

Feedback in Virtual Group Work



Co-funded by the
Erasmus+ Programme
of the European Union



Agenda

1. Introduction
2. Theoretical Background Feedback
3. Feedback Models
4. Concrete realization in VCL projects



1. Introduction

Feedback Definition:

„Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance. „ (Hattie & Timperley 2007, p. 1)

„Feedback is conceptualised as a process in which learners make sense of comments about the quality of their work in order to inform the development of future performance or learning strategies. This perspective places emphasis on student engagement with feedback in terms of the shorter-term, e.g. improving performance on a piece of work, or longer-term, e.g. improving strategies for approaching assessment tasks. When information leads to actions, a feedback loop is said to be closed. „ (Carless 2019 p. 706)



2. Theoretical Background Feedback

Formative Feedback

„Formative feedback represents information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.“ (Shute 2007, p.1)

- Formative Feedback characteristics
- Addresses Errors or misconceptions as well as Precision of responses of students
- Compares actual performance with performance standards (set before by teacher / institution)
- Should enhance learning & performance of the learner
- Formative Feedback accompanies the learning process in comparison to summative Feedback which is given conclusive at the end of a module

Crucial Condition: „good feedback can significantly improve learning processes and outcomes, **if delivered correctly**“ (Shute 2007, p.2)



2. Theoretical Background Feedback

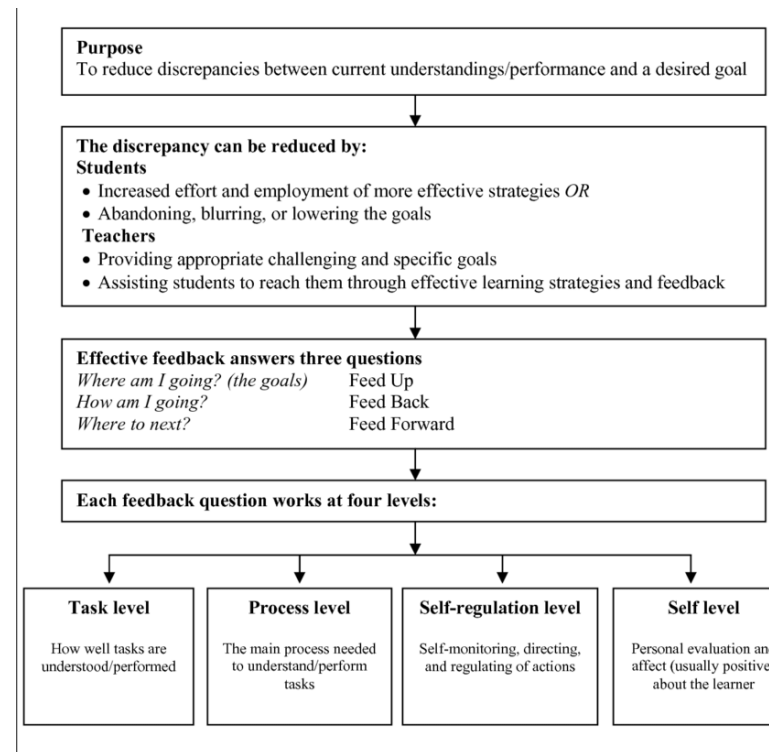
Feedback in Higher Education

- Feedback in HEI's is almost everywhere **criticised** by students (Boud & Molloy, 2013)
- The **completion of a feedback loop** is needed to adjust the actions of teachers, to ensure **impact on students learning** (Brookhart 2017)
- **Feedback should occur on time** (Ho et al. 2015)
- „**Quality of comments** within Feedback important but **students i-nteraction within thethe comments** is equally. Perhaps more imp-ortant“ (Nicol & Macfarlane-Dick, 2006)
- „The importance of useful feedback for advancing student lear-ning is well established“ (Hattie and Timperley 2007) but feedback processes are **difficult to carry out effectively** in mass higher education “ (Carless 2019)



3. Feedback Models

A model of feedback to enhance learning (adapted from Hattie & Timperly 2007, p. 87)



