Welcome to the course Providing and Utilizing Feedback (3/5 op), fall 2016

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Topics for today

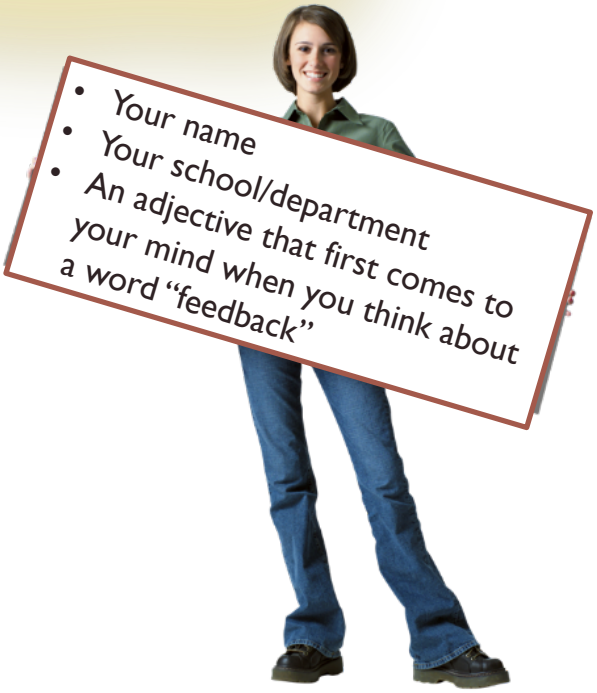
Morning

- Get to know each others and this course
- Your own goals
- Mind maps on feedback

