

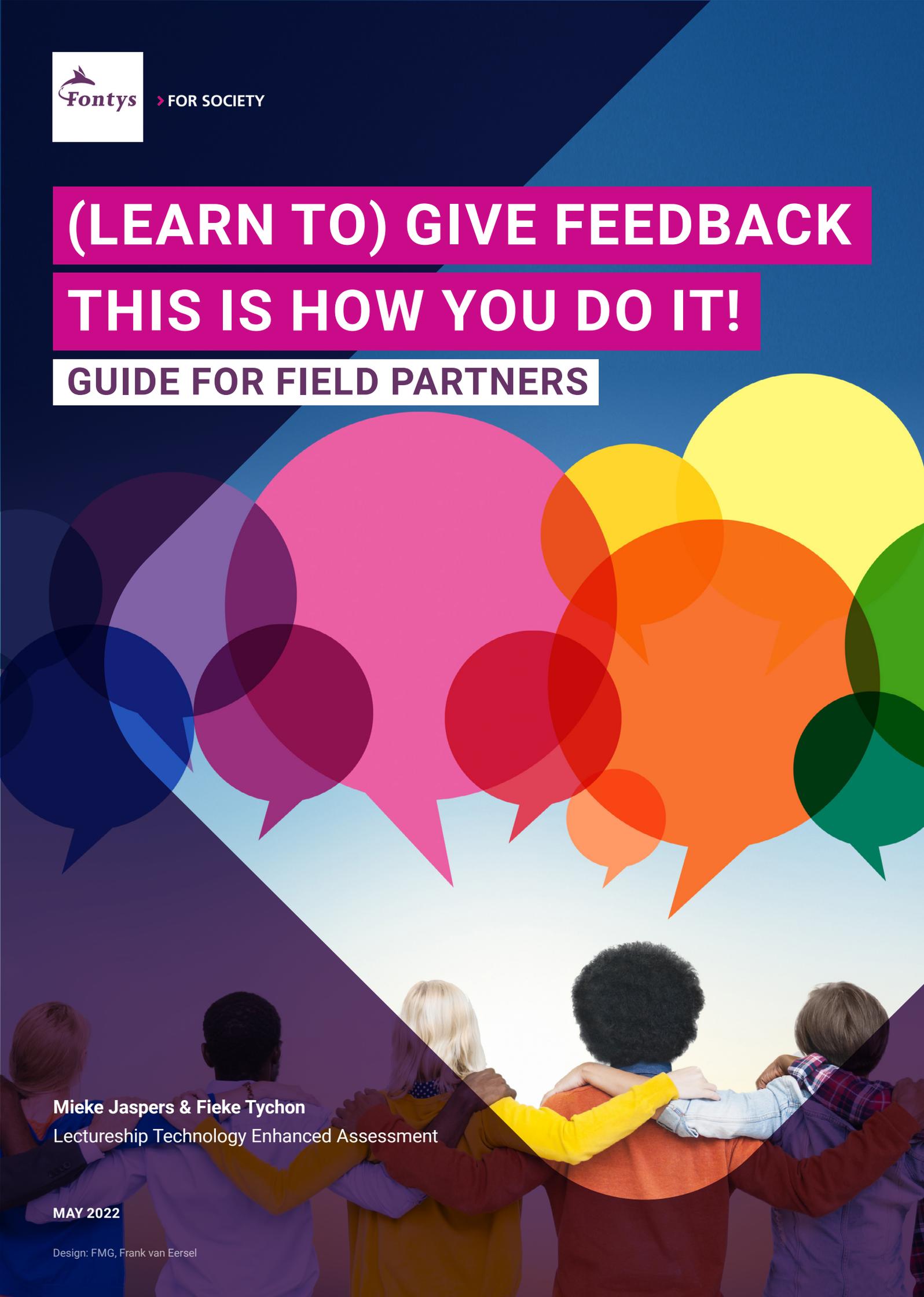


> FOR SOCIETY

(LEARN TO) GIVE FEEDBACK

THIS IS HOW YOU DO IT!

GUIDE FOR FIELD PARTNERS



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➤ Why is feedback important?

