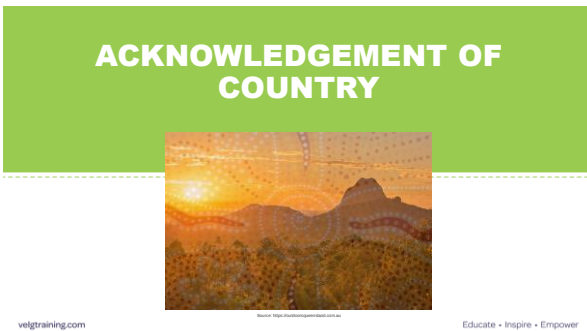
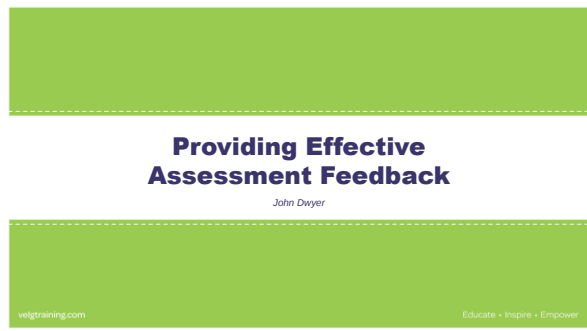




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ABOUT: John Dwyer

John Dwyer is a VQF/AQTF trainer/assessor and consultant with experience in education and training spanning more than 60 years.

He has Registered Training Organisation (RTO) experience and a comprehensive history in developing and delivering a range of workshops and webinars on assessment, compliance, Recognition of Prior Learning (RPL), and moderation and validation processes.

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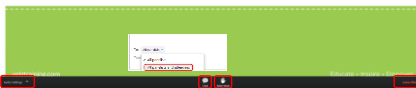
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NAVIGATING ZOOM



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POLL...

WHO'S ONLINE TODAY?

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Providing Effective Assessment Feedback



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WEBINAR OVERVIEW



- Feedback – Some general comments
- Characteristics of effective, good quality feedback
- Basing good quality feedback on underpinning principles
- Providing constructive assessment feedback
- Identifying assessment feedback challenges
- Making feedback helpful

This presentation draws heavily on the following documents:
 • Victoria Education and Training – Feedback and Reporting. Accessed 9 March 2022. <https://www.education.vic.gov.au/school/teachers/teachingresourcesconstructivefeedback/feedback.aspx>
 • Feedback That Improves Student Performance, Norris, 2007. Accessed 7 March 2022. <http://www.undel.ac.uk/education/teaching/feedback.pdf>
 • Giving Assessment Feedback | UKIPW Teaching Staff Gateway – Giving Constructive Feedback. Accessed 9 March 2022. <https://orion.cdnplanet.edu.au/giving-giving-constructive-feedback>

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1. FEEDBACK – Some general comments



"Students have told ASQA that it's important to them that:
.....assessment activities are fair and well explained and
students are given **helpful feedback**."

Chapter 4 – Users' Guide: <https://www.asqa.gov.au/submitter/submitting-assessment>

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POLL



When do you give feedback to your students?

1. Continuously during training
2. During the assessment process
3. At the end of assessment
4. On final outcome of competent/not competent

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1. FEEDBACK – Some general comments



Feedback is a compelling influence on learner achievement. When **teachers** seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions when they are not engaged - then teaching and learning can be synchronised and powerful

Feedback to teachers makes learning visible
Hattie, J. (2009). Visible learning. Oxford, UK: Routledge. p.73

Effective feedback assists the **learner** to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning



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1. FEEDBACK – Some general comments



Feedback is a key element of the incremental process of ongoing learning and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning

It involves the provision of information about aspects of understanding and performance

It can be given by practitioners, peers, oneself and from learners to practitioners

Feedback is one of the most effective teaching and learning strategies and it has an immediate impact on learning progress. High-quality feedback is specific and ongoing

When delivered on time, it has a measurable impact on learning achievement



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1. FEEDBACK – Some general comments



Feedback serves three purposes:
What are they?

- Appreciation: recognising and rewarding someone for great work
- Coaching: helping someone expand their knowledge, skills and capabilities
- Evaluation: assessing someone against a set of standards, aligning expectations and informing decision-making.

- Four types of constructive feedback:**
- Negative feedback – corrective comments about past behaviour
 - Positive feedback – affirming comments about past behaviour
 - Negative feed-forward – corrective comments about future performance
 - Positive feed-forward – affirming comments about future behaviour



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What does effective, good quality feedback look like?