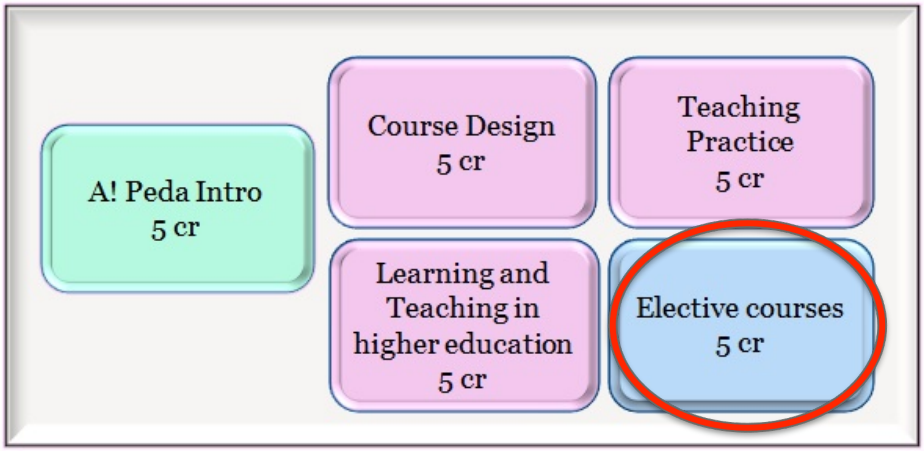
Afternoon

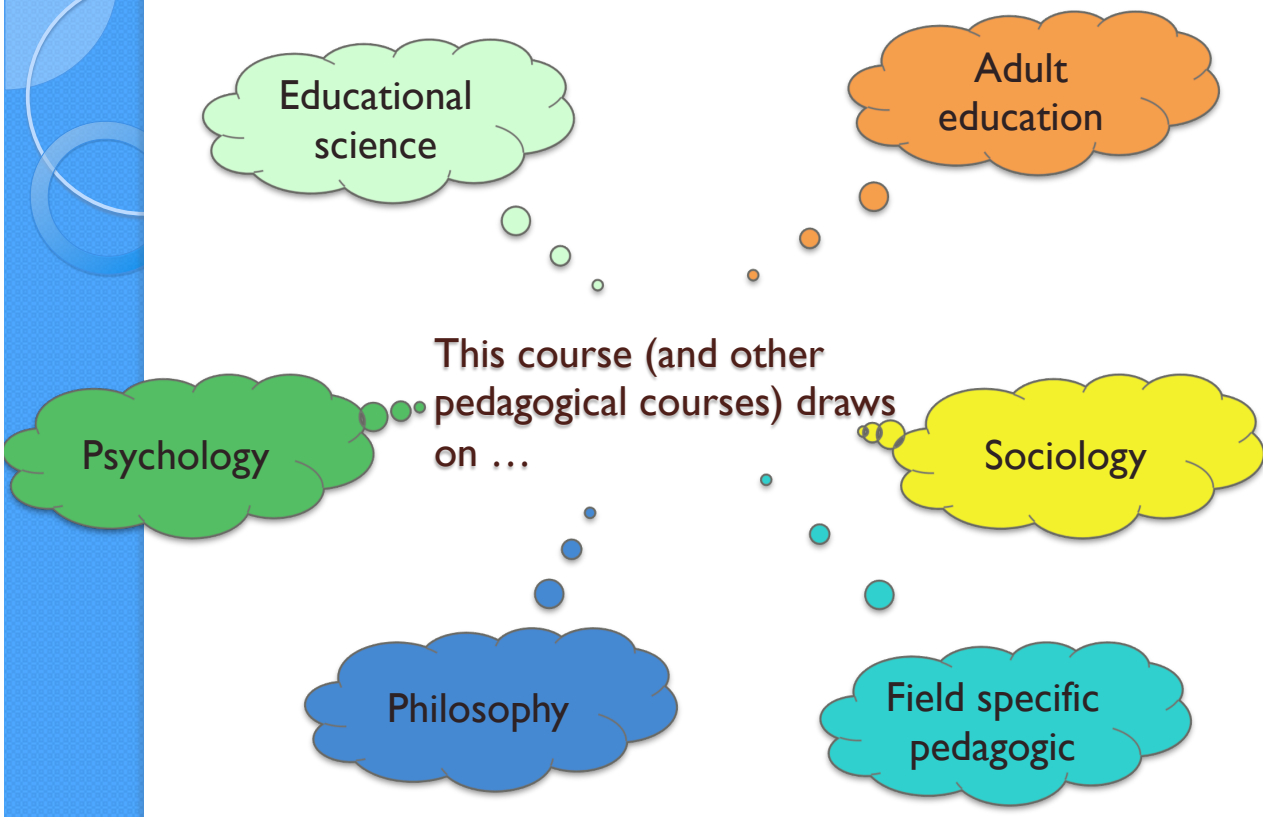
- General system theory as a framework
- Sources of feedback
- Feedback, but on what?

Cocktail party



Structure of pedagogical training program





Learning outcomes:

