BRITISH COUNCIL

STRATEGIES FOR WRITTEN FEEDBACK

Time:

60-90 minutes

Aim:

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

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

Materials:

- Access to the internet, a computer and a projector to play the video and display slides are needed.
- Links to all videos are in the accompanying PowerPoint.
- Copies of handouts for each teacher.

Workshop outline:

Approx. time	Stage	Procedure
5	Warmer – activate schemata	- Ask the teachers to consider what different elements come under the umbrella of assessment and feedback - Look at the cartoon and relate this to teachers' comments - Elicit the nature of assessment of teacher's individual contexts
5-10	Giving feedback	- In pairs or small groups, ask teachers to brainstorm the different ways in which they give feedback to their students - Elicit different types of feedback and add them to the list (peer, electronic, audio-recording, learner-driven etc.) then show slide 8 'What ways do you give feedback?' - Elicit ideas behind what makes feedback constructive
5-10	Mechanisms underpinning effective feedback	- Display slide 9 'Mechanisms that underpin efficacy' and ask teachers how many keywords they recognise - Elicit the meaning of these words and in pairs, ask the teachers to consider how each word might link to giving effective feedback - Facilitate feedback on the task and elicit examples of how any of these elements exist in any of the teacher's current contexts

5-10	Feedback type one: peer review	• Ask teachers to split a big sheet of paper into 4 and tell them that we are going to explore 4 types of feedback using video by Clare Fielder to help facilitate discussion • In the top left-hand square ask teachers to write the title 'Peer Review' • Give teachers a time limit (e.g. 2 mins) and ask them to make a list of the different ways in which you can conduct peer review • Ask two teachers to compare their answers and add any new ideas to their list
10	Video one: conducting peer review	• Watch video one by clicking the title on slide 11 (you will be taken to YouTube so you will need to have an internet connection) • While watching the video ask teachers to make a note of the different ways that Clare suggests you can conduct peer review • Facilitate group discussion. How many of Clare's did participants get, are there any surprising ways, are there any they don't understand?
5	Peer review advantages and disadvantages	• In groups consider the advantages and disadvantages of peer review, highlight any obstacles that you and your students face in your context and any suggestions for overcoming these barriers
10	Video two: expert opinions on peer review	• Watch video two by clicking the title on slide 13 (you will be taken to YouTube so you will need to have an internet connection) • Facilitate group discussion considering the main points presented in the video (i.e. advantages, Lundstorm's study, disadvantages and reasons for low receptivity, and how this can be overcome through learner training and supporting teachers)
5	Feedback type two: electronic feedback	• Ask the teachers to bring their attention back to the big sheet of paper and give the second square the title of 'Electronic Feedback' • In pairs, ask the teachers to brainstorm the four points on the slide (how, why, advantages and disadvantages)
5-10	Video three: conducting electronic feedback	• Watch video three by clicking the title on slide 15 (you will be taken to YouTube so you will need to have an internet connection) • Facilitate discussion considering the main points of the video - how similar were Clare's thoughts to participants' own? What would work in their context? Have they ever used these kinds of tools? Are there any other advantages or disadvantages?
5	Feedback type three: audio recording	• Tell teachers that the third type of feedback to look at is audio-recording • Hand out the 8 while-listening questions (handout 1 – see below) and ask the teachers to read them and predict any answers • Tell them to answer the questions while they watch the next video
5-10	Video four: conducting audio-recording feedback	• Watch video four by clicking the title on slide 17 (you will be taken to YouTube so you will need to have an internet connection) • Facilitate discussion considering the main points of the video (mapping oral comments to written text, the process involved,

		different ways of conducting, advantages – learner-centred, individual, time-efficient, high receptivity etc.)
5	Feedback type four: learner-driven feedback	• Introduce the fourth and final feedback type - learner driven feedback • Display keywords and ask teachers to work in pairs to consider the meaning of these words in relation to giving learner-driven feedback
5-10	Video five: learner-driven feedback	• Watch video five by clicking the title on slide 19 (you will be taken to YouTube so you will need to have an internet connection) • Elicit whole class discussion considering the main points of the video (student-directed: what they want comments on, how they want to receive their comments etc.)
10-15	Reflections	• Ask the teachers to consider all four feedback techniques that they have explored during the workshop and working in small groups consider the question, "how can these four tools be adapted to your teaching context?" • Small group presentations to the rest of the group • Facilitate any final feedback (e.g. key similarities and differences between teacher's opinions)
5	Conclusion/wrap up	• Display the quote and elicit its meaning (i.e. a combination of techniques is best; having knowledge of different strategies helps us to adapt to our learners needs; learner-training essential; formative feedforward)

Ideas for follow up lessons:

● Ask teachers to provide their own examples of different feedback tools used for other skills/systems (e.g. speaking, reading, listening, grammar, vocabulary tasks) as springboard for a follow up class.

● Introduce an action research project with teachers to put a 'feedback tool' into action and report back on findings.

HANDOUT 1

Audio-recording

1. What is most important with audio-recording?

2. What is Clare's process?

3. What does talking 'live' mean?

4. What is vocaroo.com?

5. Why does Clare like audio recording?

6. How much feedback can you give in three minutes?

7. Does tone and intonation play a role in giving audio-feedback?

8. What are some of the benefits that Merry and Orsmond suggest?