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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

A: Feedback improves learning



Feedback starts with learning intentions – **clarifying the learning intentions and the success criteria** for the activities being undertaken

Elements of a good learning intention:

- explicitly state what the learner should know, understand and be able to do by the end of an activity
- expressed in language learners understand

Should answer the learner's question, "Why are we learning this?"

A learning intention is not just what task the learner should be able to do
It is what students should learn as a result of the teaching and learning activities

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Adapted from: Victoria Education and Training - Feedback and reporting
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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

A: Feedback Improves learning

Success criteria set the performance by which achievement of the learning intentions will be measured
They are made known to the learners and, desirably, are co-constructed with the learners

Effective feedback informs the learner about their progress towards meeting the success criteria.
Hattie suggests a 'Feed Up, Feed Back, Feed Forward' feedback model. The learner considers three questions:

1. Feed Up - Where am I going (what are my learning intentions?)
2. Feed Back - How am I going (what does the evidence tell me?)
3. Feed Forward - Where to next (what learning activities should I do to make better progress?)



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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

B: Feedback is timely

Feedback needs to be timely. It needs to be given while there is still time for learners to act on it and to monitor and adjust their learning

It can be 'in-the-moment' in the case of classroom dialogue and discussion
The trainer will receive feedback from the way learners answer questions and from the questions asked by them



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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

C: Feedback is clear and focuses on improvement strategies

Feedback needs to be regular and provided in a clear and focused way

Written comments need to be in language that is accessible to the learners and should refer back to the learning goals and success criteria

Feedback should provide specific guidance on how to improve learning outcomes by enabling the learner to think about the learning involved in the task, rather than just the activity of completing the task

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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

D: Feedback encourages reflection

The amount of feedback needs to be limited to what learners can reasonably accept

Effective feedback

- does not merely correct learners' errors
- but actively requires them to reconsider their work, and
- identify and correct where a mistake has been made or a situation misunderstood



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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

E Errors measure misunderstandings

Making errors is a fundamental step in improving learning

Feedback on where the misunderstandings and misconceptions are occurring assists learners

- to move to greater understanding and success, and
- to become more self-directed, and
- to believe in their ability to complete tasks and reach goals



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2. CHARACTERISTICS OF EFFECTIVE, GOOD QUALITY FEEDBACK

F: Feedback is more than a summative comment

Feedback is more than discussing the level of performance and suggesting that the learning journey is finished



Such comment stops the learner from fully considering and acting on the feedback

Different forms of feedback, such as

- comments, questions, and discussion
- provided frequently during learning
- encourage engagement and motivation to succeed

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Feedback can clarify good performance

Suggestions?

Increasing levels of student self-regulation

- ☐ Provide examples of good work
- ☐ Provide rubrics that describe the characteristics of good work
- ☐ Discuss the criteria with the class well before the assessment activity is due for completion
- ☐ Try small-scale, in-class exercises that students mark (their own or others) according to the criteria and standards
- ☐ Involve students in criteria-setting for assessment activity

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Feedback helps students develop self-assessment skills

Suggestions?



- ☐ Have students request the kinds of feedback they prefer
- ☐ Have students provide a self-assessment of their work (identifying its strengths and weaknesses in relation to criteria or standards) along with their work submission
- ☐ Near the end of a course, ask students to review their assessment outputs and select work for a portfolio
- ☐ Near the mid-point of the course, ask students to reflect back on their progress and then list the next steps forward in meeting course outcomes
- ☐ Provide opportunities for learners to evaluate and provide feedback on each other's work

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



High quality feedback is timely

Give students enough time to apply feedback to the next assessment activity

Focus on strengths and weaknesses but also offer corrective advice

- ☐ Give feedback quickly for new or complex tasks that students are just beginning to master.
- ☐ Delay feedback and make it broader in scope as students gain experience.
- ☐ For high-achieving learners, consider delaying feedback earlier
- ☐ For low-achieving learners, provide immediate feedback for a longer period

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



High quality feedback is timely

Give students enough time to apply feedback to the next assessment activity

Focus on strengths and weaknesses but also offer corrective advice

- ☐ Give feedback that helps students troubleshoot their own performance and self-correct
- ☐ Provide "just-in-time" and "just enough" feedback, limited in amount so that it is actually used
- ☐ Address only the first few, most pressing items of concern in the first round, waiting to address other issues in work submitted later
- ☐ Ask students to specify a specific part of their assessment activity on which they want feedback and give feedback on that and nothing else.

