Feedback talk

Marion Heron, Surrey Institute of Education, University of Surrey
15th November, 2022

UNIVERSITY OF SURREY

Outline of presentation

- Feedback
- Student & teacher feedback literacy
- The relational in feedback
- The study
- A feedback talk framework
- Validation of the framework
- Implications & recommendations
- Questions

The nature of feedback

- The context of teaching and learning

- Feedback needs to be studied within its 'complex interrelations with other aspects of the learning environment' and we need to "recognise the diversity of situated feedback interactions' (Gravett 2020, 9)

- Recognise dialogic interactions between teachers and students which probe, question and clarify meanings to support learning and which take place in moment-by-moment exchanges in the classroom.

Student & teacher feedback literacies

- Student feedback literacy is defined as an 'understanding of what feedback is and how it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes' (Carless and Boud 2018).

- Teacher feedback literacy is defined as the 'knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback' (Carless and Winstone 2020, 4).

  - Design dimension

  - Relational dimension

  - Pragmatic dimension

The nature of feedback: the issues

- Students do not always recognise feedback (Medland 2019)

- Students and teachers may disagree on what constitutes feedback (Van Der Kleij and Adie 2020).

- Research on verbal feedback generally refers to spoken feedback provided on a summative assessment task (e.g. Blair and McGinty 2013; Agricola, Prins, and Sluijsmans 2020)

- If teachers are to facilitate effective feedback interactions in classroom contexts, and students are to use such opportunities to develop their learning, greater awareness of the nature and process of feedback talk is needed.

Research questions

- What does feedback talk look like?

- How does an articulation of feedback talk support teacher feedback literacy?

Analytical framework

Building on work on classroom discourse analysis:

- IRF exchange (Initiation– Response – Feedback) Sinclair and Coulthard (1975)

- Hardman (2016) – analysis of classroom talk in a HE context (Accounting)

- Variations of the F-move (elaborate, comment, acknowledge..)

Methodology

- Transcripts from six one-hour seminar classes (Accounting, Liberal Arts, Sociology, TESOL, Tourism and Business, Health Psychology). Seminars mix of UG and PG. Teachers' experience: a few months – 25+ years.

- Procedure:

1. Each researcher coded one seminar transcript (Tourism) individually with reference to Hardman (2016).

2. All researchers met to discuss and agree the codes. Developed further codes.

3. All researchers coded the remaining five seminar transcripts.

4. Agreed final set of codes. This coding framework was then used to inform the interviews

Feedback talk framework

Item	Code	Example
1	Requesting clarification	Checking understanding of the student's comment, e.g. *Sorry*?
2	Probing	Seeking further details e.g. *why do you think that?*
3	Consolidating	Repeating /playing back a student's response
4	Validating	Acknowledging student input, e.g. *thank you*
5	Elaborating	Building on a student's response, could include giving an example, e.g. *So what we are saying here is..*
6	Praising	Praising a response, e.g. *That's great*
7	Initiating	Inviting others to speak, e.g. *Would anyone like to comment?*
8	Correcting	Providing a correct answer, e.g. *Well at this stage they haven't actually done the courses.*
9	Negating	Rejecting an answer e.g. *No*
10	Affirming	Showing agreement with a response, e.g. *yes, exactly*

Codes exemplified (from Liberal Arts seminar)

1	S:	Similarly, he says that knowledge actually generates ignorance. So, we'd
2		normally think that actually, the more knowledge you have, the more wise,
3		whatever you are [unclear]. And he makes a differentiation between,
4		higher-quality ignorance. He says, when you become knowledgeable, you
5	T:	just have higher-quality ignorance rather than lower-quality.
6		Excellent. And is that… How do you feel about that? Because you've come
7		to a university where we like to think there are experts in the room, and
8		one message that this guy's saying to you is, yes, well, we don't know a
9		great deal. In fact, the more things we think we know, the more we realise
10	S:	we know less, and there's more out there to try and understand. How does
11		that make you feel about being at a university?
12		I think because he used the analogy of something dropping in a pond, with
		the ripples [inaudible]. It's… although you perhaps know less the more you
		learn, you're learning more what you don't know. And that's important,
		because it puts everything else into perspective.

