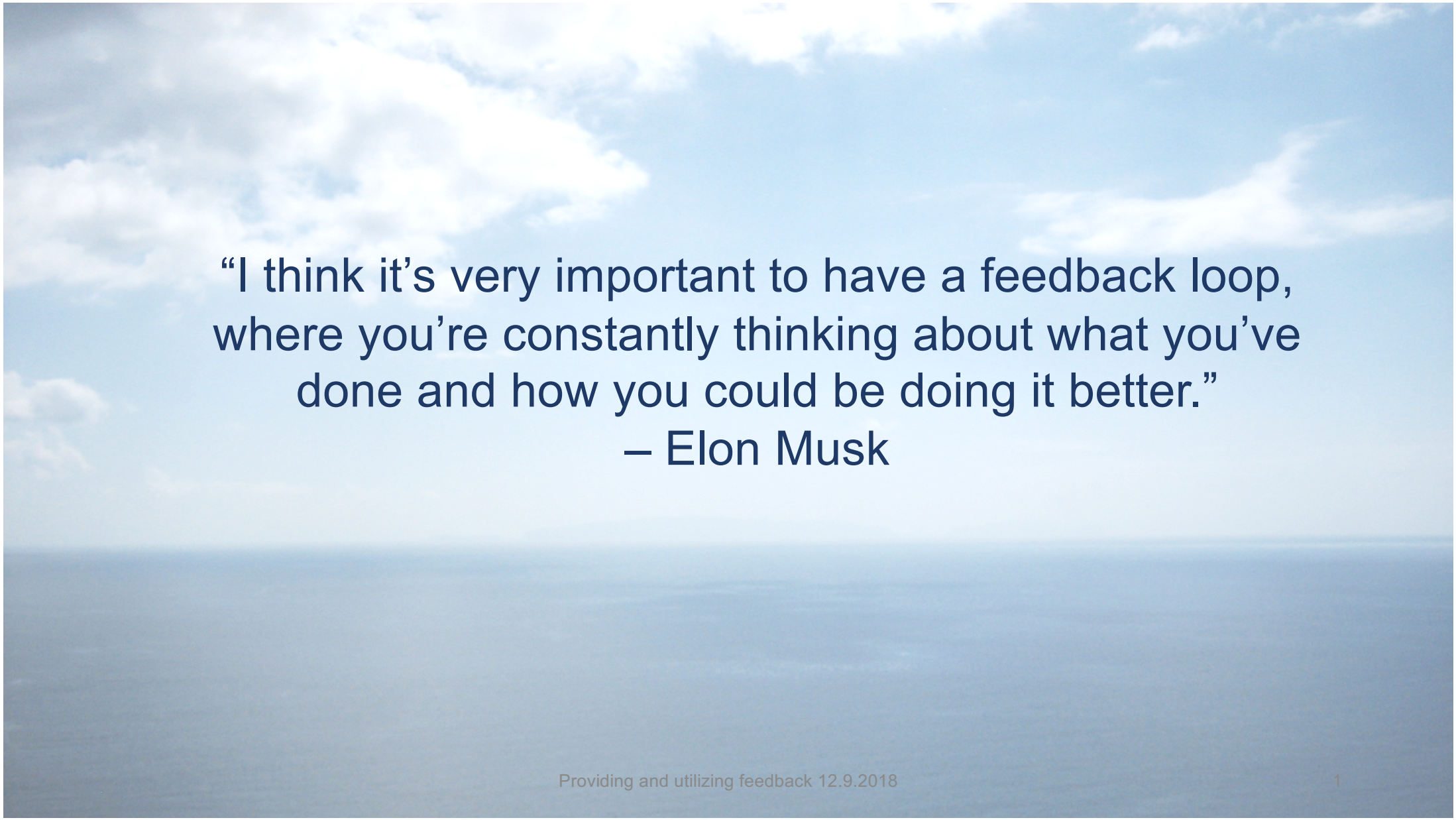
“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.”
– Elon Musk