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Good quality feedback encourages instructor and peer discussion about learning

Back-and-forth feedback discussion helps students refine their understanding of what is required and helps them become self-managing learners



- ☐ Establish small-group settings to facilitate discussions
- ☐ Encourage peer dialogue to increase students' sense of self control over learning – students often learn more effectively by interacting with each other
- ☐ Ask students to read feedback comments they have received, and discuss these with peers, looking for suggestions for improvement
- ☐ Ask students to select feedback comments that they found useful and to explain how they helped
- ☐ Have group projects in which students discuss criteria and standards before doing the project work

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



High quality feedback increases motivation and self-esteem

Students pay more attention to feedback that consists mainly of comments focused on outcomes, without a judgement

- ❑ Using only judgement indicators (ticks, crosses, S, NS) with few or no comments is demotivating to some students who interpret a low mark as meaning they don't have the capacity to learn this subject, so they tend to give up
- ❑ Praising effort and work/study behaviours, combined with feedback on progress towards learning outcomes, leads to higher achievement than praising attributes such as ability or intelligence.
- ❑ The former focuses on the learning process, whereas the latter focuses on the student.

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



High quality feedback increases motivation and self-esteem

Use **praise sparingly**—it shifts the focus from learning to the self. Focus on a **sense of accomplishment** resulting from successfully completing a task. Students need to see that **feedback is an evaluation of the work, not the person**.



- ❑ Other strategies include:
- ❑ Provide judgements only after students have responded to feedback comments
- ❑ Allow students to rewrite and re-submit selected pieces of work, or make assessment submissions a two-or multi-stage process in which drafts may be submitted for feedback

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



High quality feedback increases motivation and self-esteem

- ❑ Low performing students benefit from immediate feedback that gives the correct answer if wrong, and elaborated feedback (explanation of what is wrong and where to find related information).
- ❑ Higher performing students benefit from delayed, "Try again," feedback (results, indication of right/wrong).

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Good quality feedback helps close the work quality gap

"Unless students are able to use the feedback to produce improved work by, for example, re-doing the same assignment [or in future assignments], neither they nor those giving the feedback will know that it has been effective"
(Nicol, 2007, p. 213).

- ❑ Provide feedback that helps students recognise the next steps and how to take them
- ❑ This works best when a course has many low-stakes assignments or assessments that result in feedback geared to providing early information about progress and achievement, rather than high stakes summative assessments that give only information about success or failure or about how students compare with peers

Adapted from Nicol, 2007

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Good quality feedback helps close the work quality gap

"Unless students are able to use the feedback to produce improved work by, for example, re-doing the same assignment [or in future assignments], neither they nor those giving the feedback will know that it has been effective"
(Nicol, 2007, p. 213).

- ❑ The ideal situation is to build opportunities for iterative feedback into the assessment activity (e.g., a group assignment with peer interaction, or breaking the activity into components, each with its own feedback, or making assignments multi-staged, where feedback on stage one helps improve stage two)
- ❑ Provide specific "action points" alongside the strengths and weaknesses feedback

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3. BASING FEEDBACK ON UNDERPINNING PRINCIPLES



Use student reaction to feedback to improve assessment activities and feedback

By questioning and observing outcomes, instructors learn the extent of student mastery and identify areas of difficulty

They can use this information to tailor their teaching accordingly

- ❑ Look for evidence and data that support or contradict your assumptions
- ❑ Try "one-minute papers"—questions that are posed to students before a teaching session begins, and responded to at the end of the session, such as, "What was the most important point in this session?"
- ❑ Have students request the types of feedback they would like when they make an assignment submission (e.g., in a list)
- ❑ Have students indicate areas of difficulty on work submitted for assessment

Adapted from Nicol, 2007

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4. PROVIDING CONSTRUCTIVE ASSESSMENT FEEDBACK

To benefit student learning, feedback needs to be:

- *constructive*
- *timely*
- *meaningful*

NOTE negative feedback can be constructive when given appropriately

As well as highlighting the strengths and weaknesses of a given piece of work, feedback should set out ways in which the student can improve the work

Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks

Feedback should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work

Adapted from UNSW Teaching Staff Gateway - Giving Constructive Feedback

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4. PROVIDING CONSTRUCTIVE ASSESSMENT FEEDBACK

- ☐ Establish trust
- ☐ Balance the positive and the negative
- ☐ Observe, don't interpret
- ☐ Be specific
- ☐ Talk face-to-face
- ☐ Don't make it personal
- ☐ Provide feedback consistently
- ☐ Be timely



Adapted from UNSW Teaching Staff Gateway - Giving Constructive Feedback
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Type into the chat

What types of challenges do you face when it comes to providing feedback?

