

YOUR FLIGHT PATH



3. Reflect on a _____ we can use in the 5-step approach

2. Explore a 5- s _____ approach to effective feedback through demos

1. Reflect on the importance of m _____ and different types of f _____

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feedback tep onitoring
 ctivities



**What are the students doing?
What do you think the teacher is doing?**

A



B



C





Guides & supports learners

Allows authentic discourse between teacher & learner

Allows individual learners to ask questions

Informs feedback



<https://www.teachervision.com/blog/morning-announcements/strategies-to-support-student-goal-setting/>

Effective monitoring

Maintains discipline

Allows the teacher to assess (errors, task achievement, challenge, etc.)

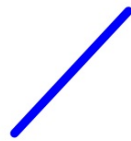
Allows one-to-one time with individual students



Monitoring informs feedback on where the students are right now in their learning and where they're aiming to get to

"The best learning environment is when both teacher and student seek the answer to these questions."

Hattie & Timperley (2007)



- A. Where am I going? (feed up)
- B. How am I doing? (feed back)
- C. Where to next? (feed forward)



Feed up, feed back, feed forward

Where to next? (feed forward)

Very often the answer to this question is 'more' – more tasks and more expectations from the teacher! However, teachers should address this question by giving feedback that leads to *greater possibilities in learning*. This might be more strategies to complete the task, greater challenges, a deeper understanding, more of a focus on fluency – more information given on what is *not* understood.

Where am I going? (feed up)

Teachers should communicate and clarify the goals/purpose to their learners. This ensures goal-directed action thus an emphasis on performance/the process of learning. These goals need to be appropriately challenging and clear to the students. This also relates to setting up clearly in the classroom (giving the purpose).

How am I doing? (feed back)

Feedback is effective when it consists of information about progress and involves teachers, peers and self. It is vital that feedback is given in regards to the above pre-defined goals with a focus on prompting improvement, learning, or development. It is not giving feedback only on a student's current level or ability, and it is not a test result.



In summary...



Goals should be clearly stated and appropriately challenging

SO

feedback should be on the outlined goals.



There should be an emphasis on the process of learning

SO

that feedback leads to greater possibilities in learning (e.g. more strategies, a deeper understanding...)



Feedback should give information about progress involving peers, self and teachers

SO

it is not only on level or ability - a test result is not feedback.



The focus of feedback

Feedback works at 4 levels:

Task

This is feedback on the task itself - correct or incorrect?

How did the students perform?

Process

This feedback is focused on the skills and strategies to complete the task - the process of learning.

Self-regulation

This is to help facilitate self-evaluation and self-improvement.

Self

More commonly known as praise.



Examples of feedback

Task minimally effective

This is correct, but you needed to use the past perfect here.

You need to change this sentence to make it correct.

Self-regulation most effective

Take a look at the learning goals for today's lesson. What went well, and what do you think you need to work on?

How did you feel when completing the task?

Process most effective

Think about how you used the language. Do you think it was persuasive enough? How could you make it more persuasive?

What information can be included to make the writing have more of an impact on the reader?

Self least effective

You're really good at this.

Great job, well done!



Teacher reflection time!

I used to think _____

But now I think _____



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Steps that teachers can take to ensure effective feedback



Step 1 - when setting up the task, get the students to reflect on the aims e.g. what is the purpose of this task/why am I doing it?



Step 2 - during the monitoring stage, the teacher asks useful questions to get the learners focusing on how they are completing the task i.e., focusing on the process (**teacher-led**) or collecting data to use in step 3



Step 3 - feedback on task achievement and the language produced including celebrating good language use, emergent language and error correction (**self/peer/teacher**)



Step 4 - feedback on the process of learning i.e., how did the learner manage the task and what did they learn from the experience (**self/peer/teacher**)



Step 5 - feed forward - what are the next steps?
(**self/peer/teacher**)

Because the task is creative, part of reflecting on task achievement is a reflection on creativity.

Remember this?

What is it?



What it isn't...

It's rectangular and it's made of fabric.
It's circular and it's made of metal.



They're used for cleaning.
They're used for making a mess.



It's used for keeping insects away.
It's used for attracting insects.





Spaghetti Mop for sale!
Get it before someone else does.



Are you sick and tired of your parents or guardians yelling at you to finish all of your dinner or to clean up your room? Now, you can combine the two tasks with the spaghetti mop.

Using state-of-the-art soggy spaghetti dipped in delicious tomato sauce, rub that mop across the floors for a beautiful red, marble effect. It also gives your home a very nice aroma and puts that disgusting dish of spaghetti that your older brother made to good use. Nothing goes to waste, and everyone is happy.

It has an adjustable handle which is made from metal, and it's got adjustable spaghetti ends (soggy or al-dente) depending on the effect you want.

This beautiful tool is yours for the price of only 5 dollars and 22 cents or it can be exchanged for some Pokémon cards. Transaction to be negotiated.