Feedback is important for the personal and professional development of the student, but it is not a goal in itself. By giving feedback, the intention is to give the student insight into the current level of performance in relation to the expected level. On the basis of this, the student can take specific action(s) to meet the expected level. As a feedback provider from the professional field, you play a crucial role in the development of the student to become a successful professional practitioner. This guide gives tips on how to ask the right feedback questions so that the student becomes a competent professional who continues to develop throughout their life.

➤ What role is expected of you as a field partner in the feedback process?

As a work field partner, an active role is expected from you with regard to giving feedback. The student is in charge of his own learning process and is not a passive recipient but an intended user. As a partner in the professional field, you also have a role in the feedback process, often as a feedback giver. In addition, the role of the teacher is changing, who in addition to the role of expert also has the role of process supervisor in the student's learning process. Together, you form a professional learning community that wants to learn from, and with each other. This is also called the learning triangle (see figure 1).

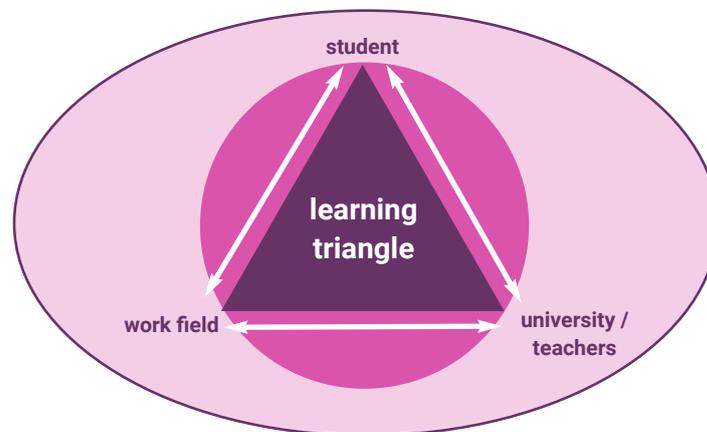


Figure 1 Learning triangle (Duvekot, 2016)

➤ What is feedback?

Feedback is information you give about the student's performance at that moment. Usually, feedback takes the form of questions, remarks or suggestions that are communicated to the student either verbally or in writing by you as the work field partner. In addition, the student also receives feedback from fellow students and lecturers with the main objective of contributing to the personal and professional development of the student, who may later participate as your colleague in your professional practice or field of work.

➤ When is feedback effective?

Feedback is only experienced as valuable by the student when he or she actually understands, accepts, processes and acts upon it (Carless & Boud, 2018). Feedback answers the following three questions, which should be seen in conjunction with each other.

1	Where is the student going?	<i>Feed up</i>
2	How does the student do it?	<i>Feedback</i>
3	How can the student proceed?	<i>Feed forward</i>

By seeking answers to these three questions, the student, as an active user, gathers information about where he stands at that moment in relation to what is expected. The questions the student can ask are, for example, 'how am I doing so far?' and 'what actions can I take? Can you give me some tips on how to proceed?' I myself am thinking of the following actions.

What do you think about that as a work field partner? It is important that the student comes up with suggestions for improvement in the first place and that you enter into a dialogue afterwards.

All three (feedback) questions can be asked on four different levels, whereby asking feedback on process and self-regulation level in particular leads to student learning, with feedback on task level a good third option. Feedback on the self level almost never leads to improvement of the student's learning outcomes and does not contribute to personal professional development (see figure 2).

