

Efficient & Effective Feedback Strategies for Written Work



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Introductions

- ▶ I live & work in Trier - Germany's oldest city.
- ▶ I teach advanced EFL & EAP.

Type in the chat box!

Where are you currently based?

What do you teach?

British Council Professional Practices Framework

ASSESSING LEARNING

- ▶ Analysing learners' errors and providing constructive feedback.
- ▶ Utilising a range of different types of assessment and feedback.
- ▶ Engaging learners in self- and peer assessment and develop their self- and peer assessment skills.
- ▶ Reflecting on the effectiveness of assessment of learners' progress.

Feedback Strategies

Peer review,
Electronic feedback,
Audio-recording,
Learner-driven feedback.

Feedback Strategies

Peer review,
Electronic feedback,
Audio-recording,
Learner-driven feedback.

Mechanisms
underpinning efficacy
learner autonomy,
motivation,
receptivity,
learner-centredness,
individualisation.

Peer Review - How To

- ▶ Anonymous essay-swap in class
- ▶ In Critical Friends Groups
- ▶ Online, e.g. Google Docs, Moodle
- ▶ Feedback worksheets: giving points / comments
 - ▶ *Free worksheets on my blog!*

Peer Review

- ▶ Type in the chat box!
 - ▶ Have you used peer review?
 - ▶ What are the advantages and disadvantages for you?

Peer Review - Evaluation

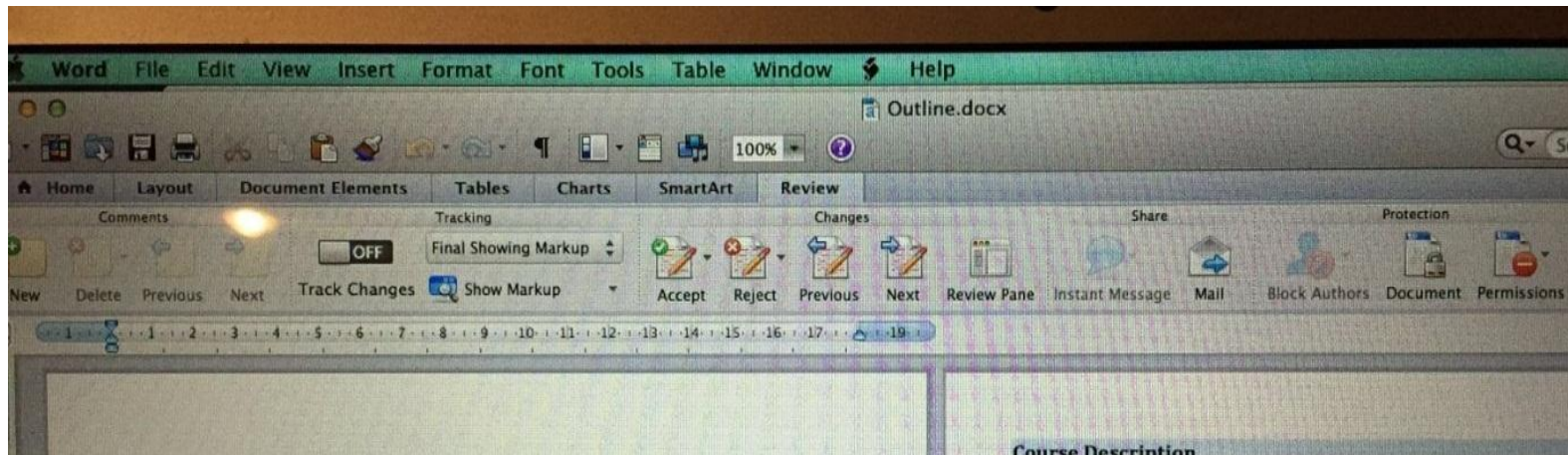
- ▶ Bijami et al 2013: Pros/Cons of Peer Review:
 - 👍 formative feedback
 - 👍 motivating
 - 👍 individual / learner-centred
 - 👍 develops learner autonomy & critical thinking
 - 👍 Saves teachers time
- ▶ Lundstorm & Baker 2009: *Giving* feedback benefits Ls' writing
- ▶ Nelson & Carson 2006: 👎 low receptivity among Ls

Peer Review - Other Tips

- ▶ Rahimi 2013: Training makes feedback more effective
- ▶ Zhao 2014: Teacher's support increases receptivity