# PED-131.9000
# Providing and utilizing feedback, fall 2018

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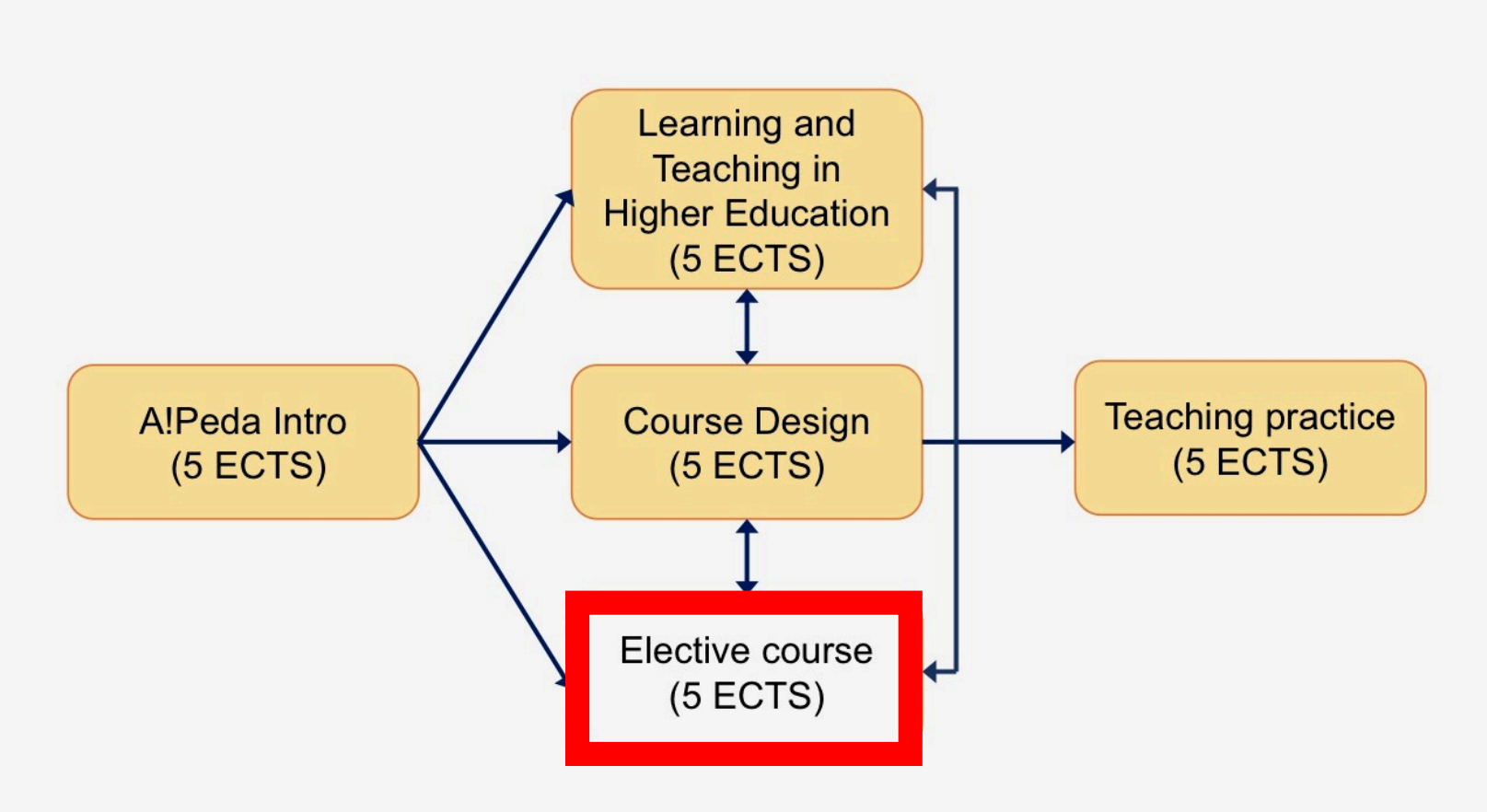
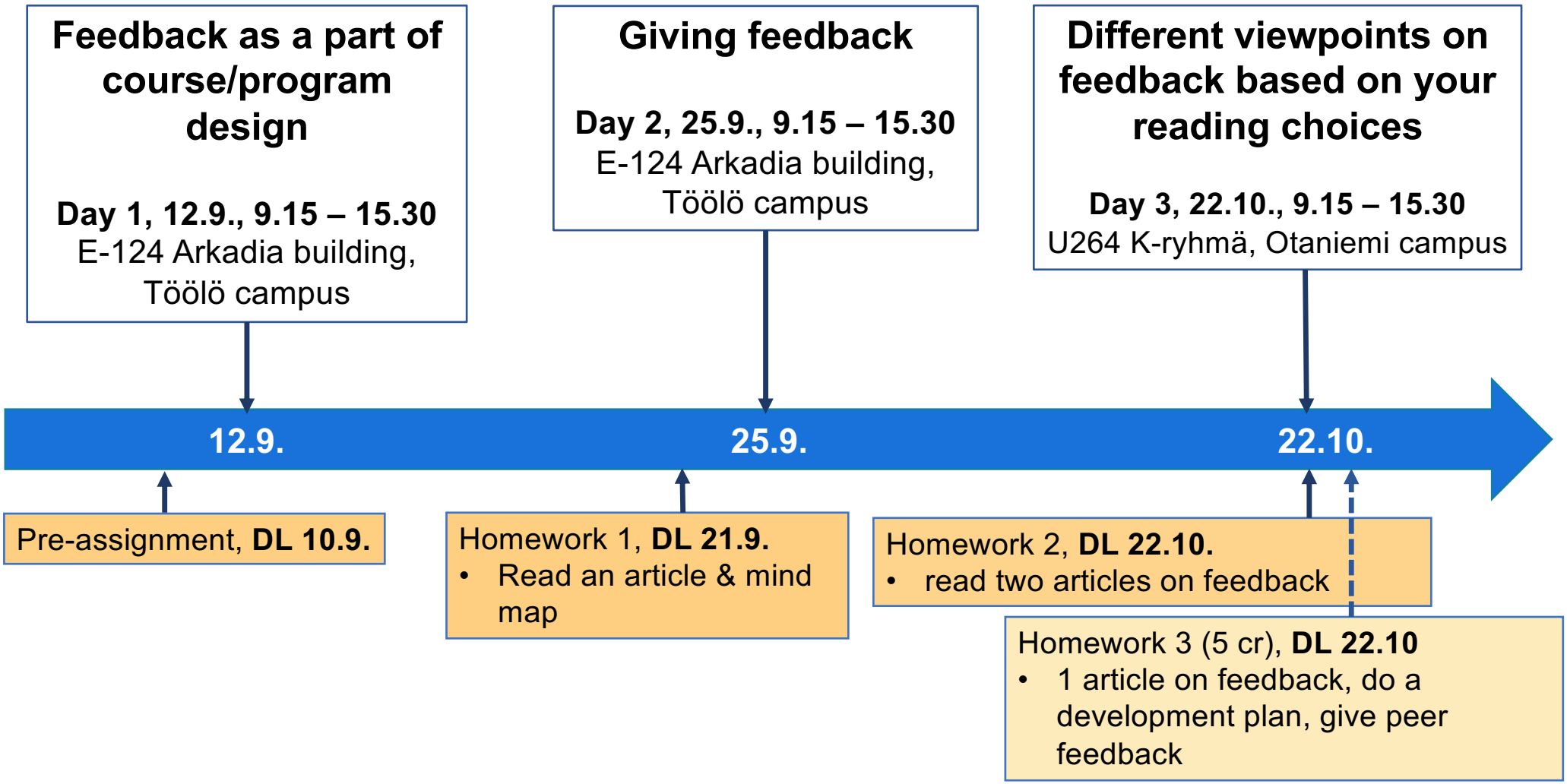
# The structure of pedagogical studies at Aalto

