

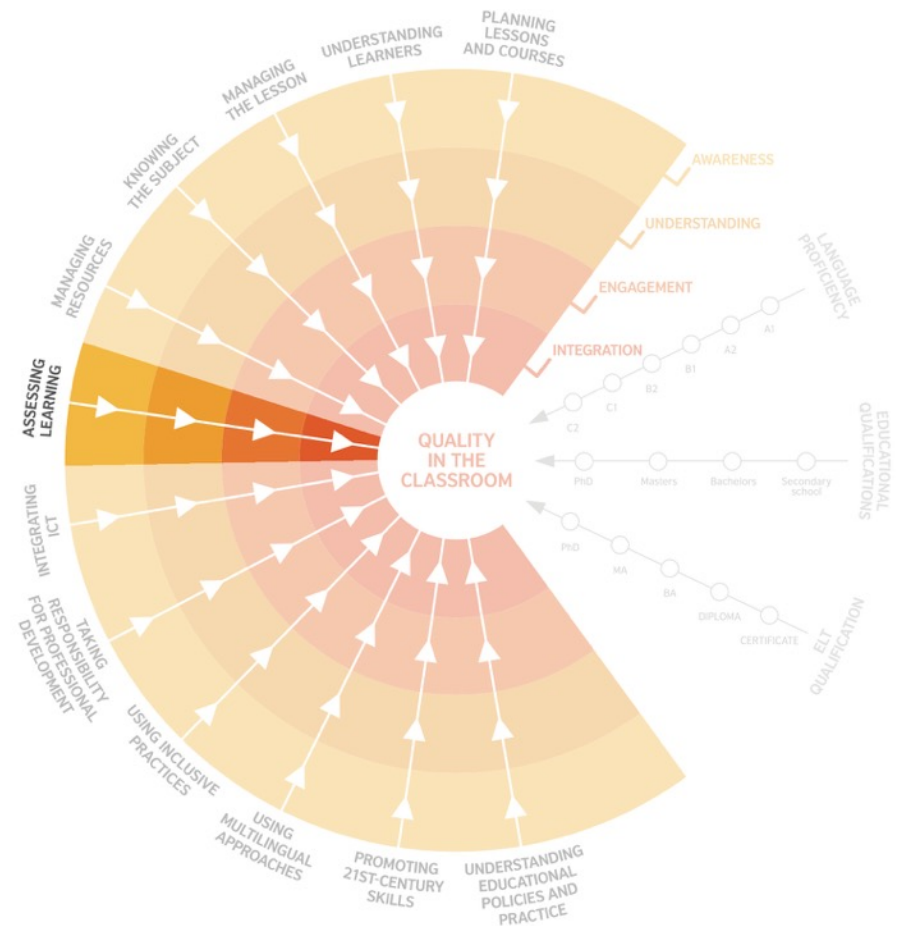
Strategies for Written Feedback

With video from Clare Fielder



Assessing Learning

Professional Practice 6



Module aims

The aim of this module is to support teachers in exploring an element of assessment in learning by providing practical ways of assessing writing with a focus on summative assessment.