Electronic Feedback - How To

“TRACK CHANGES” & IN-TEXT COMMENTS



EMAIL / TYPED TEXT

Electronic Feedback - Evaluation

“TRACK CHANGES” & IN-TEXT COMMENTS

- ▶ Cloete 2014: time-efficiency depends on tutor
 - 👍 scope & amount of multi-dimensional feedback
- ▶ Bitchener, Young & Cameron 2005: more uptake of specific, metaling. feedback

Electronic Feedback - Evaluation

EMAIL / TYPED TEXT

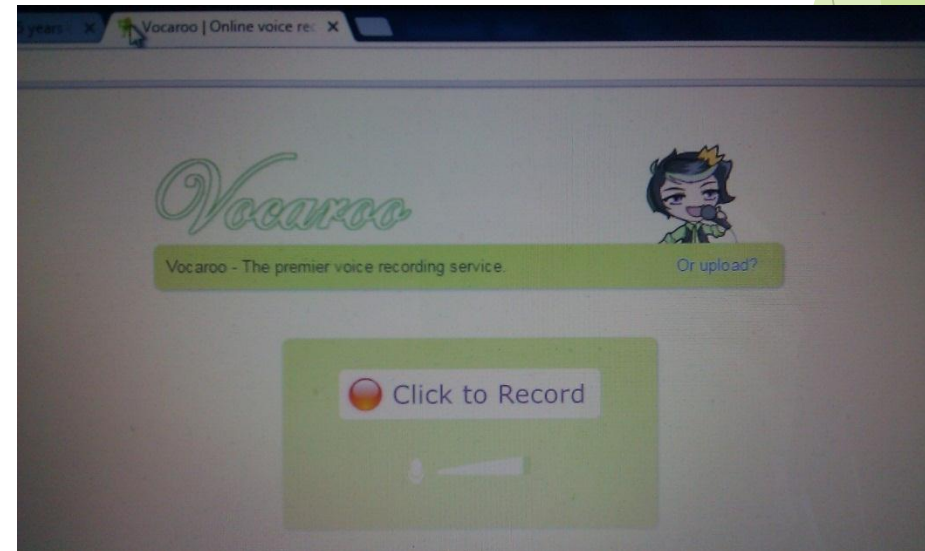
- ▶ Farshi & Safa 2015: 👍 emailed feedback greater improvement, detailed
- ▶ Bloxham 2015: 👍 typed feedback easy to read, detailed, quicker, individual, easier links to other resources.

Type in the chat box:

Have you used electronic feedback?
Do you agree with these advantages?


Audio Recording - How To

- ▶ Line numbers in essays!
- ▶ Read & make notes
- ▶ Or talk 'live'
- ▶ Record as mp3 & email
- ▶ Record online & email link
 - ▶ e.g. www.vocaroo.com



Audio Recording - Evaluation

- ▶ Brearley & Cullen 2012; Rotherham 2007:
similar time per essay as written feedback
but three minutes of audio feedback = 450-500 words
- ▶ Soden 2013, Johanson 1999:
makes comments clearer, feels personal
- ▶ Merry & Orsmond 2008:
Ls perceive and implement more meaningfully; personal;
re-listening beneficial; T's voice reaches them (?!)

 learner-centred, individual, time-efficient, high receptivity

Learner-Driven Feedback - How To

- ▶ Cottrell 2001: Responding to individual learner queries
- ▶ ‘Interactive Coversheets’
- ▶ Questions throughout text
- ▶ Fielder 2016: Choose delivery method

Type in the chat box!

Have you used any kind of learner-driven feedback?

Learner-Driven Feedback - Evaluation

- ▶ Bloxham & Campbell 2010: Interactive Coversheets
 - 👍 tutors found it quicker - focus thoughts
 - 👍 good levels of uptake
 - 👍 critical thinking about own writing
 - 👎 helping better students to perform even better?
 - 👎 Ls' lack understanding of expectations & weaknesses
 - 👎 lower-level students lack metalanguage

Learner-Driven Feedback - Evaluation

▶ Campbell & Schumm-Fauster 2013: Learner-Centred Feedback

- 👍 student control
- 👍 personal/individual
- 👍 motivating
- 👍 sense of progress
- 👍 engagement with feedback
- 👍 critical thinking skills

Conclusion

- ▶ Ferris 2008: advocates “a judicious mixture of different feedback sources throughout the writing process and course.”
- ▶ Depends on: level, goals, facilities, etc.
- ▶ Ls need training & should re-draft texts based on feedback
 - ▶ → Formative *feedforward*

Any questions?

Type in the chat box, or keep in touch

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