eLSE

INTERNATIONAL SCIENTIFIC CONFERENCE
eLearning and Software for Education

Bucharest

April 30th - May 1st, 2020

THE USE OF FEEDBACK BY STUDENTS - PRACTICAL IMPLICATIONS FOR THE FUTURE LEARNING PROCESSES

Laura PONS, Elena CANO, Laia ALGUACIL, **Nicoleta DUTA**,
University of Barcelona, Spain & University of Bucharest, Romania

Content

1. Theoretical framework

1.1. Assessment: Students engagement is a must to achieve evaluative judgement

Educational research has stated the main characteristics of the good assessment practices.

Boud (1995)

Biggs (2005)

Sadler (2010)

Nicol and Macfarlane-Dick (2006)

Nicol, Thomson and Breslin (2014)

Boud & Molloy (2015)

Yang & Carless (2013)

Hattie & Clarke (2018)

Tai, Ajjawi, Boud, Dawson & Panadero (2018)

Rossi et al. (2019)

1.2. Feedback; The key element for fostering Self-Regulated Learning (SRL)

Characteristics of successful peer feedback practices (Asked and Lodge, 2000 referred by Boud & Molloy, 2013, p. 7):

involving students in dialogues about learning which raise their awareness of quality performance.

facilitating feedback processes through which students are stimulated to develop capacities in monitoring and evaluating their own learning;

enhancing student capacities for ongoing lifelong learning by supporting student development of skills for goal setting and planning their learning

designing assessment tasks to facilitate student engagement over time in which feedback from varied sources is generated, processed and used to enhance performance on multiple stages of assignments..

Panadero, Jonsson & Strijbos (2016, p. 10) suggested the steps for scaffolding self-regulated learning through self-assessment and peer assessment:

1. Clarify the purpose of PA, its rationale and expectations to the students

2. Involve students in developing and clarifying assessment criteria

3. Match participants (e.g., individuals, groups) in a way that fosters productive PA

4. Determine the PA format (e.g., rating with or without comments) and mode of PA interaction (e.g., face-to-face or online)

5. Provide quality PA training, examples and practice (including feedback about PA)

6. Provide rubrics, scripts, checklists or other tangible scaffolding for PA

7. Specify PA activities and timescale

8. Monitor the PA process and coach students.

2. Research methodology

The aim of this paper is to study the changes done as result of the received feedback.

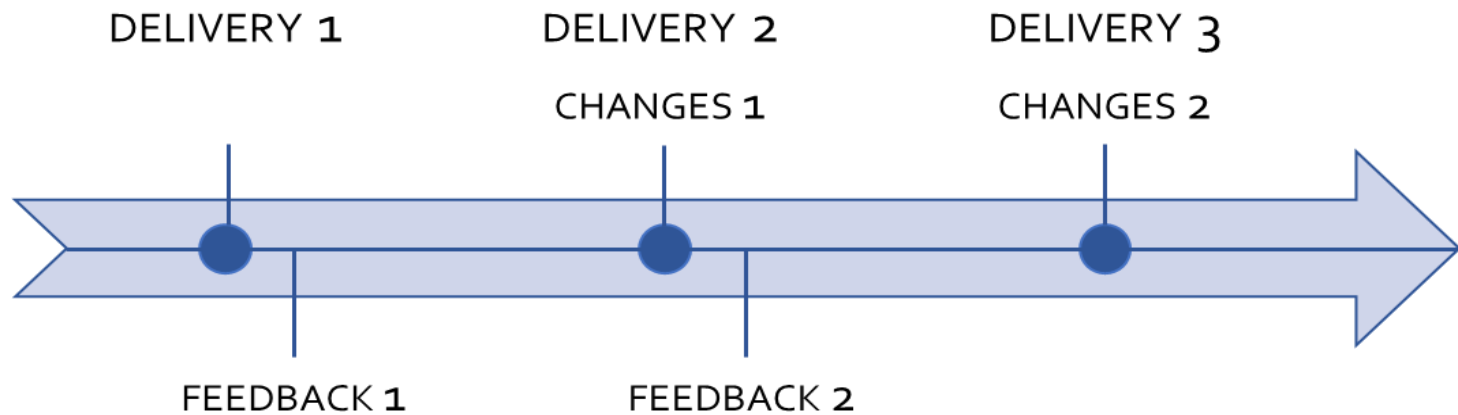Peer-feedback was analysed qualitatively using a coding protocol.