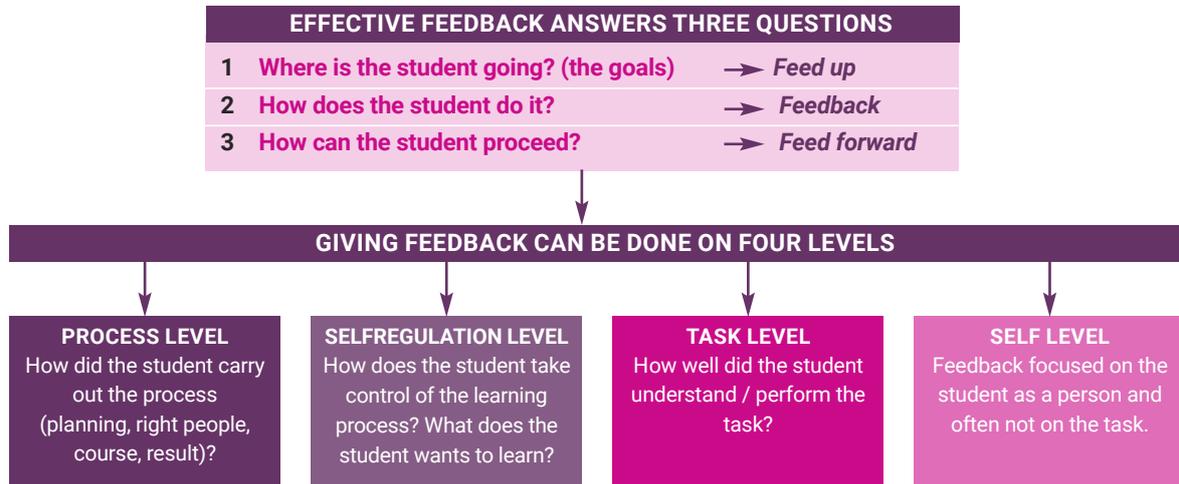


Figure 2 Effective feedback model (Hattie & Timperley, 2007), adapted by Mieke Jaspers and Fieke Tychon (2022)

➤ Be open to questions from students

Many students find it difficult to ask for feedback and to ask the right questions that will help them in their development as a starting professional. As a work field partner, ask questions about the feedback if you do not understand it. As a partner in the professional field, be prepared to show your vulnerability. You will get further together, so have the courage to ask questions!

➤ Using feedback

Sometimes a student receives feedback, which they then consider and evaluate. Feedback does not have to be accepted automatically as true, but the student considers to what extent the feedback is recognisable, whether or not he can do something with it or whether it is possibly a blind spot. Certainly when similar feedback is provided several times and the student does not recognise the feedback, it is useful to reflect on the feedback with the student and open a dialogue to look at possible opportunities for further development.

It is also important to be aware of the emotions that receiving feedback can evoke in the student. The student has to go through the emotion first, before the feedback can be accepted and processed. Then, together with the student, examine why the feedback evokes so much emotion and what role you as a work field supervisor can play in this process.

➤ Zone of development: what are we talking about?

Students learn to ask targeted feedback questions so that the answers help the student to get into the zone of closest development or current development (Figure 3). In this way, feedback contributes to personal professional development. Panic/panicking doesn't help development. If this is the case, ask the student where the feeling comes from and what they can do or needs to get out of the panic zone.



Figure 3 Zones of development (Vygotsky, 1994)

An explanation of the zones of development in figure 3

- **Zone of actual development:** the middle circle represents what a student can do independently and without help. The student can do this himself and the student is confident about this.
- **Zone of nearest development:** The circle around it is called the zone of nearest development and is about what the student can do with the help of fellow students (peers), teachers or work field partners or relevant others.
- **Panic zone:** the outer circle is the panic zone, where the student is not able to learn yet, even with help. When the student enters this circle, the student must ask himself: why is this happening and perhaps the student can act differently in order to get out of the panic zone and especially who can help the student with this?

➤ Some specific tips on how to give feedback to students

As previously described, feedback on the process and self-regulation level is most effective (Figure 2). The matrix of feedback to learn from (table 1) provides practical guidance in example sentences and behaviors of teachers and field partners to work on personal growth and alignment in giving feedback.

