

How Well Are Students Learning What We're Teaching?

An Introduction to Formative Classroom Assessment

A Workshop for Colleagues at

Uppsala University

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Please remove page 9

It's the workshop evaluation

Handout Page 1 - top

1. Interest Polling

- 1. What is formative feedback?*
- 2. Why do learners need feedback?*
- 3. Why do learners so often ignore feedback?*
- 4. What kinds of feedback do learners need?*
- 5. When is feedback most effective?*
- 6. Whose feedback is most effective for what?*
- 7. How can we ensure it's taken seriously?*
- 8. How might we be more efficient in feedback?*
- 9. [Write in your own question]*

Handout Page 1

Polling Student Interests

A simple, quick way to assess students' interests and provide some choice – at least re: start points.

Why bother?

Because choice enhances motivation.

And motivation enhances persistence.

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II. Goal Ranking and Matching

What are your Learning Goals and/or Burning Questions for this workshop?

Intended Learning Outcomes for this Session

By the end of this session, you will have identified at least two (2):

1. Research-based feedback guidelines relevant to your practice
2. Practical, strategies to improve your feedback practice
3. Practical strategies to improve your students' feedback practice, and
4. Will have considered making at least one (1) research-based change in your feedback practice in the next term

My Three Key Suggestions for Formative Assessment

1. **Don't ask**, if you don't want to know.
2. **Don't ask**, if you can't do anything with the likely assessment results.
3. **Don't ask**, if you won't do anything about the likely results.

1. What is feedback?

FEEDBACK IS

" . . . THE MODIFICATION OR CONTROL OF A PROCESS OR SYSTEM BY ITS RESULTS OR EFFECTS, ESP. BY THE DIFFERENCE BETWEEN THE DESIRED AND ACTUAL RESULT."

THE OXFORD AMERICAN DICTIONARY (1999), p. 352

1. What is feedback?

FEEDBACK IS

“ . . . INFORMATION ABOUT HOW WE ARE
DOING IN OUR EFFORTS TO REACH A GOAL.”

GRANT WIGGINS (2012), P. 10

One common reason feedback fails . . .

It presupposes that students have learning goals – and that they are both aware of and committed to achieving those learning goals.

1. What is feedback for learning?

- NOT GRADES
- NOT PRAISE
- NOT CRITICISM
- NOT ADVICE

The Power of Feedback

[from Hattie & Temperley, 2007]

“At least 12 previous meta-analyses have included specific information on feedback in classrooms (Table 1). These meta-analyses included 196 studies and 6,972 effect sizes.

The average effect size was 0.79

(twice the average effect). To place this average of 0.79 into perspective, it fell in the top 5 to 10 highest influences on achievement in Hattie’s (1999) synthesis, along with direct instruction (0.93), reciprocal teaching (0.86), students’ prior cognitive ability (0.71), and ...”

2. Why do learners need feedback?

- TO IMPROVE PERFORMANCE & ACADEMIC SUCCESS
- TO INCREASE INTEREST & MOTIVATION TO LEARN
- TO ILLUMINATE AND UNDERMINE MISCONCEPTIONS
- TO PROMOTE SELF-ASSESSMENT
- TO DEVELOP INDEPENDENCE & LIFE-LONG LEARNING
- IN OTHER WORDS, PRIMARILY TO IMPROVE THEIR METACOGNITIVE SKILLS

Metacognition involves . . .

- **Self-Awareness**

Knowing that and when you are thinking

- **Self-Monitoring**

Noticing the quality/intensity of your thinking

- **Self-Regulation**

Directing/Correcting your thinking

Reflection requires metacognition,
but goes beyond it to affect/change
values, beliefs, actions and/or habits

III. Plus-Minus-Question Mark

Please mark each item on the list with a plus sign, minus sign, or question mark

- Use the plus (+) if you're sure you know this phrase
- Use the minus (–) if you're sure you don't know it
- Use the question mark (?) if you're unsure

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III - The Plus-Minus-Question Mark Exercise

- Formative and summative assessment
- Intrinsic and extrinsic motivation
- Prior knowledge, beliefs and attitudes
- Motivated reasoning
- Confirmation bias
- Cognitive load
- Metacognition
- Deliberate practice
- The “Feedback Sandwich”
- Novice-Expert differences

A Second “Balcony” Question

If you participated actively:

Did you read and think about this list of terms differently than you would have if I had simply asked you to “read it”?

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IV. The RSQC2 Technique

- Recall
- Summarize
- Question
- Comment
- Connect

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XIII. Applications Card

Ideas/Techniques

Possible Applications

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Collaborative Learning Technique #1

V. Buzz Groups

This is a “Low-Threshold Application”

- Low complexity – easy to use
- Low cost – in time and effort
- Low risk – to teachers or learners
- Relatively high ROI (Return on Investment)
- Potentially worth adapting?

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Two Very Simple CATs

VI. The Minute Paper

VII. The Muddiest Point

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Collaborative Learning Technique #2

VIII. Think-Pair-Share

This is a “Low-Threshold Application”

- Low complexity – easy to use
- Low cost – in time and effort
- Low risk – to teachers or learners
- Relatively high ROI (Return on Investment)
- Potentially worth adapting?

