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| **Thematic Area** | **Feedback to Learners in Further Education** |

**Suggested resources to support implementation of the thematic area in FET:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| How to Give Effective Feedback to Your Students | Text Book | Chapter 1 provides an overview on Feedback | Susan M. Brookhart | [http://www.ascd.org/publications/books/108019/chapters/Feedback@-An-Overview.aspx](http://www.ascd.org/publications/books/108019/chapters/Feedback%40-An-Overview.aspx)  |
| Website | Chapter 2 Types of feedback and purposes | <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>  |
| An ASCD Study Guide for How to Give Effective Feedback to Your Students  | <http://www.ascd.org/publications/books/108019/chapters/An-ASCD-Study-Guide-for-How-to-Give-Effective-Feedback-to-Your-Students.aspx> |
| Fostering Reflection and Providing Feedback: Helping Others Learn from Experience (2001) | TextbookWebsite | The different chapter of this textbook focuses on:Why foster reflectionWhy constructive feedback is importantWhy are Reflection and Feedback avoided or done poorly? Fostering ReflectionProviding Feedback EffectivelyHelping Learners Reflect with and Give Feedback to Each OtherHelping Learners Elicit Feedback from PatientsChapter 4 of this text book provides a greater detail around the Preparing yourself (Teachers) and Your Learners. | Jane Westberg and Hilliard, MD, EdD Jason | [https://books.google.ie/books?id=-xLPKrX2V8UC&pg=PA27&dq=Feedback+to+learners&hl=en&sa=X&ved=0ahUKEwjuhZGui9LOAhVaFMAKHa0OD-IQ6AEIKjAC#v=onepage&q=Feedback%20to%20learners&f=false ( Access via Google Chrome)](https://books.google.ie/books?id=-xLPKrX2V8UC&pg=PA27&dq=Feedback+to+learners&hl=en&sa=X&ved=0ahUKEwjuhZGui9LOAhVaFMAKHa0OD-IQ6AEIKjAC%23v=onepage&q=Feedback%20to%20learners&f=false%20(%20Access%20via%20Google%20Chrome)) |
| The Power of Feedback | Website | This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms. | John Hattie and Helen Timperley.Review of Educational Research. March 2007, Vol. 77, No. 1, pp. 81–112 DOI: 10.3102/003465430298487 | <http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf> |
| Assessment: Feedback to promote student learning. | Booklet | This booklet highlights on Student concerns,Teacher concerns, FAQ’s, Model of Feedback to Enhance Learning, Good Feedback Principles, Good Assessment and Feedback practice. | Dorothy Spiller (2012)Teaching Development.The University of Waikato. | <http://www.waikato.ac.nz/tdu/pdf/booklets/7_AssessmentandFeedback.pdf> |
| Enhancing Student Learning through Assessment: A Toolkit Approach | Booklet | This booklet discusses assessment and the importance of feedback and how to make feedback more effective that enhances learning for the students. | Dr Ciara O’Farrell,DIT. | <http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/250309_assessment_toolkit.pdf> |
| Rubrics for Assessment | Website | Provides a set of criteria for assessing a particular type of work or performance and aids in providing timely feedback to students such as assignments (Exams, Group work), Homework (In-Class activities, Lab reports), Participation ( Performances, Portfolios) and Projects (Self-assessment and Term papers) | Faculty Development and Instructional Design Centre: Northern Illinois University | <http://www.niu.edu/facdev/_pdf/guide/assessment/rubrics_for_assessment.pdf> |
| Effective Feedback | Website | The various aspects of effective feedback is discussed within this module such as:What is Feedback?Why Feedback is important?Feedback and the learning processWho gives feedback?Barriers to giving effective feedback Receiving FeedbackFeedback ModelsPrinciples of giving effective feedbackGiving Formal FeedbackGiving informal feedback | Multi professional Faculty Development; NHSHealth Education North Central and East London;Health Education North West London;Health Education South London | <http://www.faculty.londondeanery.ac.uk/e-learning/effective-feedback> |
| Details on Why-is-feedback-so-important-in-healthcare-education-and-training | <http://www.faculty.londondeanery.ac.uk/e-learning/feedback/why-is-feedback-so-important-in-healthcare-education-and-training> |
| Models of Giving Feedback | <http://www.faculty.londondeanery.ac.uk/e-learning/feedback/models-of-giving-feedback> |
| “How am I doing?” - assessment and feedback to learners | Booklet | This booklet aims to share effective practice and provide examples which could help schools to develop the type of achievement and thinking culture that is needed for effective marking and feedback. This booklet includes:The principles behind giving effective feedbackWhat does effective feedback look like?How clear are the purposes of feedback?Written feedbackVerbal feedback and discussionManagement implications for schools and subject leadersStaff DevelopmentTips for improving feedback to learnersCriteria for monitoring written work and feedbackMarking and feedback checklist | Suffolk County Council 2001; Suffolk Advisory Service St Andrew House County Hall Ipswich IP4 1LJ | [ClassroomManagementInFETAviva.docx](file:///%5C%5CCETB-FPSRV%5COfficeFolders%24%5CFESS%5CFET%20Development%20Resource%20Lists%5CPhase%203%20Resource%20List%5CSubmitted%20Resource%20List%5C1st%20Submission%5C1st%20Sub%20Thematic%5CClassroomManagementInFETAviva.docx) |