Figure 1. Phases of the process of assignments delivery and feedback provision

2. Research methodology

A peer-feedback practice was designed and applied in:

- pre-service teacher education with second year students enrolled in a compulsory course

    (course 2018-2019, University of Barcelona, subject

    "Educational System and School Management").

- 59 students

3. Results

Overall, the results show that positive feedback comments tend to tell the peer to continue following the same process, whereas feedback comments on weaknesses usually refer to applying changes on the content and working process.

	Any change is referred	Formal aspects	Content reiteration	Process reiteration	Content change	Process change	Content ampliation	Process ampliation
WHAT DO I HAVE TO DO CONSIDERING MY PEER'S COMMENTS?								
Strengths	31%	31%	13%	59%	0%	0%	5%	5%
Weaknesses	5%	44%	0%	21%	41%	26%	31%	41%
TOTAL	18%	37%	6%	40%	21%	13%	18%	23%

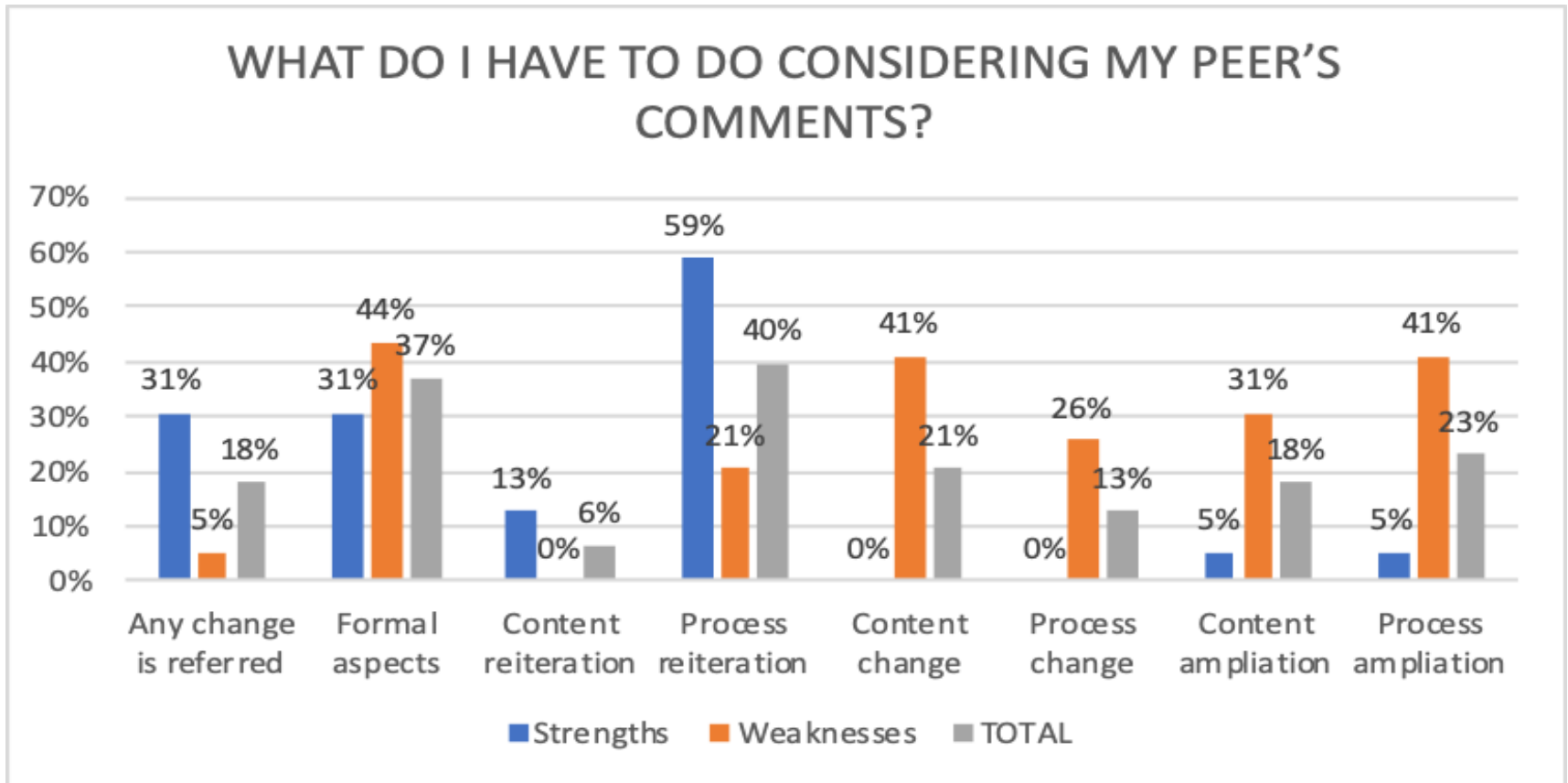Table 1. Classification of changes from peers' comments