Table 1 Matrix of feedback to learn from

	FEEDUP: WHERE AM I GOING?	FEEDBACK: HOW AM I DOING?	FEEDFORWARD: WHAT IS MY NEXT STEP?
PROCESS	<p><i>Feedup sounds like:</i></p> <ul style="list-style-type: none"> • 'The main ideas/concepts in this task are...' • 'These ideas/concepts are related to each other by...' • 'Crucial questions that could be asked about this task are...' • 'Skills needed for this task are...' • 'Strategies that you can use in this task are...' <p><i>Feedup strategies:</i></p> <ul style="list-style-type: none"> • Use graphical planning overviews • Increase complexity • Use higher goals. 	<p><i>Feedback sounds like:</i></p> <ul style="list-style-type: none"> • 'Your understanding of the ideas/concepts of this task are...' • 'Your thinking about this task is...' • 'You displayed... skills at... level.' • 'You exhibited... strategies at... level' <p><i>Feedback strategies:</i></p> <ul style="list-style-type: none"> • The amount of feedback is allowed to grow • The complexity of the feedback may increase • Use clues and hints/signals. 	<p><i>Feedforward sounds like:</i></p> <ul style="list-style-type: none"> • 'To fully understand the learning objective you would...' • 'With the success criteria... would greatly improve your work.' • 'Adding/removing... would improve your work.' <p><i>Feedforward strategies:</i></p> <ul style="list-style-type: none"> • The amount of feedforward may increase • The complexity of the feedforward may increase • Use clues and hints/signals • Provide a challenge.
SELF-REGULATION	<p><i>Feedup sounds like:</i></p> <ul style="list-style-type: none"> • 'How are you going to use the success criteria?' • 'What other ways can you track progress in your work?' <p><i>Feedup strategies:</i></p> <ul style="list-style-type: none"> • Reduce the use of examples • Focus on higher goals and performance 	<p><i>Feedback sounds like:</i></p> <ul style="list-style-type: none"> • 'Are you on schedule with your work?' • 'How do you know?' • 'To what level do you meet the success criteria?' • 'Are you on track to achieve your goal?' • 'How do you know?' <p><i>Feedback strategies:</i></p> <ul style="list-style-type: none"> • Postpone feedback • Feedback may only be for verification. 	<p><i>Feedforward sounds like:</i></p> <ul style="list-style-type: none"> • 'How can you increase your understanding?' • 'How can you improve your work?' • 'What is the next step in your learning process?' • 'How do you know?' <p><i>Feedforward strategies:</i></p> <ul style="list-style-type: none"> • Postpone feedback • Make the learner less dependent on teacher confidence • Increase the self-regulating capacity of the learner.
TASK	<p><i>Feedup sounds like:</i></p> <ul style="list-style-type: none"> • 'Today we will learn...' • 'If this task is successful, it will look like this... (example)' • 'The key criteria for success are...' • 'We are going to look for...' <p><i>Feedup strategies:</i></p> <ul style="list-style-type: none"> • Make it less complex • Use examples • Recognise misconceptions • Use diagnostic test to determine learning goal. 	<p><i>Feedback sounds like:</i></p> <ul style="list-style-type: none"> • 'You do/didn't understand the learning objective with...' • 'You did/didn't achieve the success criteria with...' • 'Your answer/result is/is not what we mean because...' <p><i>Feedback strategies:</i></p> <ul style="list-style-type: none"> • Avoid overemphasising the error analysis • Give feedback directly at the moment • Link the feedback to the success criteria 	<p><i>Feedforward sounds like:</i></p> <ul style="list-style-type: none"> • 'To fully understand the learning outcomes you would...' • 'The following success criteria... would greatly improve your work.' • 'Adding/removing... would improve your work.' <p><i>Feedforward strategies:</i></p> <ul style="list-style-type: none"> • Use the language of the success criteria • Give the feedforward in time • Provide a challenge • Link back to the learning goal.

Source: Brooks, C., Carroll, A., Gillies, R. M., & Hattie, J. (2019). *A Matrix of Feedback for Learning*. *Australian Journal of Teacher Education*, 44(4).
Adjusted by Mieke Jaspers and Fieke Tychon (2022)

➤ Attachment 1 Which feedback questions can students ask?

It is quite difficult to ask the right feedback questions that improve learning outcomes. Students usually ask feedback questions as shown in Table 2.

Table 2 Four different feedback questions from students (de Kleijn, 2022)

1 'I'm stuck, what should I do?'

2 'Is this good enough?'

3 'What do I need to improve?'

4 'Is it good (enough) now?'

