



Providing and utilizing feedback Day 3, 22.10.2018

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Feedback from Day 2

What did you learn?

“Constructive feedback is not a matter of positive or negative, its constructive on facts.”

“Theoretical aspects of feedback.”

“Feedback from different learning theories' perspective.”

“Basics of methods for giving and receiving feedback..”

“I learned to be more specific in my feedback.”

SCARF, SARA

What would you like to learn more about?

- *“Scientific research on feedback in general.”*
- *“Are there really good practices to use peer assessment in “mass” courses.”*
- *“Some concrete tools to plan/implement feedback mechanisms. I would like to find out how others in the class do it and why.”*
- *“The connection of feedback to assessment.”*
- *“...details of feedback methods.”*
- *“Best ways of giving feedback.”*

Teaching at mass courses

- **Peer assessment, “PeerWise”:** Paul Denny, John Hamer, Andrew Luxton-Reilly, and Helen Purchase. 2008. PeerWise: students sharing their multiple choice questions. In Proceedings of the Fourth international Workshop on Computing Education Research (ICER '08). ACM, New York, NY, USA, 51-58. [many other papers published on the topic too, but this is one of the first ones]
- **Peer Instruction:** look for publications by Eric Mazur

Schedule & themes of today

9.15 Assessment & feedback

Lunch

Jigsaw: different aspects of feedback (reading task):

~ 13.00

- Peer feedback
- Feedback giving methods
- Feedback in online courses
- Student feedback on teaching

Day 3: Intended learning outcomes

- You realize the connection between feedback and assessment
- You have widen your knowledge on several feedback related topics, such as, peer feedback, feedback giving methods, and the relevance of student feedback on teaching/development of teaching

Assessment & feedback

Viivi Virtanen

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Lunch



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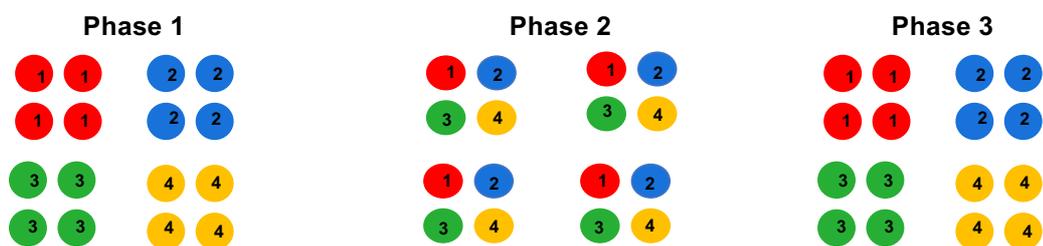
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Jigsaw group work on reading homework (2B and 3A)

Phases 1: In groups of 4-5 people discuss the papers you read as a homework 2B and 3A. (~ 60 min)

Phase 2: Form new groups so that each new group has an expert from groups 1, 2, 3, and 4 (~ 60 min)

Phase 3: Go back to your original group and share the new thoughts (~20 min)



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Jigsaw, phase 1

Phases 1 + coffee break (~60 min): In groups of 4-5 people discuss the papers you read as a homework 2B and 3A.

- Discuss what you learned from reading the paper.
- Make a summary of the main points and plan how you are going to teach the content to the others.
- Prepare couple of questions or discussion topics for the group.

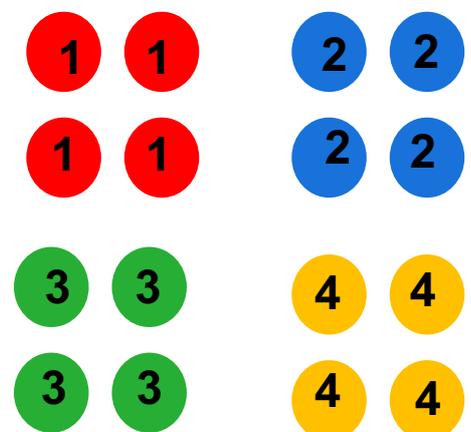
1. Student feedback on teaching: Claudio, Esa, Ilyena, (Eeva-Leena)