3. Feedback Models

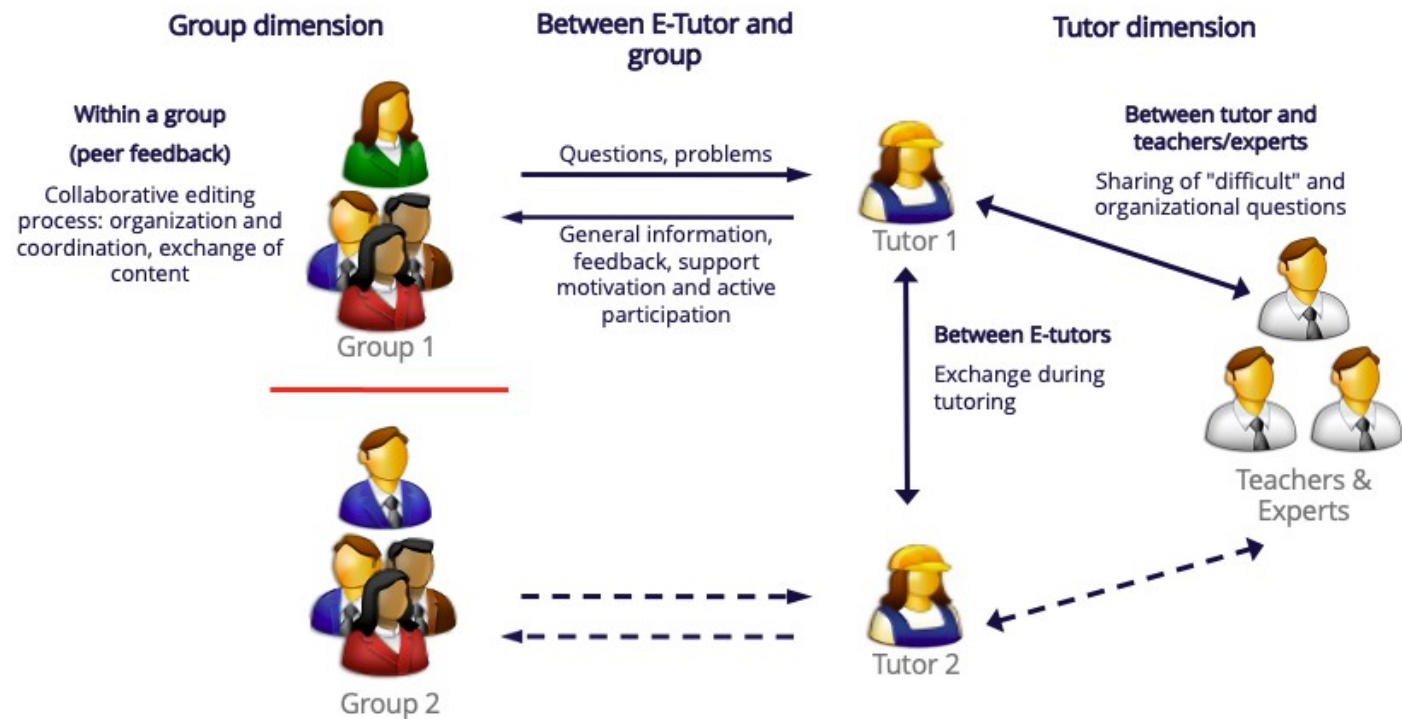
„Good Feedback practice“ according to Nicol and Macfarlane Dick (2006)

Feedback should:

- Answer the question „what is good“ performance (how is good performance measured)
- Foster self-reflection of students
- Supports students with hints and tips about their learning
- Fosters dialogue between teacher and learner as well as amongst peers
- Fosters motivation of students
- Addresses the gap between the actual status of the learner and the desired learning outcome
- Foster information flow back to the teacher to improve the module



4. Concrete realization in VCL projects



4. Concrete realization in VCL projects

Procedure Formative Feedback of E-Tutors

- E-Tutors give Feedback with the scaffolding approach
- In the first week and the second week of online collaboration Feedback should be given obligatory
- After the first two obligatory Feedbacks explain the groups that they can still get Feedback but only on request (Make sure to explain that compiling the Feedback needs some preparation time)
- Feedback should be on teamwork, technical issues and comprehension of the task
- Be constructive and try to check in the second week whether and to what extent the feedback from the first week has been implemented and give feedback to the group (remember feedback loops)



4. Concrete realization in VCL projects

How to give Feedback effectively to your students

Design recommendations for guidelines to increase student's engagement with formative feedback				
Frequency & Time	Style & Tone	Recipient & Sender	Form	Content
• Regularity • Availability of E-Tutor • E-Tutors sensitized for timing • Higher intensity at the beginning • Concludent feedback at the end	• Friendly, positive formulation • Constructive, not corrective formulation • Overall applicability • Reasonable formulation	• Peer feedbacks • Individual Feedback • Include all group members for group feedback	• Written form (asynchronously) • Video-chat form (synchronously) • Automatized (asynchronously)	• Role specific feedback • Group phase specific feedback • More content related feedback from experienced teacher • Showcase the group performance

Own representation from Altmann, Langesee & Misterek 2021



4. Concrete realization in VCL projects

Design recommendations for feedback guidelines: **Frequency & Time**

- **Regular feedback** is an important factor for student engagement
- E-Tutors should be **regularly available** for students to answer questions and support them in their learning
- E-Tutors should be **sensitized for timing** – feedback needs to be on time
- Especially in the **beginning of the module** there is a high amount of uncertainty and questions arise – higher need for feedback
- At the end of each learning Block (e.g. after 3 weeks of virtual phase) a **concludent feedback** helps



4. Concrete realization in VCL projects

Design recommendations for feedback guidelines: **Style & tone**

- A **friendly and positive formulation** of the given feedback allows better student engagement and acceptance
- When formulating feedback try to prepare your writings in a **constructive** manner, not corrective
- Make sure that the **feedback is applicable** for the students and choose a reasonable formulation