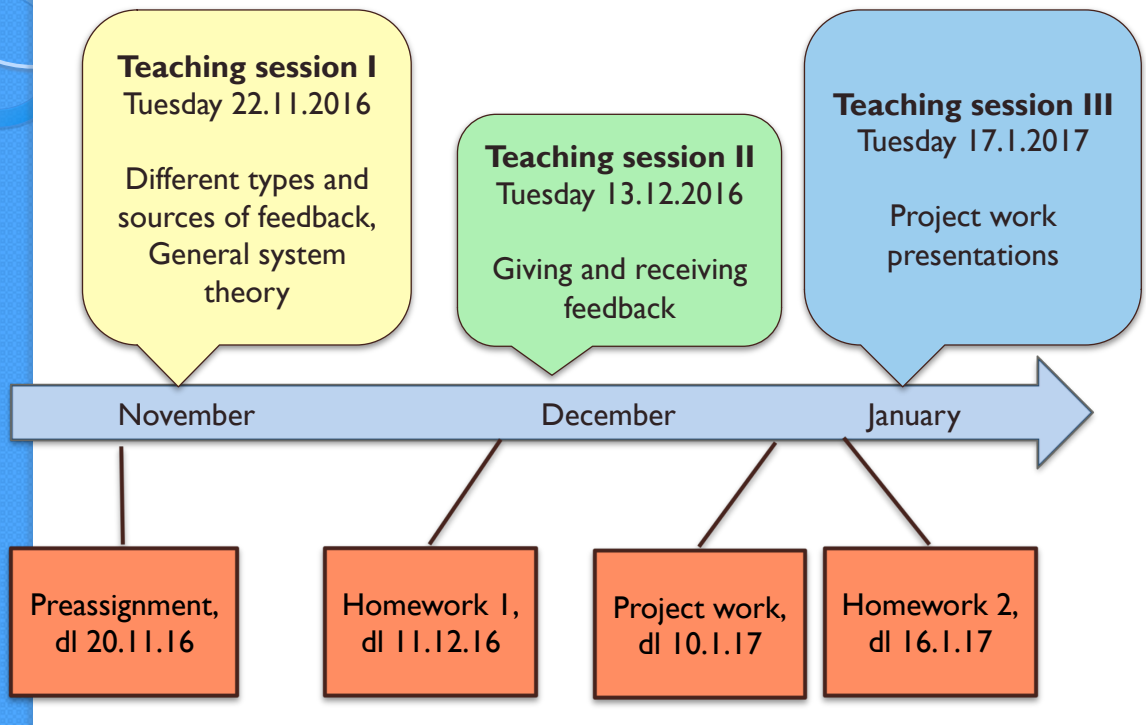
After this course, you

- have widen your understanding of feedback.
- recognize different types and sources of feedback
- have some concrete means to collect and utilize feedback systematically
- are able to provide feedback to different actors, e.g., student, and program leaders
- are able to write an action plan to develop instructional process based on feedback (5cr)
- you have written a process description of how feedback is collected and utilized in your department (5cr)

Content

- Concepts of feedback, feed up, feed forward
- Theoretical viewpoints related to use of feedback
- Receiving and providing feedback
- Providing and utilizing feedback at different levels of teaching organization

Timeline for the course



Homework & project work

- Homework I: Who provides feedback and on what
- Homework II:
  - Providing feedback – practical tips
  - Read 1 development plan and provide feedback on it
- Project work (5 cr): Action plan

Project work (DL 10.1.2017)

Part A: Identification & analysis

- Identify the learning and teaching related phenomenon/process in your course/ department/school that you are interested in developing. Pick one that you (and your colleagues) can affect in some way.
- Identify different actors that relate to the phenomenon.
- What indicates that there is a room for improvement relating to the phenomenon/ process?
- Visualize the phenomenon and processes relating to it as part of a larger system.

Part B: Development plan

- Make a concrete plan to develop your teaching. Divide the development task into smaller entities. Set milestones and schedule for the actions you (and your colleagues) are going to make. Are there some barriers that are hard to cross?
- What would be "the ideal" situation/process like after you have put your plan into practice?
- Define tangible indicators that tell you whether the actions you take are making the kind of changes you aim at.

COFFEE BREAK

Your current thoughts relating to feedback

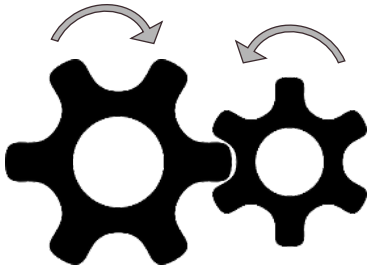
1. Take a look at the mind map on feedback you made as pre-assignment.
2. Form groups of 4 - 5 people. Present personal mind map to the group (3 min/mind map).
3. Discuss the article you read as a pre-assignment for this course (10 min):
    1. What new did you learn about feedback?
4. Draw a collective mind map on feedback based on your own individual mind maps and your discussion. Prepare to present your mind map to the other group. (15 min).
5. Present your mind map to the other group (altogether 15 min = ~7 min/group).

LUNCH

General system theory as a framework to make sense of feedback

General System Theory (GST)

- GST is a holistic way of looking at the goal-directed behavior of complex systems.
- A goal-directed system aims at transforming towards its goals
- Educational systems are open, loosely connected systems that interact with the surrounding environment and structures of society.



Educational system through the lenses of GST

- Educational system is a dynamic system
- By focusing on the whole instead of on individual parts of the system → we can gain a better understanding of the studied phenomenon.
- The focus is not on separate parts of the system but rather on the relationships between the parts.
- An educational system transforms itself towards its goals according to the feedback it receives.
- → the availability and the use of feedback are prerequisites for reproduction of the system.

So, the questions like

- Where do I get feedback?
- What the feedback is about?
- Who provides me feedback?
- Is the feedback in a format I can understand and use?
- What should I do based on the feedback?
- How do I give feedback?
- To whom I give feedack?
- What do I give feedback on?

become focal

WHAT IS FEEDBACK?