Contact Artemis on spaghettimop@yahmop.mop



Step 1 - when setting up the task, get the students to reflect on the aims e.g. what is the purpose of this task/why am I doing it?

SALES

I'm selling a(n) spaghetti mop!

To GET BUYERS INTERESTED IN THE ADVERT IN THE OPENING PARAGRAPH.	To PRACTISE LANGUAGE TO PERSUADE.	To DESCRIBE WHAT AN OBJECT LOOKS LIKE AND HOW IT IS USED.	To GIVE A BUYER ALL THE DETAILS THEY NEED BEFORE BUYING.
CALL	CALL	CALL	CALL

Step 2 - during the monitoring stage, the teacher asks useful questions to get the learners focusing on how they are completing the task i.e., focusing on the process (**teacher-led**)

Spaghetti Mop for sale!

Get it before someone else does.

Are you sick and tired of your parents or guardians yelling at you to finish all of your dinner or to clean up your room? Now, you can combine the two tasks with the spaghetti mop.

Using state-of-the art soggy spaghetti dipped in delicious tomato sauce, rub that mop across the floors for a beautiful red, marble effect. It also gives your home a very nice aroma and puts that disgusting dish of spaghetti that your older brother made to good use. Nothing goes to waste, and everyone is happy.

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What do you notice about the example advert? How did it start? Was it engaging?

Is there a synonym we can use for 'modern' here?

I love this idea! How can you show the reader what is meant by adjustable?

How can you be more creative with payment?





Step 3 - feedback on task achievement and the language produced including celebrating good language use, emergent language and error correction (**self/peer/teacher**)

Peer feedback works best if it is a **realistic response to the output** i.e. something we would do in real life. When we read an advert, we might discuss whether we will respond to it.

Artemis wrote an advert selling a spaghetti mop. What could I ask the students to do?

You've been scrolling Instagram stores and see some ads. Read each ad and discuss whether you should buy this with your friend.

Discuss the following:



Did the ad catch your eye? Why/why not?



Will you buy it? Was the seller persuasive enough? Why/why not?



Were the descriptions of the product interesting? What adjectives were used?



Do you have enough information about the product?



Do you have any questions about the product? If so, write them in the 'comments' under the ad.





899 likes

eltonix_team

 Add comment...

Is it used or new?

Is it reusable?

Do I have to pay shipping?

Does it come in different colours?

What else can I use other than spaghetti?

Maybe it needs a cooler name!



Step 4 - feedback on the process of learning i.e., how did the learner manage the task and what did they learn from the experience (**self/peer/teacher**)



If you did the task again, what would you do differently and why?

What are you most proud of?

Was the model useful or did you find it restrictive?

What tools did you use to help you write persuasively?

Was it easy to get started?

Did anything inspire you?

How did the comments from your friends change your first draft?



I found it a little difficult to start and the model helped me. After that, I ignored the model!



Spaghetti Mop for sale!
Get it before someone else does.



Are you sick and tired of your parents or guardians yelling at you to finish all of your dinner or to clean up your room? Now, you can combine the two tasks with the spaghetti mop. *Saving you time and hassle.*

Using state-of-the-art soggy spaghetti dipped in delicious tomato sauce, rub that mop across the floors for a beautiful red, marble effect. It also gives your home a very nice aroma and puts that disgusting dish of spaghetti that your older brother made to good use. Nothing goes to waste, and everyone is happy.

It has an adjustable handle which is made from metal, and it's got adjustable spaghetti ends (soggy or al-dente) depending on the effect you want.

This ~~beautiful~~ *must-have* tool is yours for the price of only 5 dollars and 22 cents or it can be exchanged for some Pokémon cards.

Transaction to be negotiated. *Don't miss out - buy it today!*

Contact Artemis on spaghettimop@yahoo.com

I'm proud of the adjectives I used. Some of them were new for me!



Alternatives:

After the writing, show the strips of paper with the aims and the students have to tear a piece off to then talk together in groups to give peer and self feedback. They should find evidence.

After they read all the ads, they write down the name of the student who did particularly well in this aim. They then call on that student to congratulate them or ask them how they achieved it.

Does it have...

An engaging question for the reader at the start the advert?	Call Paul
How the customer can order the object?	Call
Overall persuasion to get the reader to order the object?	Call
A description of the object using adjectives and a description of the object and what it can do?	Call
Creativity to persuade and engage the reader?	Call



Step 5 - feed forward - what are the next steps? (**self/peer/teacher**)

more phrases to persuade e.g. 'don't miss out on...'

need to know

sometimes I don't
have enough time,
other students
write faster worries



selling something
that's so silly and
thinking about
different uses

excites for things
energises

should do/try in the future

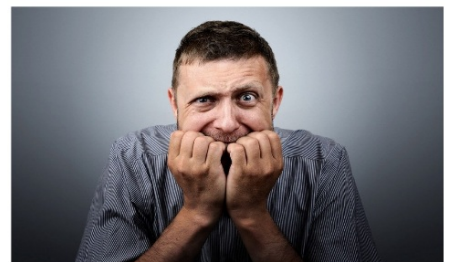
find synonyms for adjectives I use all the time before
my teacher asks me to



Remember this task?



