



Upper secondary students' perceptions of feedback

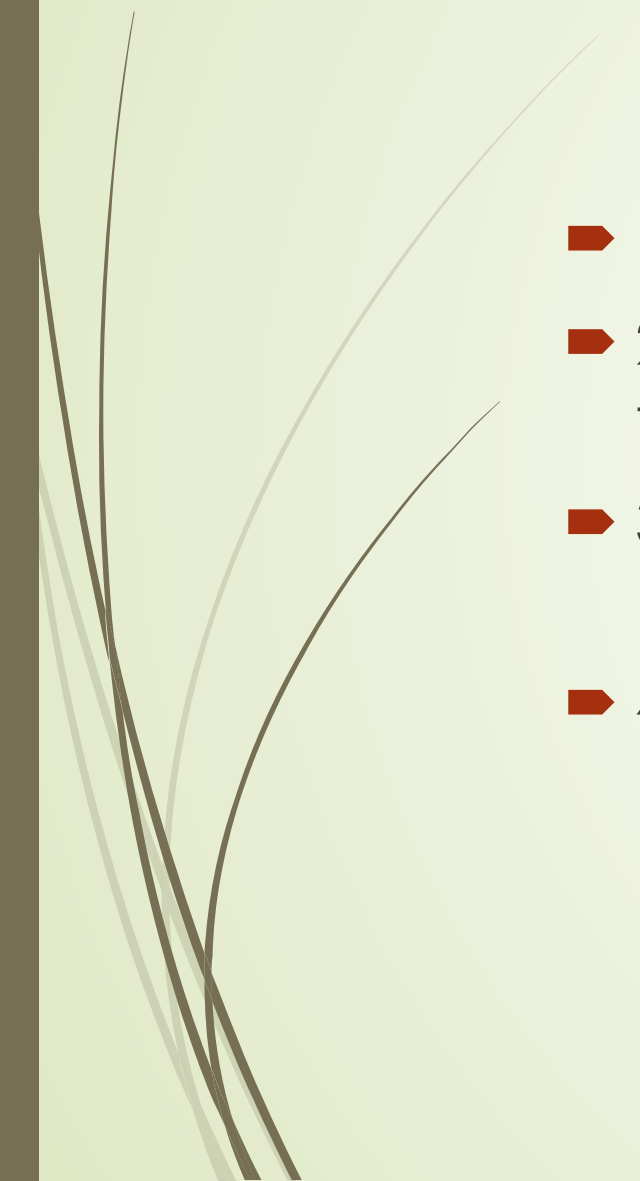
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Content of the presentation

- 1. Feedback and feedback literacy
 - 2. My research on feedback in emergency remote teaching (ERT) (2 papers)
 - 3. My research on feedback and self-regulated learning (1 paper)
 - 4. How to enhance current practices?
- 



Feedback and feedback literacy



- ▶ feedback = “a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies” (Carless & Boud, 2018, p. 1315)
- ▶ student feedback literacy (Carless & Boud, 2018)
 - ▶ appreciating feedback, understanding one's role in feedback processes, reflecting on one's learning, and having the competence of making sense of feedback
 - ▶ engagement and impact
 - ▶ The amount of feedback is not so important.
- ▶ Feedback literacy is important in language learning.
 - ▶ When students process, use, and engage with language teachers' feedback, it advances their capabilities for reflection and language learning (Hyland & Hyland, 2019).



Teacher feedback literacy

- ▶ the dispositions, expertise, and knowledge to support students' use of feedback and to enhance student feedback literacy (Carless & Winstone, 2023)
- ▶ 19 competencies for a feedback-literate teacher (Boud & Dawson, 2023)
 - ▶ Plan feedback strategically.
 - ▶ Use self- and peer-assessment efficiently.
 - ▶ Improve feedback processes.
 - ▶ Prompt student action.
 - ▶ Use technological aids.
 - ▶ Differentiate between student needs.