3. Results

Figure 2. Classification of changes from peers' comments

3. Results

On the other hand, the results show that a considerably larger number of participants state changes in their next assignment in relation to the weaknesses.

In this case, changes refer mostly to **formal aspects** and **process ampliation**, which is related to the comments they received from their peer feedback.

	WHICH CHANGES HAVE I INTEGRATED IN THE NEXT DELIVERY? HOW HAVE I DONE IT?								
	Any change is referred	Formal aspects	Content reiteration	Process reiteration	Content change	Process change	Content ampliation	Process ampliation	Decision taken is justified
Strengths	44%	21%	3%	8%	8%	8%	18%	13%	8%
Weaknesses	8%	**46%**	0%	10%	36%	26%	31%	**49%**	21%
TOTAL	26%	33%	1%	9%	22%	17%	24%	31%	14%

Table 2. Classification of kind of changes applied in the next assignment
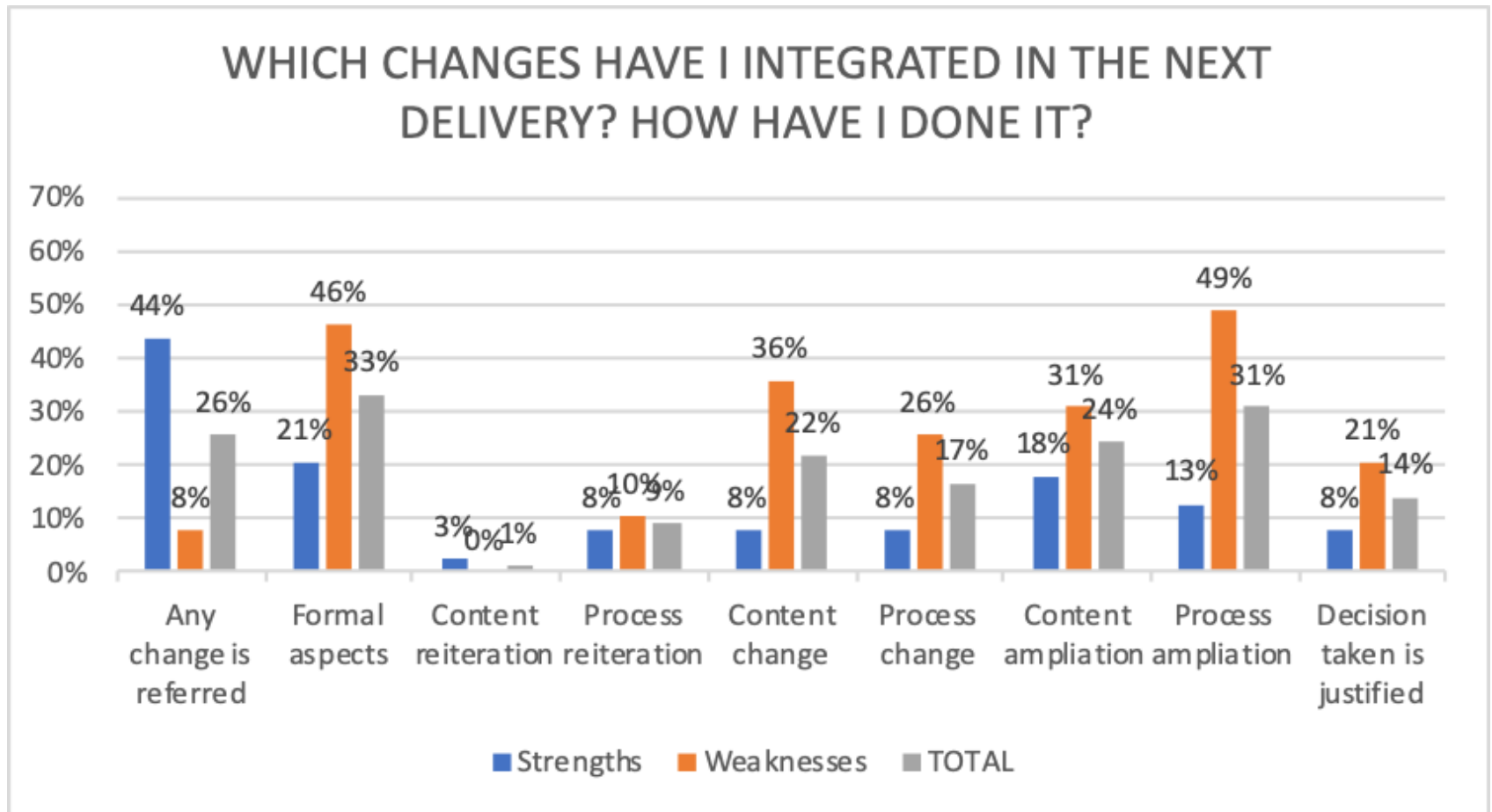
Figure 3. Classification of kind of changes applied in the next assignment