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5. IDENTIFYING ASSESSMENT FEEDBACK CHALLENGES



Students often find assessment feedback unsatisfactory, for a wide range of reasons, including the following



When feedback is cryptic ("More", "What's this?", "Link?", or simply ticks and crosses), students are sometimes unable to gauge whether a response is positive or negative, whether and how the feedback is related to their performance, and what they might do to improve

When feedback consists mainly of technicalities (e.g. issues of grammar and spelling corrections) but provides little or no advice for them to act on, students cannot tell what they have done well, what they need to change and why they have achieved the comments they have

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5. IDENTIFYING ASSESSMENT FEEDBACK CHALLENGES



Students often find assessment feedback unsatisfactory, for a wide range of reasons, including the following



Many assessment tasks are one-offs, intended for students to demonstrate their achievement for a summative judgement; students cannot respond to the feedback with a further submission. Such tasks do not encourage risk-taking, experimentation, creativity or practice

Feedback that does not acknowledge the way students' learning has progressed over time does not help them get a sense of how far they have come and what they have yet to achieve

Students can encounter different (and inconsistent) comments from different assessors

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5. IDENTIFYING ASSESSMENT FEEDBACK CHALLENGES



Trainers and assessors report a range of concerns about assessment feedback, including the following:



Preparing good-quality assessment feedback for students is very time-consuming, in spite of its potential value for improving learning

When evidence suggests that students have not read the feedback or acted on it, teachers see time and effort put into providing feedback as wasted

Giving feedback can be repetitive and unproductive. Trainers often find themselves giving the same or very similar feedback to many students, or giving the same feedback to repeated efforts by one student, with no change occurring in that student's performance

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5. IDENTIFYING ASSESSMENT FEEDBACK CHALLENGES



Trainers and assessors report a range of concerns about assessment feedback, including the following:



Students can focus on negative comments and fail to register positive comments

Students can misinterpret your intentions e.g. The Trainer decides to reward a worker who has performed well, by sending him to a special professional development activity. He doesn't see this as a reward but asks himself, "What am I doing wrong if I need more training?"

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6. MAKING FEEDBACK HELPFUL

Feedback characteristic	Practical ideas
Personal, relevant and specific	- Students should feel like you are speaking to them as an individual, and that you are specifically commenting on their piece of work. - Focus on the elements that are important for future assessment activities. - Be specific - try to avoid using statements like 'good', or 'needs improving', or 'this was not correct', or 'ticks/crosses'!
Actionable (all feedback should feed-forward)	- Provide specific actions for future assessment activities. - This is where a knowledge of the program as a whole is useful.
Constructive, encouraging and motivating	- Be constructive, and design your feedback to help student improve. - Adopt an encouraging tone, and offer realistic suggestions for improvement, whilst not shying away from criticism. - This is the case even if a student has done well in an assessment activity - a student should still know why they did well, and what they should take forward to future assessment activities.
Encourages various forms of dialogue	What opportunities do students have to discuss their feedback with their trainers?
Clearly linked to assessment criteria	For example, this can be done by providing a marking matrix/rubric for each student to show how they performed against the criteria.
Timely	- Time feedback so as to be useful for future assessment activities. - Students should receive personal feedback in time for them to apply it to future assignment activities.

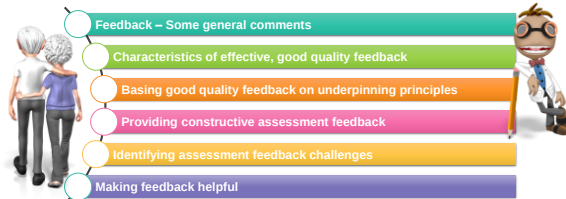
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Adapted from: "What makes feedback helpful for students?" The University of Sheffield

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WHAT WE HAVE COVERED...



This presentation draws heavily on the following documents:
 • Victoria Education and Training: Feedback and reporting. Accessed 9 March 2022. <https://www.education.vic.gov.au/school/teaching/teaching/practice/constructive/constructive-feedback.aspx>
 • Feedback That Improves Student Performance, Norris, 2007. Accessed 7 March 2022. <http://www.unl.edu/assessment/assessment/pdf/feedback.pdf>
 • Giving Assessment Feedback | UKDFP Teaching Staff Gateway - Giving Constructive Feedback. Accessed 9 March 2022. <https://london.college/learning/givingconstructivefeedback>

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ANY QUESTIONS?



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2. A link to event feedback survey
3. Access to the WMV recording of the webinar
4. PDF copy of the PowerPoint
5. PDF transcript of Chat Q&A
6. Additional supporting resources



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UPCOMING EVENTS

Events Coming Soon...

06 April: Webinar (90mins)
[Trainer Excellence: Bringing psychology to the classroom](#)

13 April: Webinar (90mins)
[Trainer Excellence: Empowering your professional presence](#)

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THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with **John Dwyer** for your webinar today.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.

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