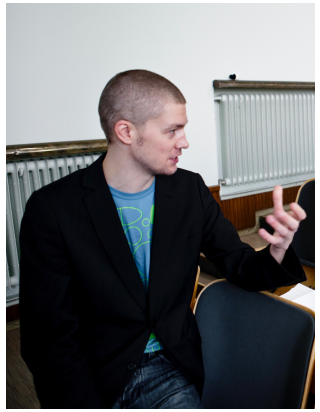


# Nice to meet you!

- Tell your name
- What emotion or an adjective first comes up in your mind when you hear the word feedback?


Feedback as a part of course/program design
Day 1, 12.9., 9.15 – 15.30
E-124 Arkadia building, Töölö campus
Giving feedback
Day 2, 25.9., 9.15 – 15.30
E-124 Arkadia building, Töölö campus
Different viewpoints on feedback based on your reading choices
Day 3, 22.10., 9.15 – 15.30
U264 K-ryhmä, Otaniemi campus
12.9.
25.9.
22.10.
Pre-assignment, DL 10.9.
Homework 1, DL 21.9.
• Read an article & mind map
Homework 2, DL 22.10.
• read two articles on feedback
Homework 3 (5 cr), DL 22.10
• 1 article on feedback, do a development plan, give peer feedback

# Content



## Day 1

- Feedback as a part of course/program design
- General system theory
- Different ways to collect feedback

## Day 2

- What the feedback is about? What is the motivation of giving feedback?
- How to give feedback, GROW
- How to receive feedback, SARA

## Day 3

Different viewpoints to feedback: e.g.

- Feedback & assessment
- Validity of student feedback
- Feedback & online learning

# 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)

## Your wishes

- efficient ways of providing and utilizing feedback in courses
- How to collect/find feedback, how to get fb throughout the course
- How to use feedback to improve the course.
- how feedback can be used/gathered/utilized effectively in  a study program.
- How to give constructive and relevant feedback – in mass courses.
- Assessment/grading
- How to utilize contrary feedback

# Getting the study credits

## 3 cr ~ 80 hours of work

- Attend all f&f teaching sessions
- Homeworks:
  - Pre-assignment
  - Homework 1: read an article and draw a mind map
  - Homework 2: read two articles on feedback related topic:
    - Online courses/assignments and feedback
    - Peer and self feedback
    - …

## 5 cr ~ 133 hours of work

In addition to 3 cr tasks:

- Homework 3:
  - Read one more article on feedback
  - Write a short development plan how you are going to put what you have learned from the articles & course into practice in your own work as a teacher/program director …
  - Give peer feedback on a development plan.


feedback

# Aim of feedback?

To help to bridge the gap between learning goals and the actual level of performance.

# Definition of feedback?

Anything that helps to bridge the gap?

# Definitions

- Hattie & Timperley (2007, 81): “ feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.”

- Evans (2013, 71): “Assessment feedback […] includes all *feedback exchanges* generated within assessment design, occurring within and beyond the immediate learning context, being overt or covert (actively and/or passively sought and/or received), and importantly, drawing from a range of sources.”

feed up

feed forward

feedback

task feedback

assessment

self-assessment feedback

assessment feedback

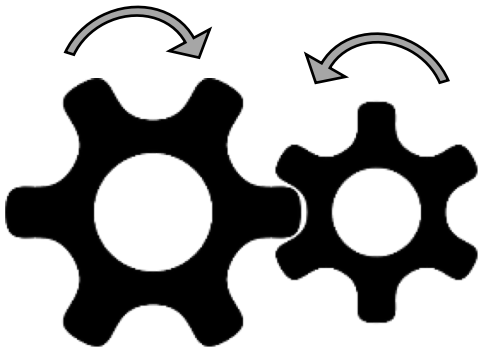
peer feedback

# Feedback as a part of course/program design

General System Theory as a background theory

# 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, dynamic systems that interact with the surrounding environment and structures of society.



