





Failing to connect

Difficulties for lower achievers to make sense of feedback (Orsmond & Merry, 2013)





Exemplars & feedback

Analysis of exemplars can support students in decoding teacher feedback (Handley & Williams 2011; To & Carless, 2015)





TECHNOLOGY ENABLED FEEDBACK STRATEGIES



Technology- Enabled Feedback in the First Year:

A Synthesis of the Literature





Two common strategies

Learning Management Systems



Use of clickers, EVS





Use of Facebook

History students uploaded drafts & received peer feedback (Carless, 2015)

The Facebook logo, consisting of the word "facebook" in white lowercase letters on a blue rectangular background.

facebook



Audio (& video) feedback



Providing recorded verbal commentary
(instead of written feedback?)



Scaling up

Need for more critical research into technology-enabled feedback strategies (Dawson & Henderson, 2017)





Co-edited by Carless, D., Bridges, S., Chan,
C.K.W., & Glofcheski, R.

**Scaling up Assessment
for Learning
in Higher Education**

 Springer



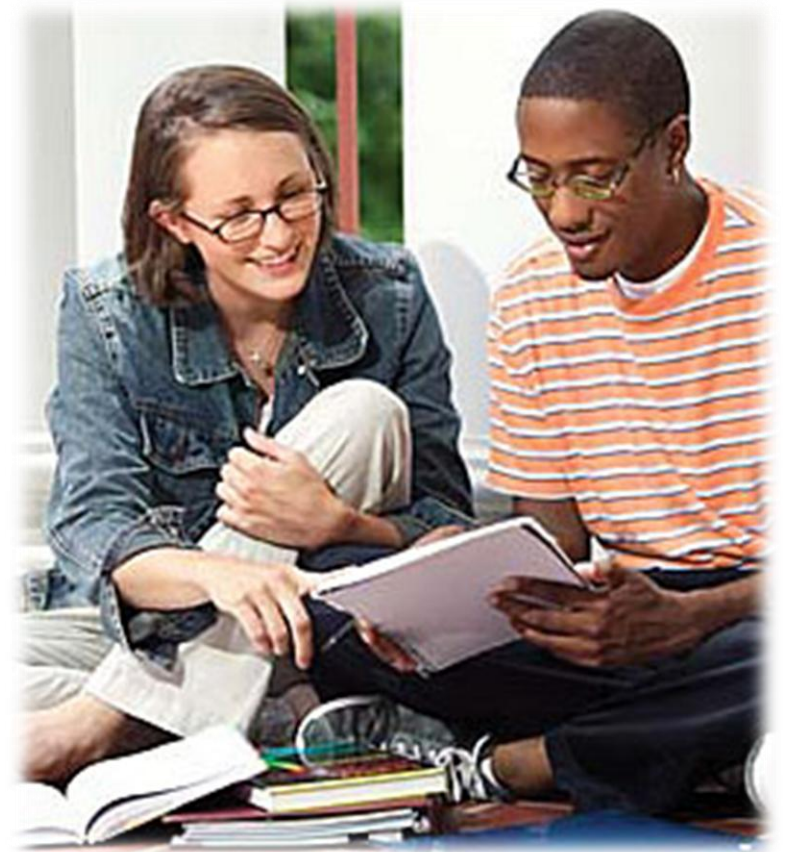
STUDENT ROLE IN SEEKING, GENERATING & USING FEEDBACK



Peer feedback

Potentially more plentiful ...

But peers often viewed as lacking expertise





To give is better than to receive



Providing feedback more cognitively engaging
(e.g. Nicol et al., 2014)



Enhanced student role

Enhancing student role to generate & use feedback (Carless et al., 2011; Hounsell, 2007)





Implications





Programme-based approaches

- Peer feedback embedded
- Plentiful in-course guidance
- Analysis of exemplars
- Trusting relationships developed
- Student self-evaluation
- Students using feedback



Feedback designs

Feedback as integral part of curriculum & course design (Boud & Molloy, 2013)





Feedback literacy

The development of staff (and student) feedback literacy





Good feedback practice

Integration of feedback & assessment task design;

Timely dialogues: in-class, online & peer feedback;

Development of student self-regulation for sustainable feedback



Closing feedback loops

It's only feedback
if learners take
some action





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THANK YOU



Shifts in priorities

| Increase | Decrease |
|--|--|
| In-class dialogic feedback within module time | Unidirectional comments after completion of module |
| Written feedback comments on first assessment task of module | Written feedback comments on final task of module |
| Feedback for first year students | Feedback for final year students |



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Defining feedback

“A dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies”.

Carless (2015, p.192) building on Boud & Molloy (2013)