Feedback

Hattie and Timperley (2007, 102): "feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding."

Does this definition cover all that there is to say about feedback?

What is your definition on feedback?

One option/tool to make sense of complex system: Feedback loop model

- a tool for systematic analysis of challenges of instructional processes

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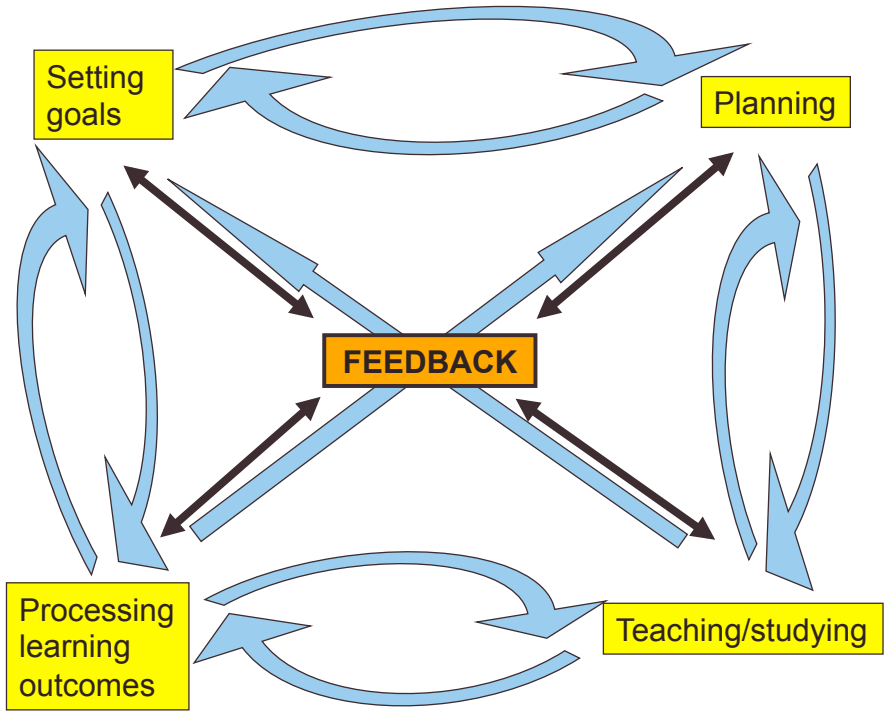
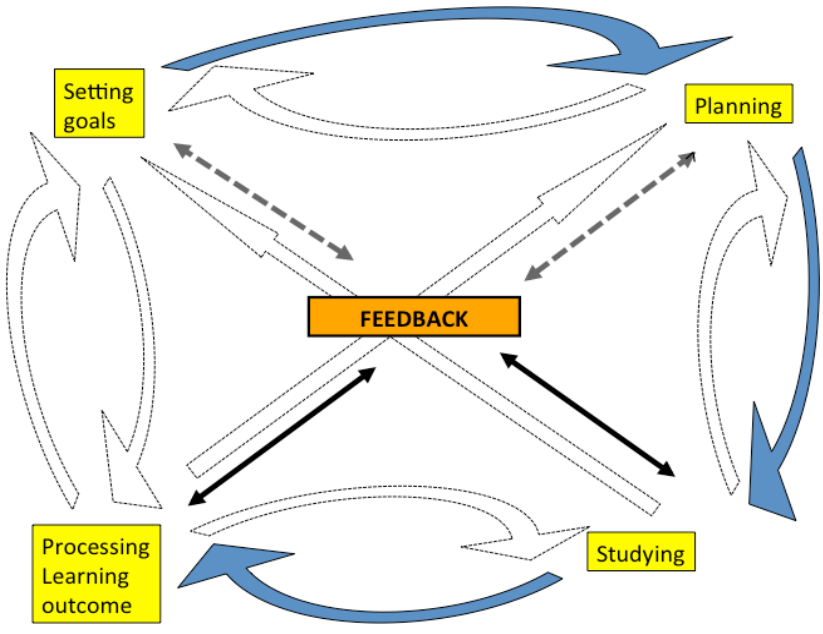
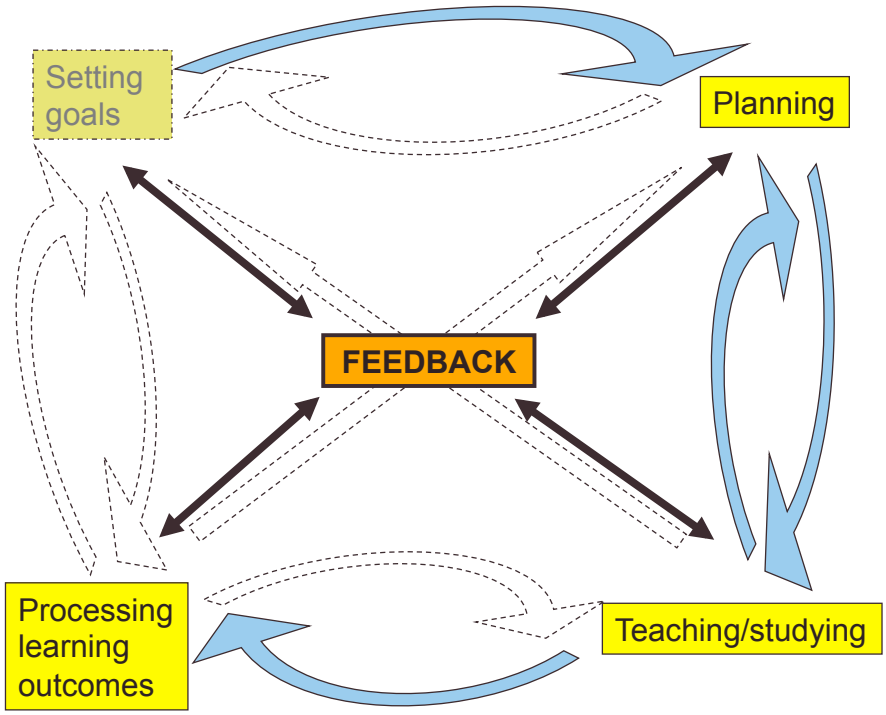