Learning outcomes

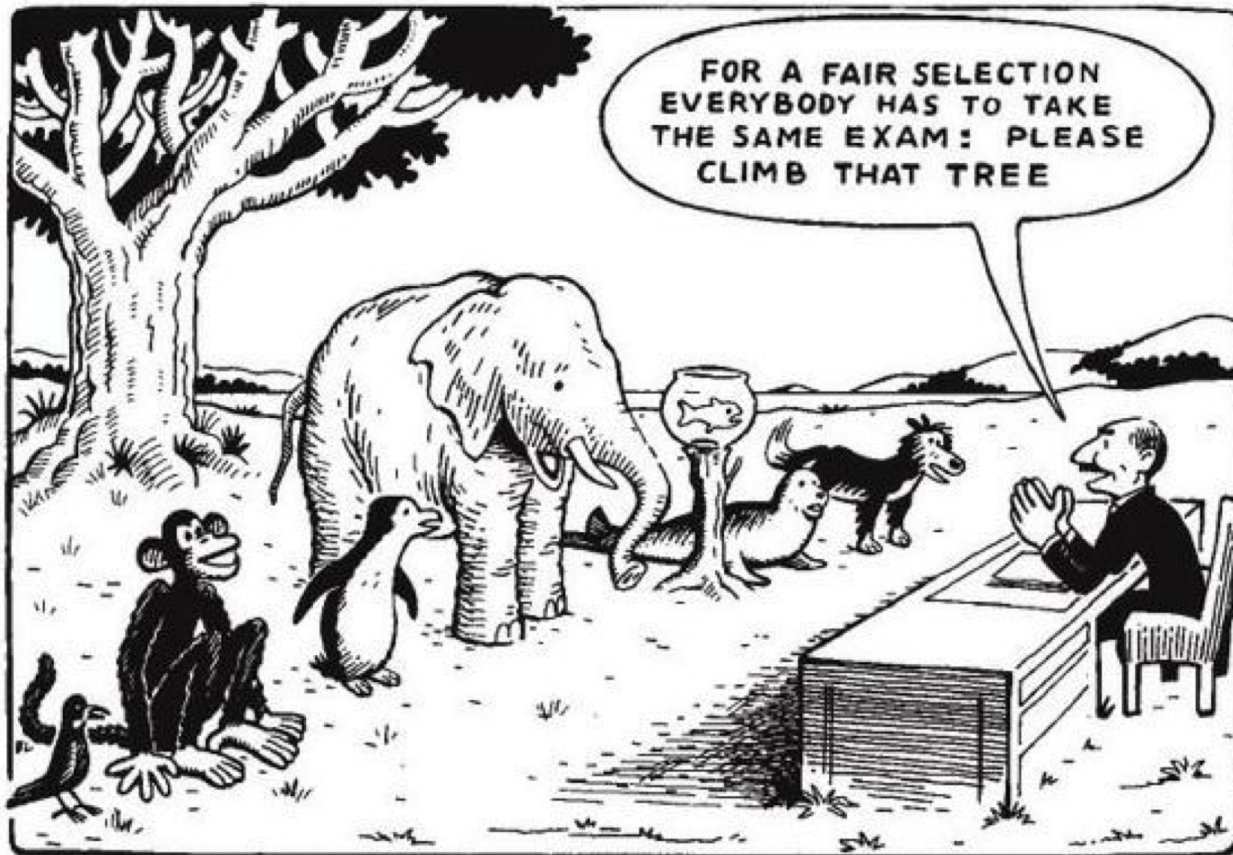
By the end of the module teachers will be better able to:

- Discuss the different ways in which they currently give feedback to their students
- Explore mechanisms underpinning effective feedback
- Examine and analyse four specific feedback techniques (peer review; electronic feedback; audio recording and learner-driven feedback)
- Reflect on the topic explored and apply new learning to their current contexts

Workshop content

- Introduction to written feedback
- Peer review
- Electronic review
- Audio-recording
- Learner-driven feedback

Elements of assessment



What ways do you give feedback?



© Mat Wright

What ways do you give feedback?



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- Peer
- Electronic
- Audio-recording
- Learner-driven

Mechanisms that underpin efficacy

Learner autonomy

Learner-centredness

Motivation

Individualisation

Receptivity

Peer review

How many different ways can you think of conducting peer review?



Peer review

Video 1

Clare Fielder

Your experiences of peer review

- What are the advantages and disadvantages of peer review?
- Do you face/perceive any obstacles with peer review?
- How can we help students to overcome peer review barriers?

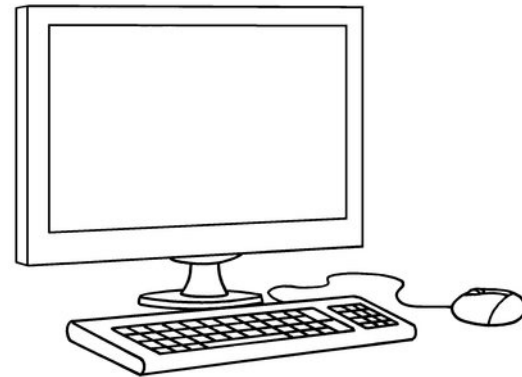
What do the experts say?

Video 2

Clare Fielder

Electronic feedback

- How?
- Why?
- Advantages?
- Disadvantages?



Electronic feedback

Video 3

Clare Fielder

Audio-recording

Answer the questions as you watch Clare's video.



Audio-recording

Video 4

Clare Fielder

Learner-driven feedback

pose questions

footnotes

comment bubbles

delivery mode

interactive cover sheet



Learner-driven feedback

Video 5

Clare Fielder

Reflections

How can these four tools be adapted to your teaching context?



Conclusion

“... a judicious mixture of different feedback sources throughout the writing process and course.”

Ferris, 2008

Formative FEEDFORWARD