Think-Pair-Share

**But why bother with these
silly tricks and gimmicks?**

**What have they got to do
promoting deep learning?**

3. Why do learners so often
ignore feedback?

3. *Why do learners so often ignore feedback?*

- LET'S THINK ABOUT DRIVING WHILE USING CELL PHONES AND/OR TEXTING . . .
- OR WHILE EATING CEREAL FROM A BOWL
- OR WHILE APPLYING MAKE UP
- OR WHILE SHAVING
- OR WHILE READING A NEWSPAPER
- OR . . .

3. *Why do learners so often ignore feedback?*

- THEY HAVE A “FIXED MINDSET” – RATHER THAN A “GROWTH MINDSET” – REGARDING LEARNING
- THEY HAVE NO RELEVANT GOALS, SO THEY SEE THE FEEDBACK AS IRRELEVANT TO THEM
- THEY DON'T TRUST/RESPECT THE FEEDBACK GIVER
- IT THREATENS THEIR IDENTITY/SELF-IMAGE
- THEY DON'T SEE IT AS CONSEQUENTIAL
- THEY REASONABLY CHOOSE NOT TO CHANGE

The Dunning-Kruger Effect

“ . . . the expertise necessary to judge a person's performance in many domains is exactly the same expertise needed to produce competent performance in the first place.

... poor performers suffer a double curse.

First, limitations in their expertise cause them to make many mistakes.

Second those exact same limitations prevent them from recognizing just how mistaken their own choices are and how superior the choices of others might be.

4. What kinds of feedback do learners need?

- BEHAVIOR FOCUSED (NOT PERSON OR TRAIT FOCUSED)
- TASK SPECIFIC
- FORWARD FOCUSED
- CONSEQUENTIAL

5. When is feedback most effective?

It depends on the kind of learning involved

- IMMEDIATE FOR LOTS
- SLIGHTLY DELAYED FOR HOTS

6. *Whose feedback most effective?*

On average, from most to least effective

- EXPERTS (MOST)
- ADVANCED PEERS
- PEERS
- SELF (LEAST)

7. How can we ensure feedback is taken seriously and used?

MAKE SURE, IN ADVANCE, THAT LEARNERS . . .

- VALUE THE FEEDBACK
- RECOGNIZE IT AS FEEDBACK
- KNOW HOW TO RESPOND TO THE FEEDBACK
- SEE THE CONSEQUENCES OF RESPONDING (OR NOT)

8. *How can we be most efficient?*

- ENSURE STUDENTS HAVE RELEVANT GOALS
- FOCUS FEEDBACK ONLY ON WHAT MATTERS MOST
- GIVE FEEDBACK ONLY WHEN IT CAN AND WILL BE USED
- ENHANCE MOTIVATION – INTRINSIC AND EXTRINSIC –
TO USE FEEDBACK FOR IMPROVEMENT
- HOLD LEARNERS ACCOUNTABLE FOR USING FEEDBACK
- TAKE ADVANTAGE OF DIVISION OF LABOR

Why Give Learners Feedback?

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G.I.F.T. Technique
19 Informal Feedback on Teaching

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IMPROVE PERFORMANCE & ACADEMIC SUCCESS
INCREASE INTEREST & MOTIVATION TO LEARN
ILLUMINATE AND UNDERMINE MISCONCEPTIONS

- TO PROMOTE SELF-ASSESSMENT & SELF-REGULATION
- TO DEVELOP INDEPENDENCE AS LIFELONG LEARNERS

TO USE FEEDBACK WELL, LEARNERS NEED M.O.M.

- **M**OTIVATION – *COMPELLING REASONS TO USE IT*
- **O**PPORTUNITIES – *FOR SAFE, GUIDED PRACTICE*
- **M**EANS – *KNOWLEDGE & SKILLS FOR IMPROVEMENT*

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THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS

CONSIDER THE FOLLOWING FIVE STEPS:

1ST - GOOD NEWS: WHAT WAS DONE WELL

2ND - BAD NEWS: WHAT STILL NEEDS IMPROVEMENT

3RD - OPTIONS: WHAT CAN BE DONE TO IMPROVE IT

4TH - PLANS: WHAT THE LEARNER INTENDS TO DO

5TH - COMMITMENTS: WHAT BOTH PARTIES AGREE TO DO,
HOW, TO WHAT STANDARD, AND BY WHEN

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X. The G.I.F.T. Technique

Gathering Informal Feedback on Teaching

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XI. Pro-Con-Question Mark

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XII. The Parking Lot Test

A simple technique for getting more value from the session – and making follow up more likely to occur.

What, Why and How

Choose one of your possible applications.

Prepare to answer the three questions below about that specific application:

- What is it?
- Why do you think it might be useful?
- How do you think you might use it?

**Please complete Page 9 –
the session feedback form**

**Thanks for your time,
attention and
participation.**