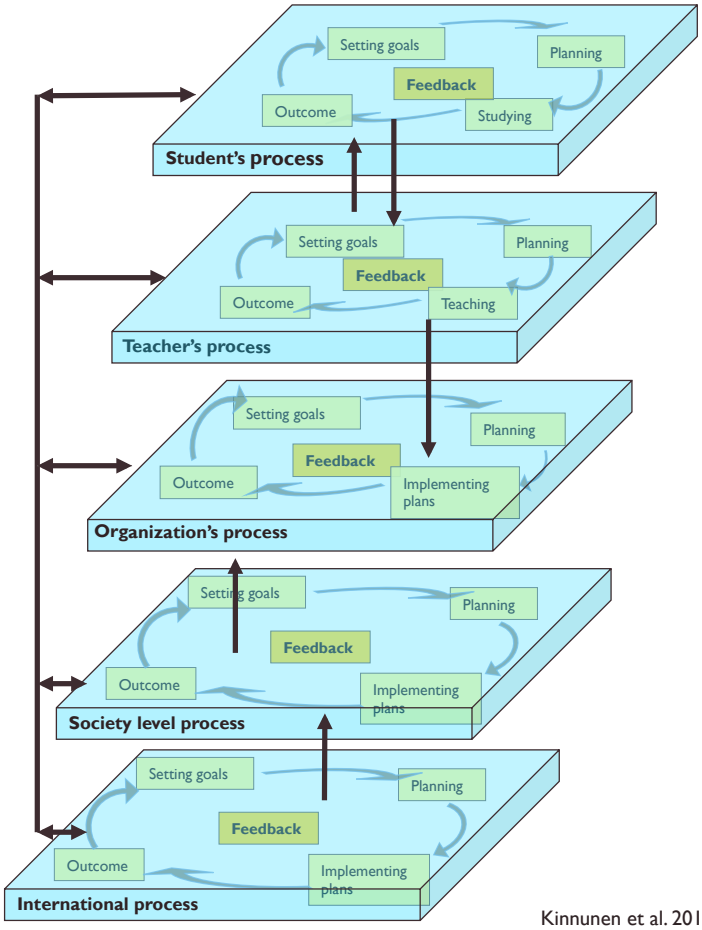
Feedback loop (Kinnunen 2009)