2. Methods of giving feedback & assessment: Ana, Dina, Eva, Mika

3. Peer (self) feedback: Alexei, Johanna, Kaija, Rainhard, (Milica),

4. Feedback in online courses: Jari-Matti, Naveed, Pascale, Tommi

Phase 1



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Jigsaw, phase 2

Phase 2 (~ 60 min): Form new groups so that each new group has an expert from groups 1, 2, 3, and 4

Each member teaches others what s/he has learned from the papers and group discussion. (15 min)

Groups:

Ilyena, Mika, Alexei, Pascale

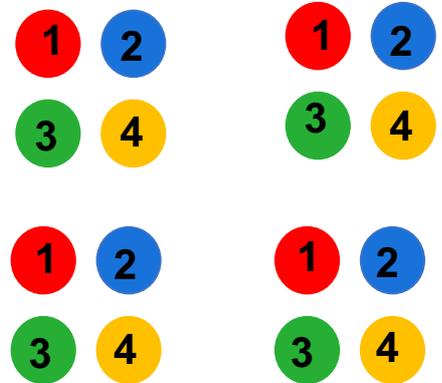
Claudio, Dina, Kaija, Jari-Matti

(Eeva-Leena), Eva, Rainhard, Tommi

Esa, Ana, Johanna, (Milica), Naveed,

1. Student feedback on teaching
2. Methods of giving feedback
3. Peer (self) feedback
4. Feedback in online courses

Phase 2



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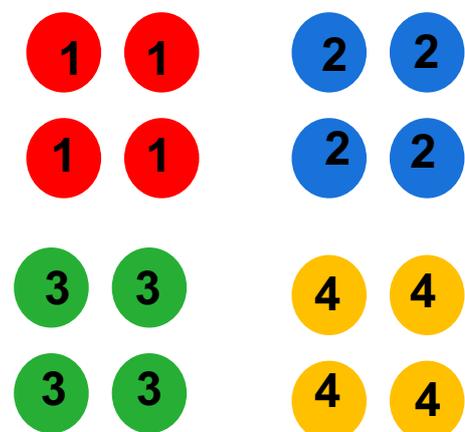
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Jigsaw, phase 3

Phase 3 (~20 min): Go back to your original group and share the new thoughts. Make a collective mind map on feedback based on what you learned in phase 2 and earlier in the course.

Present your mind map to others

Phase 3



Homework 3C (5 cr version of the course): peer feedback. DL 1.11.

- Provide peer feedback on one of your colleague's development plan by posting your comments to the discussion forum (reply to the post that includes the original development plan) in MyCourses - Assignments – Submit Homework 3B and 3C.

Upcoming pedagogical courses

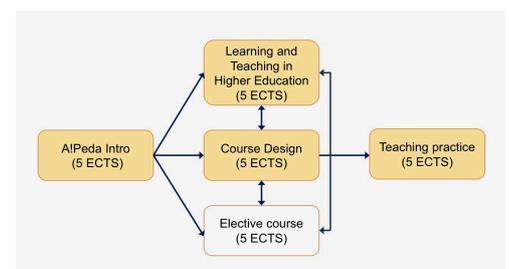
<https://www.aalto.fi/services/pedagogical-training>

Fall 2018:

- Opiskelijan hyvinvointi osana opetusta (3 tai 5 op)

Spring 2019:

- Learning and teaching in higher education (5 cr)
- Teaching Practice (5 cr)
- Opetuksen suunnittelu (5 op)/ (Course Design, online course?)
- Supervision of Master's thesis in English (3 or 5 cr)
- Reading circle – subject matter education research (3 cr)
- Assessment for and of Learning (3 – 5 cr)
- Supporting Teacher's Multicultural Competence (5 cr)
- Kohti joustavaa oppimisen arviointia: sähköiset tentit (in Finnish)



Write a letter to us

- What did you learn in this course?
- What kind of feedback would you give to yourself relating to your engagement in this course
- How could we develop this course further? E.g., suggestions for topics, teaching and studying methods ...

Please submit the letter either as a paper copy or as a document to MyCourses – Materials– Teaching session 3.



Thank you 😊