| Professor Paul Black- Feedback in the Classroom | Video | The presentation by Professor Paul Black talking about encouraging feedback in the classroom to create dialogue | Professor Paul BlackEducation Scotland | <http://www.educationscotland.gov.uk/video/p/video_tcm4812350.asp> |
| 1 81 Feedback on learning Dylan Wiliam Learning and teaching | Video | Feedback on learning | Dr Dylan WiliamMaryland Formative Assessment | <https://www.youtube.com/watch?v=MzDuiqaGqAY>  |
| The Secret of Effective Feedback | Video | This video focuses on What is Feedback, Purposes of Feedback, Kinds of Feedback, Research evidence, Effects of Feedback, engagement and Learning, practical techniques. | Dr Dylan Wiliam,Learning Sciences International | <https://www.youtube.com/watch?v=e_En4G7Vt_Y> |
| Practice and Feedback: Their Impacts on Student Learning  | Video | Focuses on goal oriented practice, clear communication, clarity, Formative Feedback, Amount of Feedback, Research evidence, strategies, examples, common mistakes, strength and weakness, Group and Peer Feedback. | [M Gerberick](https://www.youtube.com/channel/UCUNHaDadzGBloOGnMugmh1Q) | <https://www.youtube.com/watch?v=39-nIDcmF50> |
| Strategies for Providing Effective Feedback to Students in Online Courses | video | Focuses on Feedback structure, format, Audio/Video Feedback, pre-programmed, Peer feedback, Grading Rubric, Navigation  | Caitlino A Frano; Director of Distance education,North western University School of Continuing Studies | <https://www.youtube.com/watch?v=7RU-1h8gHsk>  |
| Strategies for giving feedback | Video | Research evidence Scores or Scores with Comments, Why Feedback is important, Think of Feedback as….FAST, Mode, Audience, Function, Valence and clarity. | [Robert Reetz](https://www.youtube.com/channel/UCci211NVcXbSxjNLvf0yS6Q) | <https://www.youtube.com/watch?v=zJVBodskufU>  |
| Towards a model of how learners process feedback: A deeper look at learning | Research | This Research paper highlights on these areas of research questions as follows: 1. How do students notice, decode and make sense of the various types of feedback provided in CI? 2. What differences are there among learners, in how they use and react to the various types of feedback? 3. How do learners process feedback related to errors they make? | Timms, M., DeVelle, S., and Lay, D. (2016)Australian Journal of Education 2016, Vol. 60(2) 128–145. Australian Council for Educational Research 2016. | [http://aed.sagepub.com/content/60/2/128.full.pdf+html](http://aed.sagepub.com/content/60/2/128.full.pdf%2Bhtml)  |
| Technology-enhanced assessment and feedback in further education and skills – how is the sector doing? | Blog | In this post they explore where you are on the road to technology-enhanced assessment, the barriers you've faced, and our planned activity to help you overcome them that aids assessment-feedback process for Providers, Learners and the Organisation. | Lisa Grayand Martyn Roads11 May 2016 | <https://www.jisc.ac.uk/blog/technology-enhanced-assessment-and-feedback-in-further-education-and-skills-11-may-2016> |
| Seven keys to Effective Feedback | Publication | Feedback for Learning includingFeedback essentialsFeedback Vs Advise Feedback Vs Evaluation and Grades | Grant WigginsEducational Leadership; Sept 2012 Vol 70 (1) Pages 10-16 | <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| Involving student in feedback | <http://www.enhancingfeedback.ed.ac.uk/staff/resources/involvingstudents.html> |
| 5 Research-Based Tips for Providing Students with Meaningful Feedback | <http://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger> |
| Making the Most of The Student Voice in Further Education | <http://www.157group.co.uk/sites/default/files/documents/making_the_most_of_the_student_voice_in_fe_in_england_partnership.pdf> |
| **Feedback to Learners** | <http://www.fess.ie/80-assessment/feedback-to-learners> |
| [Jisc Innovation in Further Education and Skills](https://innovationfes.jiscinvolve.org/wp/): Technology innovation for staff, learners / apprentices and employers Jisc and LOOP: The future of student feedback and the role of digital technology | <https://innovationfes.jiscinvolve.org/wp/2016/03/01/jisc-and-loop-the-future-of-student-feedback-and-the-role-of-digital-technology/> |
| 20 ways to provide effective feedback for Learning | <http://teachthought.com/pedagogy/assessment/20-ways-to-provide-effective-feedback-for-learning/> |
| Giving feedback to learners in the practice | <http://www.tau.ac.il/medicine/cme/pituach/100210/5.pdf> |
| Effective Assessment in a Digital AgeA guide to technology- enhanced assessment and feedback | <https://www.dkit.ie/system/files/JISC%20Effective%20Assessment%20in%20a%20digital%20age.pdf> |

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| **MOOCs (Massive Online Open Courses)** |
| Free access to online coursesSearch regularly for new courses and new start dates | <https://www.mooc-list.com/> |