You both work in the market on different stalls, but next to each other. You compete all the time to get customers to buy your objects. In each scenario, you need to persuade the indecisive customer to buy your object.





Student A



Student B



Step 1 - when setting up the task, get the students to reflect on the aims e.g. what is the purpose of this task/why am I doing it?





Step 2 - during the monitoring stage, the teacher notes down the following to give feedback on task achievement and language **(teacher-led)**

Emergent language	Errors	Impressive language use
Functional Language	If <u>I</u> were you, I buy it! I'm agree with you totally.	It's the best purchase you'll make today. You won't regret it!
Vocabulary	It's a convenient bag. It's an essentiality.	Waterproof Anti-slip soles State-of-the-art
Pronunciation	cheap Shoes	Crowded Rising and falling intonation in questions
Grammar	It's used for keep your feet dry. It's much more cheap than the umbrella.	It's far cheaper than the boots.



Step 3 - feedback on task achievement and the language used/ produced including celebrating good language use, emergent language and error correction (**self/peer/teacher**)

1. It's used for keep your feet dry when it rains a lot.
2. This is a convenient bag.
3. It's the best purchase you'll make today!
4. It's much more cheap than the umbrella.
5. It's far much cheaper than his boots.
6. They're waterproof with anti-slip soles.

You get 120 euros to buy the sentences.

You can only bet in multiples of 10.

The more confident you are, the more you might bet!



Students could generate these sentences after listening to a recording of themselves doing the task.



Step 4 - feedback on the process of learning i.e., how did the learner manage the task and what did they learn from the experience (**self/peer/teacher**)



Active Listening Worksheet	
<i>Don't forget to note good things and things they can improve...</i>	
How did they describe the objects?	
How did they persuade you to buy their object?	
How did they respond to the other market seller?	
How did they keep the conversation going?	



Step 5 - feed forward - what are the next steps? (self/peer/teacher)

Let's reflect and respond to your buyer's feedback!
<i>I'm glad the buyer thought... that I described the wellies very well.</i>
<i>During the task, I felt...</i>
<i>To be more successful with ... I need to ...</i>
<i>Next time, I'll...</i>

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Step 1: aims Step 2: process while monitoring

Step 3: task achievement/language Step 4: process (self/peer)

Step 5: next steps (self/peer)

a. Students are writing a haiku about an object on their desk. Teacher has a set of pre-prepared (& some spontaneous) questions and asks them during the task e.g., 'why does this object inspire you?' 'how many syllables are needed here?' 'where can you go to find a new word that will fit here?' **Step 2**

b. Students are given three words (or images) e.g. *Instagram* - *object* - *persuade* and guess what the task is about. **Step 1**

c. Students are given two lightbulbs (two glows) and a flower (a grow). Next to the light bulbs they write what they did well and next to the flower, they write what they need to do next time. **Step 4/Step 5**



Step 1: aims Step 2: process while monitoring

Step 3: task achievement/language Step 4: process (self/peer)

Step 5: next steps (self/peer)

d. Students are given a list of actions that were taken during the task e.g. I selected an item to sell, I took 1 minute to think about how to sell it, I tried to sell it to the customer. Next to each item on the list, they draw how they felt during each stage of the task using a face template. They show their partner and explain why they felt that way. **Step 4**

e. During the task, the teacher has written down good examples of language use and errors on cut up cards (one example per card). After the task, students work in groups. One runs for a card, brings it back to the group and they decide whether it's correct or not. Groups race each other for the most cards. **Step 2/ Step 3**

f. 1-2-3! Students write 1 thing they learnt from the task, 2 things they are proud of and 3 questions they have for next time. **Step 4/Step 5**



Step 1: aims Step 2: process while monitoring

Step 3: task achievement/language Step 4: process (self/peer)

Step 5: next steps (self/peer)

g. Students are given a set of learning objectives for the task, and guess which one is the odd-one-out. **Step 1**

h. Students do a dice debrief. Each side of the dice corresponds to a question:

1. Share one thing you learnt today.
2. Congratulate someone who did a good job.
3. What word/phrase did you learn from the task that you won't forget.
4. What pushed you out of your comfort zone?
5. What would you like to practise more of in the future?
6. How is what you learnt today relevant outside of the classroom?

Step 3/Step 4/Step 5



In summary:

Feedback needs to look at **what** the students did, **how** they did it and **what comes next**.

Feedback can be **teacher-led, student-led** or a mix of the two.

Feedback is an **activity in itself** and therefore, **needs planning!**

Feedback can be **creatively delivered within the theme** of the lesson (the spaghetti mop strands, bidding at an auction).

Self-reflection is likely to be **more valuable** than teacher feedback.

There needs to be **regular opportunities for self and peer reflection** and evaluation so that students become **more confident** in doing this.

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References

Hattie, J. & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, Vol. 77, No. 1 pp 81-112