4. Conclusions

- A close relationship between the type of given criteria (focused on task or focused on process) and type of provided feedback was found.

- Peer feedback is a highly effective way for the students to learn from each other, also helps the students in developing their communication and interpersonal skills.

INTERNATIONAL SCIENTIFIC CONFERENCE
eLearning and Software for Education

Bucharest

April 30th - May 1st, 2020

Acknowledgements

INTERNATIONAL SCIENTIFIC CONFERENCE
eLearning and Software for Education

Bucharest

April 30th - May 1st, 2020

Thank you for your attention!

lponsseg8@ub.edu,
ecano@ub.edu,
laiaalguacil3@gmail.com,
nicoleta.duta@fpse.unibuc.ro

5. References

Biggs, J. (2005). *Calidad del aprendizaje universitario. Cómo aprenden los estudiantes*. Madrid: Narcea.

Boud, D. (1995). *Enhancing learning through self-assessment*. New York: Routledge.

Boud, D. & Molloy, E. (2013b). Rethinking models of feedback for learning: The challenge of design. Assessment & Evaluation in Higher Education, 38, 698–712.

https://www.tandfonline.com/doi/full/10.1080/02602938.2012.691462?scroll=top&needAccess=true

Boud, D. & Molloy, E. (2015). *El feedback en educación superior y profesional: Comprenderlo y hacerlo bien.* Madrid: Narcea.

Hattie, J. & Clarke S. (2018). *Visible learning: Feedback.* Abingdon-New York: Routledge.

Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, *31*(2), 199-218.

Nicol, D., Thomson, A. & Breslin, C. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, *39*(1), 102–122.

Panadero, E., Jonsson, A. & Strijbos, J. W. (2016). Scaffolding self-regulated learning through self-assessment and peer assessment: Guidelines for classroom implementation. In D. Laveault & L. Allal (Eds.) *Assessment for Learning: Meeting the challenge of implementation.* Boston, MA: Springer.

Rossi, P. G., Ranieri, M., Li Y. & Perifanou, M. (2019). Interaction, feedback and active learning: where we are and where we want to go. *Form@re - Open Journal per la formazione in rete, 19*(3), 1-5.

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, *35*(5), 535-550.

Yang, M. & Carless, D. (2013). The feedback triangle and the enhancement of dialogic feedback processes. *Teaching in Higher Education, 18*(3), 285-297.