# Educational system through the lenses of GST

- 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

- How do I collect feedback?
- Where do I get feedback?
- Who provides me feedback?
- Is feedback actively or passively sought/received?
- What the feedback is about?
- Is the feedback in a format I can understand and use?
- How to receive feedback?
- What should I do based on the feedback?
- How do I give feedback?
- To whom I give feedback?
- What do I give feedback on?

**become focal**


# Teacher’s viewpoint:

# Finding feedback

# Who provides me feedback?
# What the feedback is about?

Collection from your pre-assignment submissions

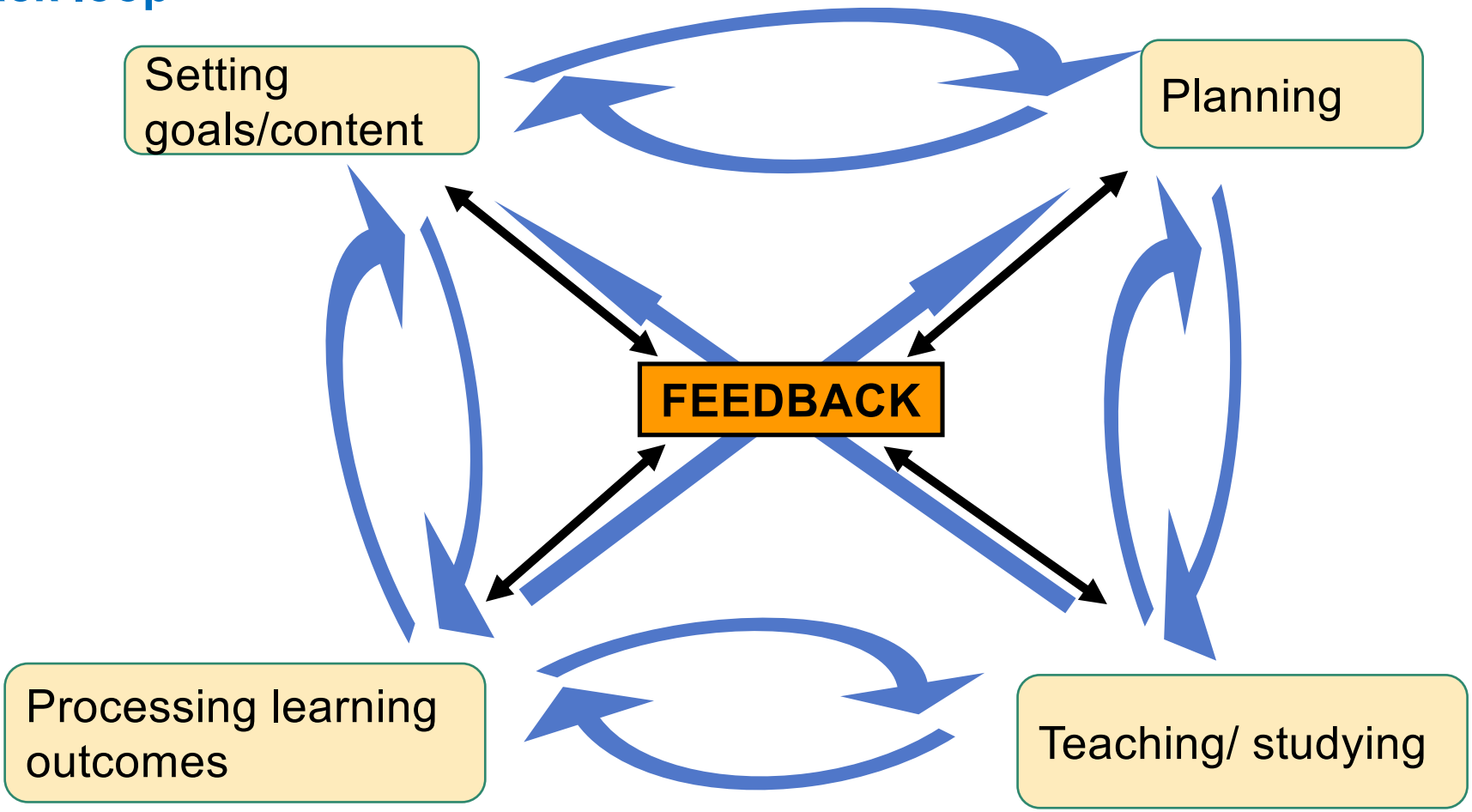
**Who provides feedback?**

- Students
- Other teachers, colleagues
- Self
- Anonymous peer-reviewers
- School administration
- Programme leader
- …

**What the feedback is about?**

- how the course/program is taught or organized
- are learning outcomes realistic or well set
- are teachers clothes pleasant or does she/he articulate well and explain topics clearly
- are course assistants good or bad at teaching
- is the exam well reflecting the contents and topics learned in the course
- is the project work too tough or time consuming
- …