4. Concrete realization in VCL projects

Design recommendations for feedback guidelines: **Recipient & Sender**

- **Feedback is given by E-Tutors to Students** as it should be **anchored in the instructions** of the module (e.g. use the Kickoff event to let the students know what /when/how they can expect/request feedback)
- Encourage students also for **peer feedback**
- **Individual feedback** should be addressed carefully as it is very time consuming – try to focus on the group level
- When giving feedback to a group, **include all group members** in this process and make it **transparently** available



4. Concrete realization in VCL projects

Design recommendations for feedback guidelines: **Form**

- **Written form** of Feedback is the most accepted form of feedback with regard to students. In particular written feedback fosters the self reflection of students as it is also available after the feedback was given
- Feedback can also be considered to be given in a **video form** in a synchronous manner – some students consider this type of feedback as more engaging than the written form
- **Automatized Feedback** in the sense of Learning Analytics can also be considered but only for non evaluative feedback



4. Concrete realization in VCL projects

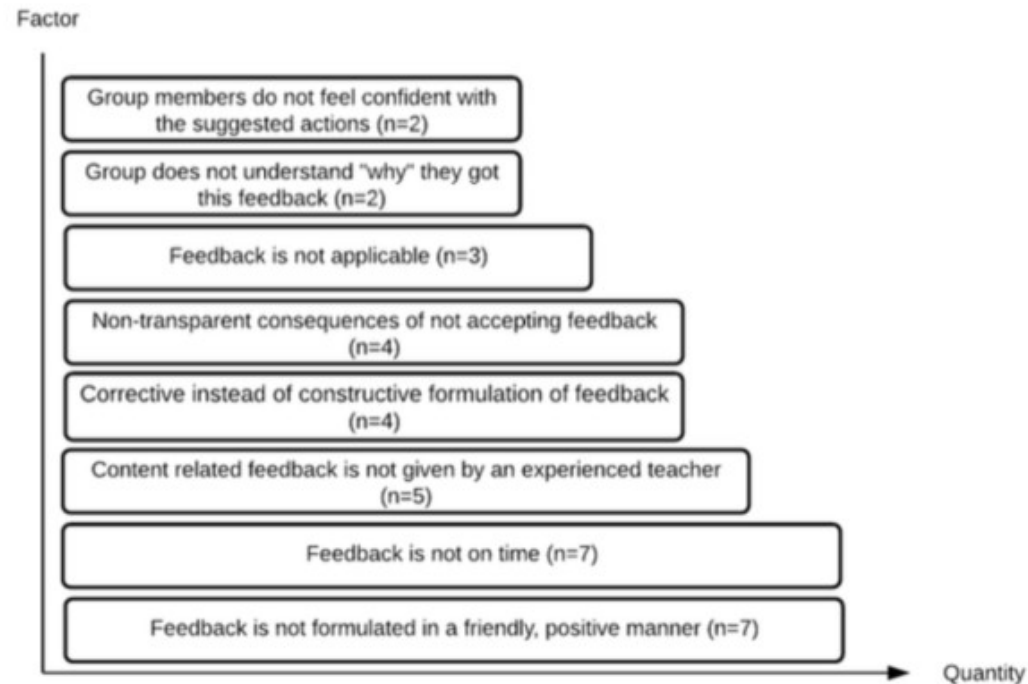
Design recommendations for feedback guidelines: **Content**

- Consider **role specific feedback** if you are using roles like project manager, project reporter or researcher in your virtual learning setting
- Try to align your content along the timeline of the virtual learning setting **-re-check** the given feedback in the second round
- Get in contact with an experienced teacher if you are not able to answer specific content related feedback requests
- Showcase the group performance



4. Concrete realization in VCL projects

Reasons for disengagement with Feedback from a students perspective: try to avoid



Sources

- Altmann, M., Langesee, L. M., & Misterek, J. (2021). Designing formative feedback guidelines in virtual group work from a student's perspective. *EDULEARN21 Proceedings of the 13th International Conference on Education and New Learning Technologies Online Conference (2021)*, in press.
- Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712. <https://doi.org/10.1080/02602938.2012.691462>
- Brookhart, S. M. (2017). *How to Give Effective Feedback to your Students* (2.). ASCD.
- Carless, D. (2019). Feedback loops and the longer-term: Towards feedback spirals. *Assessment & Evaluation in Higher Education*, 44(5), 705–714. <https://doi.org/10.1080/02602938.2018.1531108>
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Ho, W.-S., Wong, T.-L., Pang, W.-M., & Tang, J. K. T. (2015). Design and Implementation of a Teacher-Guided Semi-automatic Assessment Feedback Generator. In K. C. Li, T.-L. Wong, S. K. S. Cheung, J. Lam, & K. K. Ng (Eds.), *Technology in Education. Transforming Educational Practices with Technology* (pp. 98–103). Springer Berlin Heidelberg.
- 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. <https://doi.org/10.1080/03075070600572090>
- Shute, V. J. (2007). Focus on Formative Feedback. *ETS Research Report Series*, 2007(1), i–47. <https://doi.org/10.1002/j.2333-8504.2007.tb02053.x>



Thanks a lot for your
attention.

More information about the project:

www.valeu-x.eu

More information about the Chair of Information
Mangement:

https://tu-dresden.de/bu/wirtschaft/winf/wiim?set_language=en