Feedback in ERT

- ▶ ERT = “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020)
- ▶ ERT might normalise remote teaching in the future (Can & Silman-Karanfil, 2022).
- ▶ Article 1: students’ perceptions of language teachers’ feedback in ERT
 - ▶ Feedback is a critical aspect of learning (Carless & Boud, 2018; Hattie & Timperley, 2007)
 - ▶ Students’ perceptions of feedback have been studied much.
 - ▶ not so much in remote teaching or ERT
- ▶ Article 2: students’ perceptions of language teachers’ assessment practices in ERT
 - ▶ Assessment is a core skill for every teacher (Xu & Brown, 2016).
 - ▶ Large-scale assessment / summative assessment is not recommended for ERT (Hodges et al., 2020)
 - ▶ How do students perceive this?



Methodology



- ▶ survey, 251 respondents
 - ▶ 173 girls (69%)
 - ▶ 72 boys (29%)
- ▶ collective case study, seven schools
- ▶ Most students (81%) had completed at least three language courses in ERT.
 - ▶ English (98%), Swedish (91%), German (18%), French (17%)
- ▶ data collected in May 2021
- ▶ quantitative and qualitative



Feedback in ERT(Mäkipää, 2023a) (1)

- ▶ RQ: What are students' perceptions of oral and written teacher feedback in foreign language emergency remote teaching?
- ▶ data: 15 statements, 12 adjectives, one open-ended question
- ▶ in general, positive perceptions (Likert 1–5)
 - ▶ encouraging 3.59
 - ▶ clear 3.54
 - ▶ instructive 3.49
 - ▶ general 3.48

Feedback in ERT (Mäkipää, 2023a) (2)

- ▶ Boys had not received enough feedback.
 - ▶ feedback literacy vs amount of feedback
- ▶ low-achieving students had more negative perceptions (medium effect sizes) (Likert 1–5)
 - ▶ encouraging: low-achieving 3.24, high-achieving 3.84 (largest effect size)
 - ▶ motivating: low-achieving 2.96, high-achieving 3.51
 - ▶ instructive: low-achieving 3.19, high-achieving 3.68
 - ▶ clear: low-achieving 3.26, high-achieving 3.72
- ▶ negative perceptions of oral feedback (51%)
 - ▶ open-ended question

Feedback in ERT (Mäkipää, 2023b)

- ▶ Two RQs
 - ▶ (1) Which assessment practices do students find to be suitable for foreign language emergency remote teaching?
 - ▶ (2) What has students' experience been of the assessment practices in foreign language emergency remote teaching?
- ▶ data: 14 assessment practices, one open-ended question
- ▶ Written feedback is more suitable than oral feedback (Likert 1–5).
 - ▶ written 3.81
 - ▶ oral 3.40
 - ▶ Written feedback had the second highest mean (essay 4.06).
- ▶ Positive perceptions of teacher assessment practices in general (49%)
 - ▶ the amount of feedback had been low (9%)



Using feedback and self-assessment to enhance SRL (Mäkipää, 2021)

- ▶ How do language teachers use feedback and self-assessment to enhance SRL?
- ▶ interviews: 9 students and 10 teachers
- ▶ upper secondary education, perceptions
- ▶ Teachers provide mainly written feedback.
 - ▶ oral feedback is lacking (or is it?)
 - ▶ no feedback on drafts
 - ▶ error correction: direct & indirect
 - ▶ Feedback has been useful.
- ▶ contradictory perceptions
 - ▶ Does teacher feedback increase motivation? yes (teachers), no (students)
 - ▶ Do teachers provide oral feedback? yes (teachers), no (students)




Quote regarding feedback on drafts

- “It’s a good idea that you first write something, then you submit it, you get it back with suggestions on what to correct, add and remove. Then you polish it. Of course, that would be wonderful but once again, it all comes down to the fact that it’s really strenuous if the teacher has a group of 30 students. And if the teacher gives feedback five times for each piece of work for each student, well then, the workload multiplies. It would be a great system with the right kind of interaction between a teacher and a student. That would be a positive thing but whether that’s realistic, I don’t know.”
(student)



How to enhance current practices?

- ▶ Discuss with your colleagues.
 - ▶ 10 minutes
- 



How to enhance current practices?

- ▶ in general, positive perceptions of feedback practices
 - ▶ oral feedback?
 - ▶ motivation?
- ▶ Provide both written and oral feedback.
- ▶ Teach how one recognises oral and written feedback.
- ▶ Teach students how to engage with feedback.
- ▶ Provide feedback on drafts.
- ▶ Pay attention to your feedback practices in (remote) teaching.
 - ▶ gender
 - ▶ proficiency



Thank you!

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