## Feedback loop

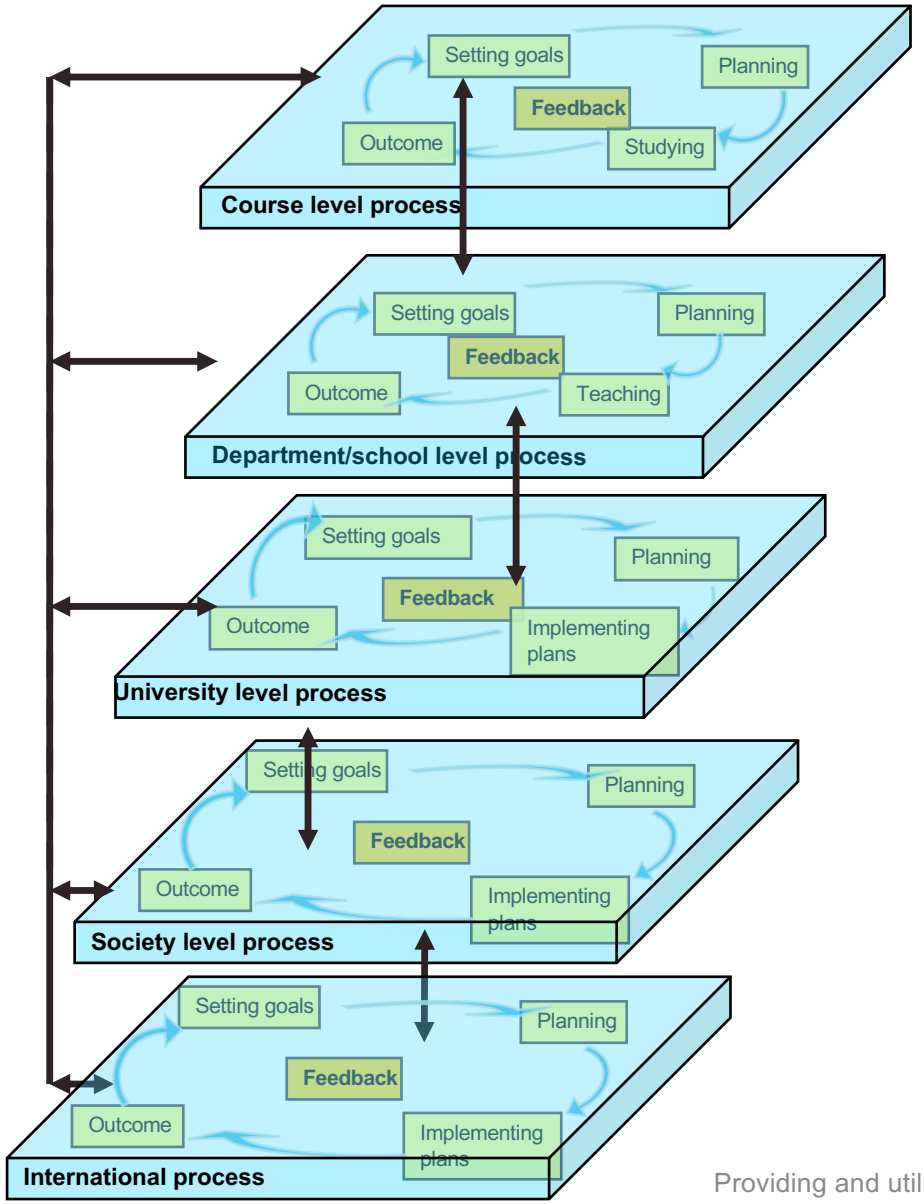



(Kinnunen 2009)

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

What the feedback from other levels of the educational system is about?

On which levels of the teaching and learning process you act?




(Kinnunen et al., 2015)

# Lunch

- Proffa
- Antelli
- Twisted
- Konniciwa

# Your turn!

- Take a look at your pre-assignment b (who provides feedback and on what)

- Fill in the “Who gives feedback” table based on your answers to pre-assignment and your discussion in a group. E.g. who gives you feedback on course level goals/content?

| | Course level | Department/ school level | University level | Society level | International level |
|---|---|---|---|---|---|
| Goals/ content | | | | | |
| Plans | | | | | |
| Teaching/ learning | | | | | |
| Learning outcomes | | | | | |

# Make a poster in small groups

# Feedback at a course level

- Feedback for what purpose? What do you use the feedback for?
- Is there feedback that you cannot utilize?
- Give examples of different ways of collecting feedback:
  - Different ways and “assignment” types that you can get feedback on your course
  - When it is a good time to collect feedback?
  - What kind of technical tools you have used to collect feedback?
  - How to phrase questions
  - Best practices, lessons learned …

# Feedback at a program level

- Feedback for what purpose? What do you use the feedback for?
- Is there feedback that you cannot utilize?
- Give examples of different ways of collecting feedback:
  - Who or what provides feedback?