Example 1: The instructional process from a student's viewpoint (Kinnunen 2009)

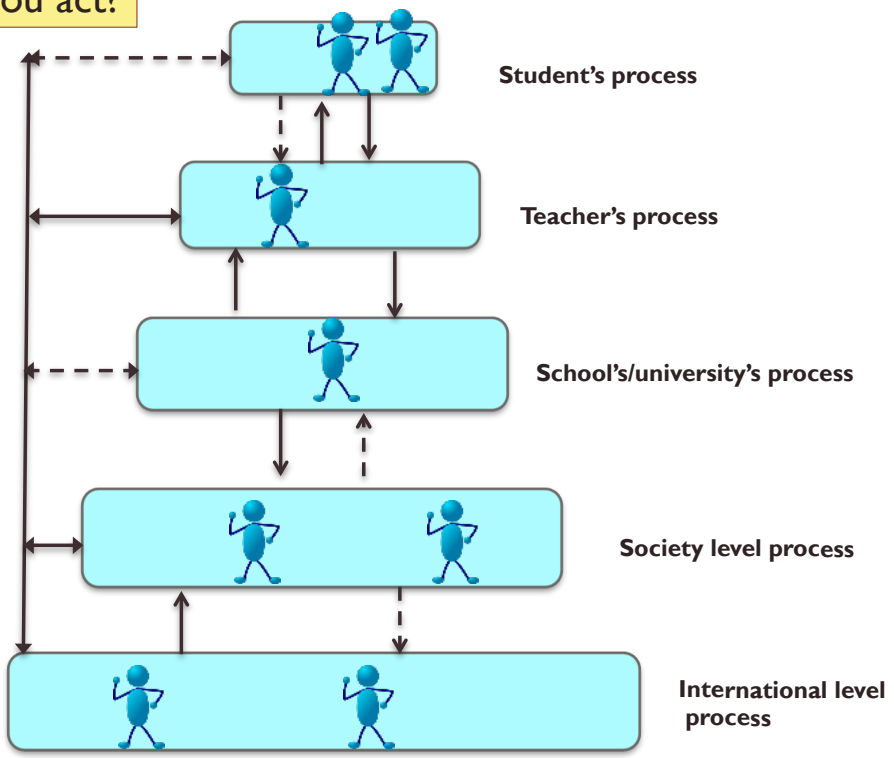


Example 2: The instructional process from a teacher's viewpoint. (Kinnunen 2009)



Kinnunen et al. 2015; Kinnunen 2009

On which levels you act?



SOURCES OF FEEDBACK – AND WHAT THE FEEDBACK IS ABOUT?

Task: Sources of feedback

- Work in a small group and discuss:

1. Who/what provides feedback to the educational system you are part of? Think of actors on different "levels" of the system
2. In what ways you can actively collect/seek for feedback?
3. In what format the feedback is? (raw data you need to analyze further - clear indications what could/should be done next)

- Collect your thought on a table (paper/ excel sheet)

Task: Feedback on what?

- What the feedback you receive is about? Is it about:
  - goals/content
  - Plans/organization of a course/program …
  - Actual teaching, how you/department/school has supported students' studying and learning
  - Outcomes of the process: skill and knowledge level of students
  - Actions you/department/school has taken based on previous feedback

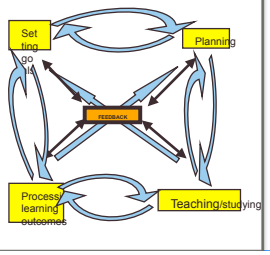
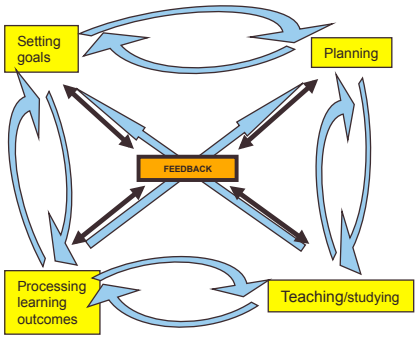


