Structure for feedback conversations

WP2 D4. Input for development mobile App (WP4 online SUNA meeting)

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3x Feedback

Feed-up („where should it go?')

Learner:
1. Own criteria, desired feed-back
2. Prospective self-assessment> felt degree of autonomy > support needed

Trainer & peers:
3. Formal criteria (rubric, discussion)
4. Suggestions for approach

Feedback („how did the learner do?')
5. Reactions and reflections of learner
6. Description of gap by learner, peers, patient and trainer
7. Discussion: what is priority for improvement?

Feed-forward („what can be done next?')
8. Choice of strategy to find a way how to improve (direct instruction, avocacy-inquiry)
9. Summary and plan next experiential learning moment with scaffold

Data collection:
- Mainly verbal, some non-verbal data
- Multiple people with different roles
- Based on structure of process: contexts of feedback
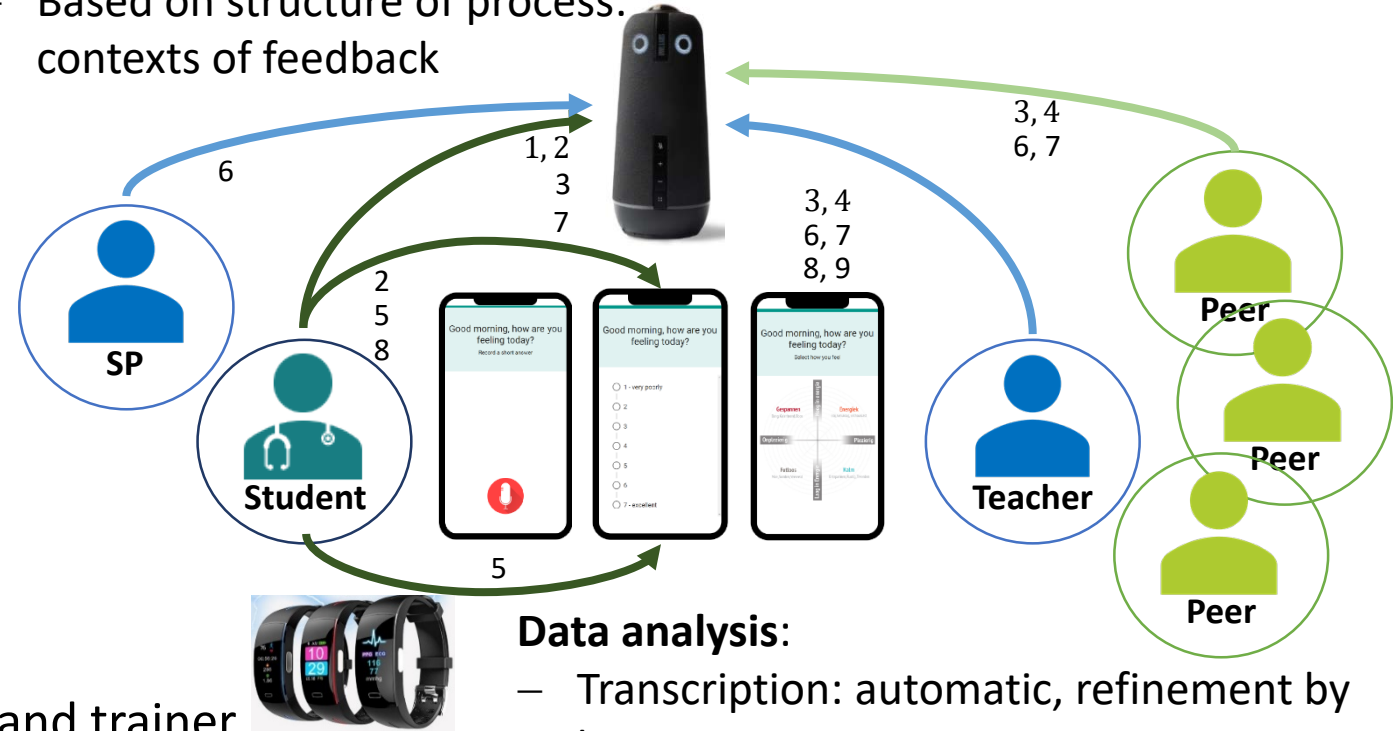
Data analysis:
- Transcription: automatic, refinement by humans
- Coding: codingscheme applied by humans, in future automatic
- Results: first for research (validation codingscheme) and iterative development (optimizing process, technical tools), later for teachers and students (instruction), in future automatic

Feedback & self-regulation

Feedback principles that support self-regulation (Nicol, 2006)

1. Clarify what good performance is (goals, expected standards with exemplars, rubrics, discussion, own criteria)-**Feed-Up**
2. Facilitate self-assessment (reflection, evaluate each other's work, request the kinds of feedback they would like, portfolio)
3. Deliver high quality feedback information (timely, *unambiguous, specific, transferable*, regular, relation to a limited number of prioritized criteria, corrective advice)-**Feed-Back**
4. Encourage dialogue (stimulate a response, collate feedback for peer or teacher managed discussion)
5. Encourage positive motivation and self-esteem (many low-stakes assessment tasks, with feedback geared to providing information about progress)
6. Provide opportunities to close the gap (between current and desired performance, two-stage assignments where feedback on stage one helps improve stage two, model strategies, action points)-**Feed-Forward**
7. Use feedback to improve teaching (information to teachers to shape teaching)