

#### March 1, 2010 The 8th Symposium: Standards Based Assessment and Honours Classification

#### Parallel Discussion Session

The Enhancement of Feedback Processes: the Role of the Student

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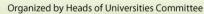




# The Enhancement of Feedback Processes: The Role of the Student

Wrap-up













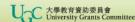












#### Purpose of Feedback

Improve student learning

Facilitate capacity for self-learning

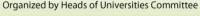
Build teacher/student relationships

Improve teaching and learning environment





















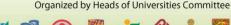




# One-way Feedback

- Instructive + passive
- Uni-directional
- Teacher feedback to student (e.g. hand back assignment). STOP
- Student feedback to teacher (e.g. evaluation surveys). STOP
  - Such feedback is too late (generally at end of semester)
  - Most effective feedback from student comments rather than grade/level assigned to standard questions





















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## Two-way feedback

- Dialogic
- Teacher student teacher student
- Continuous + interactive + open
- Teacher is a facilitator: teach ability to self-evaluate and self-regulate. Student take responsibility for own learning
- Sustainable feedback: student ability to monitor performance and learning + feedback in a developmental way
- Feedback central to teaching and learning framework
- Interactive platform for discussion and feedback



















#### Some Discussion Issues

- Personal feedback to large groups: sustainable feedback practices + summary discussion postassessment
- Student feedback + young/new staff feedback perhaps harsher/rigorous - opposed to more seasoned educators
- Feedback more generous to peers