Table: Sources of feedback

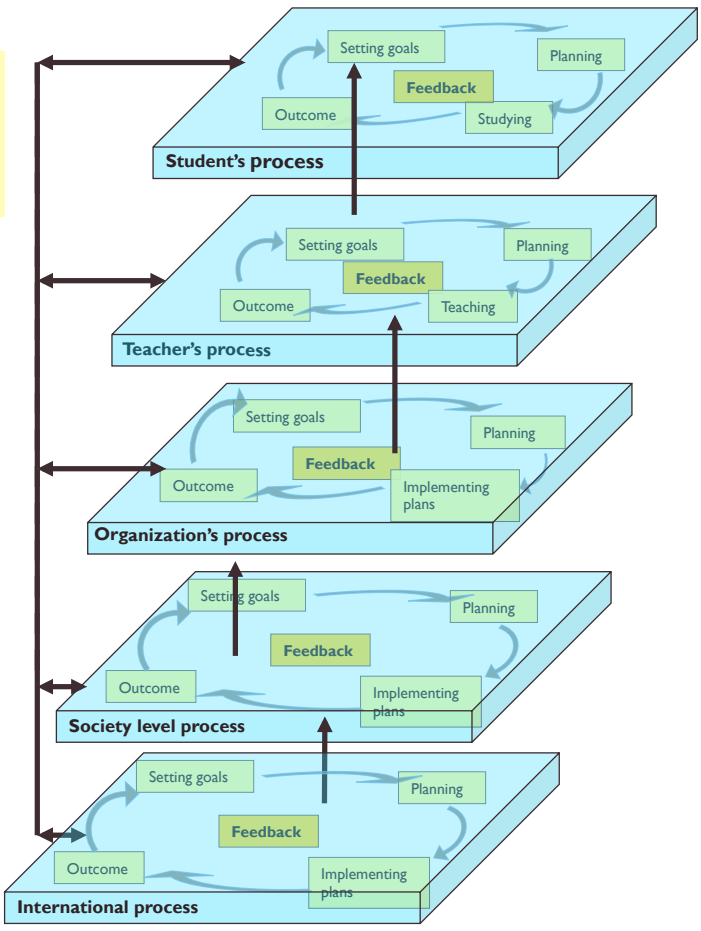
Who (agent/ actor)	Level (course, university …)	Format of the feedback	Which phase of the process feedback relates to

Once you're finished, please submit the table to MyCourses – Teaching sessions – Teaching session 1 – discussion forum.

Please name your file as "Group [your group number]



What are the sources of feedback from other levels of the system?



Homework 1: Who provides feedback and on what

1. Take a look at the excel table: "Providing and Utilizing Feedback - Homework1: Who provides feedback and on what". You can find it from MyCourses. Save it to your computer.
2. Consider the different source and the levels of feedback processes (students', teachers', organizations' etc.). Answer the given questions based on the source.
3. When you answer the questions in the table, think about the different actors and what kind of feedback they provide. For example when you think about yourself, what is your feedback about? Is it about the goals/content or about course design. What about the students? On what they give feedback? Or if you receive feedback from a program leader or an employer what kind of feedback is that?
4. Submit your table in MyCourses – Assignments – Homework 1
5. Deadline is 11th December 2016.

Please give feedback on the first day

- Follow the link and find the feedback form: **http://presemo.aalto.fi/feedback2211**

Reference

- Birnbaum, R. (1988). How Colleges Work. The Cybernetics of Academic Organisation and Leadership, San Francisco: Jossey-Bass Publisher.
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- Kinnunen, P. (2009). Challenges of teaching and studying programming at a university of technology - Viewpoints of students, teachers and the university. Doctoral dissertation, TKK Research Reports in Computer Science and Engineering A, TKK-CSE-A4/09, Department of Computer Science and Engineering, Helsinki University of Technology, 2009. http://lib.tkk.fi/Diss/2009/isbn9789522481955/isbn9789522481955.pdf
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- Meisalo, V., Sutinen, E., and Tarhio, J. (2003). Modernit oppimisympäristöt (Modern learning environments), Helsinki: Tietosanoma.