(The following section is taken from '(Learn to) ask for feedback. This is how to do it! - Guide for students')

When you ask the questions above and do not formulate a targeted feedback question, you leave it up to the other person what to do, and you also become too dependent on the other person's judgement, and that is not the intention. After all, you are in the lead of your own learning process. Depending on which question you ask, you will get a response. Therefore, consciously try to (learn to) ask the right question that contributes to your further development. Asking the right question takes practice.

The following explanations and mnemonics **POWER**, **CLOSER**, **SPARR** (devised by the authors as an aid) and **SUPER** will help you (learn) to ask the right question at the right time (de Kleijn, 2022).

1 'I'm stuck, what should I do?'

POWER

RE 1: 'I AM STUCK, WHAT SHOULD I DO?'

Instead of 'I'm stuck, what should I do?' you can also show how far you have come and then ask for feedback. This can be a feedback question for your peers, teachers or people in the field. **POWER** is a mnemonic that can help you focus on your feedback question and how to ask it:

- **P**roblem description: *what is the problem I am facing?*
- **O**ptions or Solutions: *which solutions do I see (and have I tried)?*
- **W**eighing up options: *what are the consequences of these solutions?*
- **E**veryone's own choice: *Which solution would I choose without assistance?*
- **R**equests for feedback: *Can you give me some feedback on this?*

2 'Is this good enough?'

CLOSER

RE 2: 'IS THIS GOOD (ENOUGH)?'

Instead of 'is this good (enough)?' it is important to make clear to your feedback provider in what context you are asking for feedback. It makes a difference, for example, whether you as a student see your work/performance as almost finished or whether it is a first rough draft. In addition, be clear about what you would like to receive feedback on and why.

To ask your peers, teachers, work field partners a question rich in information you can use the mnemonic **CLOSER**:

- **C**ontext: *How much time and energy have I put into this work? Is this my best version?*
- **L**earning **O**utcome: *Which part do I want feedback on?*
- **S**elf-Evaluation: *'to what extent does my performance match the description of the learning outcome / assessment criteria / success criteria?'*
- **R**equest feedback: *Can you give me feedback on this?*

3 'What do I need to improve?'

SPARR

RE 3: 'WHAT DO I NEED TO IMPROVE?'

If you ask 'what do I need to improve?' you are risking entering the outermost phase of the zone of development: the Panic Phase (Figure 3). It may be that reading/hearing the answer will give you more feedback than what you are actually waiting for at that moment.

When you ask your feedback question, you want to focus on the most important points of improvement for you at that moment.

With the **SPARR** mnemonic, you can ask your feedback question in a targeted manner:

- **S**tatus of **P**erformance: *how far have I got with my work/performance so far?*
- **A**chieved: *I think it is already finished / meets the expected level?*
- **R**equest questions and **R**eflection: *Can you give me feedback on this?*
 - *As a feedback provider, what do you think are my most important blind spots at the moment?*
What do I not yet see and where can I improve?
 - *How do I reflect on this, what are the consequences for possible actions that I will undertake?*

4 'Is it good (enough) now?'

SUPER

RE 4: 'IS IT GOOD (ENOUGH) NOW?'

If you have asked for feedback before and have taken action, you may want to know afterwards whether it is good (enough). Because the person whom you ask for feedback, probably provides feedback to several students, he or she may not remember exactly which feedback was given to you before. That is why you make it easier for the person giving the feedback, but also for yourself, to (digitally) summarize the feedback you have been given previously, including the actions you have taken or will take and who can support you in this. Also check whether you have understood the feedback. You can also indicate what emotions the feedback has evoked in you (positive/ negative / activating / deactivating). Not every feedback contributes to your learning process. To ask your peers, teachers, work field partners this feedback question you can use the mnemonic **SUPER**:

- **S**ummary: *What feedback have I received before?*
- **U**sage: *How did I use that feedback?*
- **P**roduct/Performance: *How is that reflected in my improved product or performance?*
- **E**motions: *What emotions did it evoke and how did I deal with it?*
- **R**equest questions: *Has my work really improved as a result? I think so!*

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