  - When do you get feedback? When it is a good time to ask for/collect feedback?
  - What getting feedback requires from a teacher/program director? Does feedback come automatically? Does feedback come in a format you can use?
  - Best practices, lessons learned …

# Homework 1, DL 21.9.

**1) Read the following article.**

Hattie, J., and Timperlay, H. (2007). "The Power of Feedback." Review of Educational Research, 77(1), 81-112. http://rer.sagepub.com/content/77/1/81.full.pdf+html

**2) Draw a mind map on feedback based on the article and your own thoughts on different aspects of feedback. You can use e.g., Mindjet or draw it by hand and take a photo of it.**

Submit your mind map to MyCourses - Assignments by 21.9. Take an electronic or paper copy of your mind map to the next class.

# Please give us feedback

http://presemo.aalto.fi/fb1

# Thank you!

# See you on September 25th

# References


- Chen, D., and Stroup, W. (1993). "General System Theory: Toward a Conceptual Framework for Science and Technology Education for All." Journal of Science Education and Technology, 2(3), 447-459.
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- Kinnunen, P., Meisalo, V., & Malmi, L (2015). Feedback loop model - a tool for systematic analysis of challenges of instructional processes in science education. In J. Lavonen, K. Juuti, J. Lampislekä, A. Uitto & K. Hahl (Eds.) E-Book Proceedings of the ESERA 2015 Conference: Science Education Research: Engaging learners for a sustainable future. Part 11 (co-ed. J. Dolin & P. Kind). 1725 – 1732. Helsinki, Finland. ISBN 978-951-51-1541-6