Frequency of codes
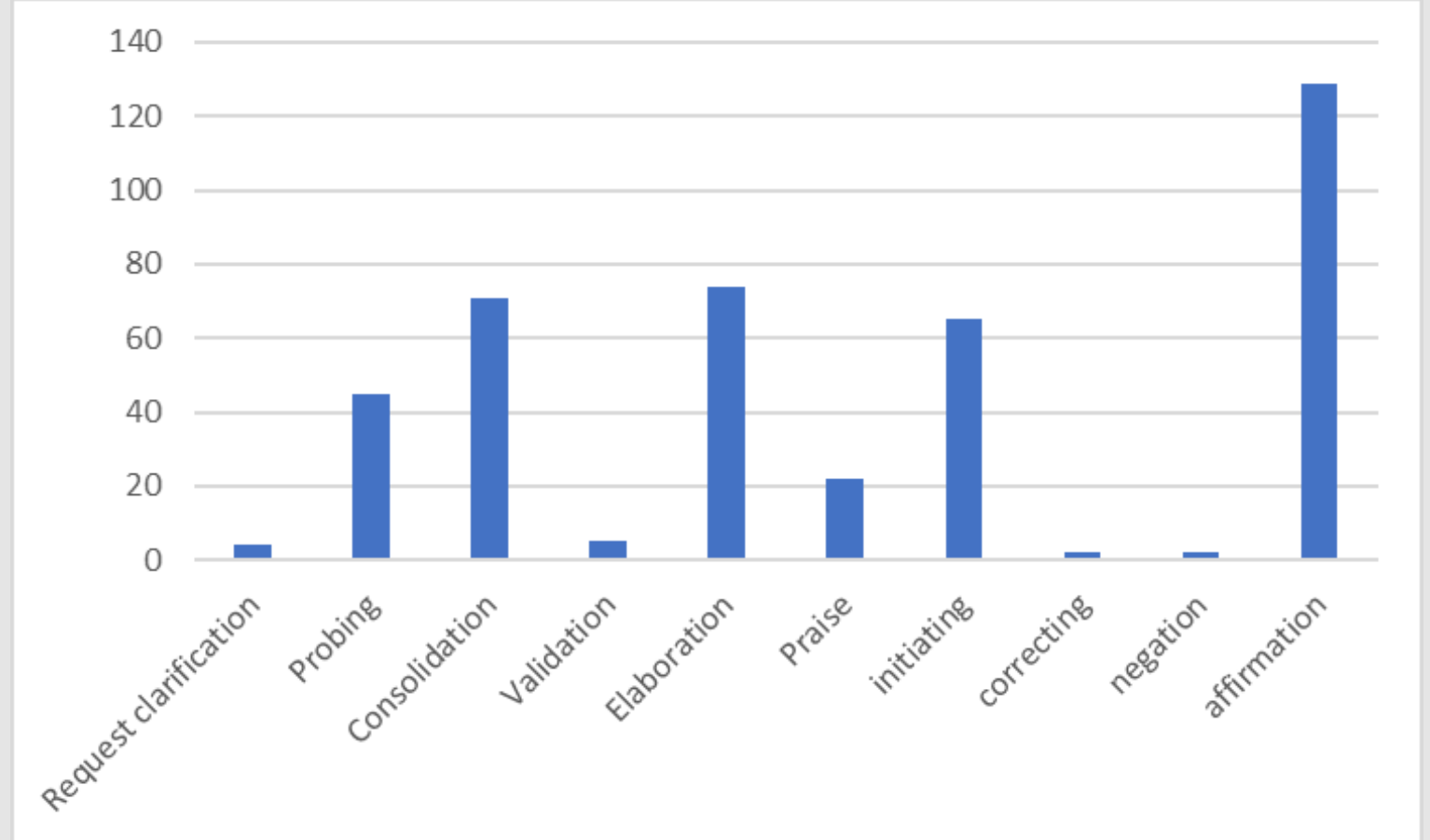
Patterns of codes

Moves	Pattern	Frequency across the data
Two moves	Affirm – Elaborate	16
	Affirm – Consolidate	13
	Affirm – Initiate	10
	Affirm - Probe	7
Three moves	Affirm – Consolidate – Probe	6
	Affirm – Consolidate – Elaborate	6
	Affirm – Consolidate - Initiate	5

Validating the feedback talk framework

- Survey based on Carless and Winstone's (2020) framework for teacher feedback literacy – 136 participants.

5 📏 ⊘ Please rate the extent to which you agree or disagree with each of the following statements. ✏ ⚙

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Lectures and seminars are designed in ways that enable students to understand and act upon feedback	☐	☐	☐	☐	☐
Feedback offers guidance on how performance can be improved	☐	☐	☐	☐	☐
Feedback encourages students to take part in verbal interaction	☐	☐	☐	☐	☐
Students are encouraged to have a dialogue with peers	☐	☐	☐	☐	☐
Feedback is delivered in constructive and supportive ways	☐	☐	☐	☐	☐
A student's contribution in class becomes an opportunity for expanding on students' ideas	☐	☐	☐	☐	☐
Feedback is developed through partnership between tutors and students	☐	☐	☐	☐	☐
The norms and practices of the discipline shape how feedback is designed.	☐	☐	☐	☐	☐
Feedback is strongly influenced by institutional quality assurance processes.	☐	☐	☐	☐	☐
Giving effective feedback is easier in small groups of students.	☐	☐	☐	☐	☐

Add item

Validating the feedback talk framework

- Participants were asked to code three extracts from taught sessions using the ten codes of feedback talk.

9. In the following extract from the same seminar, students and teacher are talking about trust in branding. For each teacher statement, please choose which feedback code best reflects the purpose of what the teacher is saying. You may ignore the student statements

T: So staying committed to the service that person has rendered to you.	Please select
T: Thank you very much	Please select
T: Yes?	Please select
S: An employer having trust in turn	Please select
T: Okay	Please select
T: It's a bi-directional trust from consumer and trust from seller, trust in each other.	Please select
T: Good.	Please select
T: We've literally zoomed into customer loyalty. Yes, share your views on that, loyalty?	Please select

Validating the feedback talk framework

- Interviews – 7 teachers based on a reflection of their feedback exchanges identified within their session transcript, with reference to the FTF.

1. What do you understand by the term feedback?
2. Are there any differences between written and verbal feedback?
3. Look at the transcript from your lesson, where are you specifically giving feedback?
4. How do the students respond?
5. Why do you choose that as examples of feedback?
6. What would you say is the purpose of that feedback?
7. look at page- what is happening here in terms of feedback (draw out the codes)
8. In our research we found the following codes to describe feedback. Can you find any examples of these in your transcript, and how do students respond?

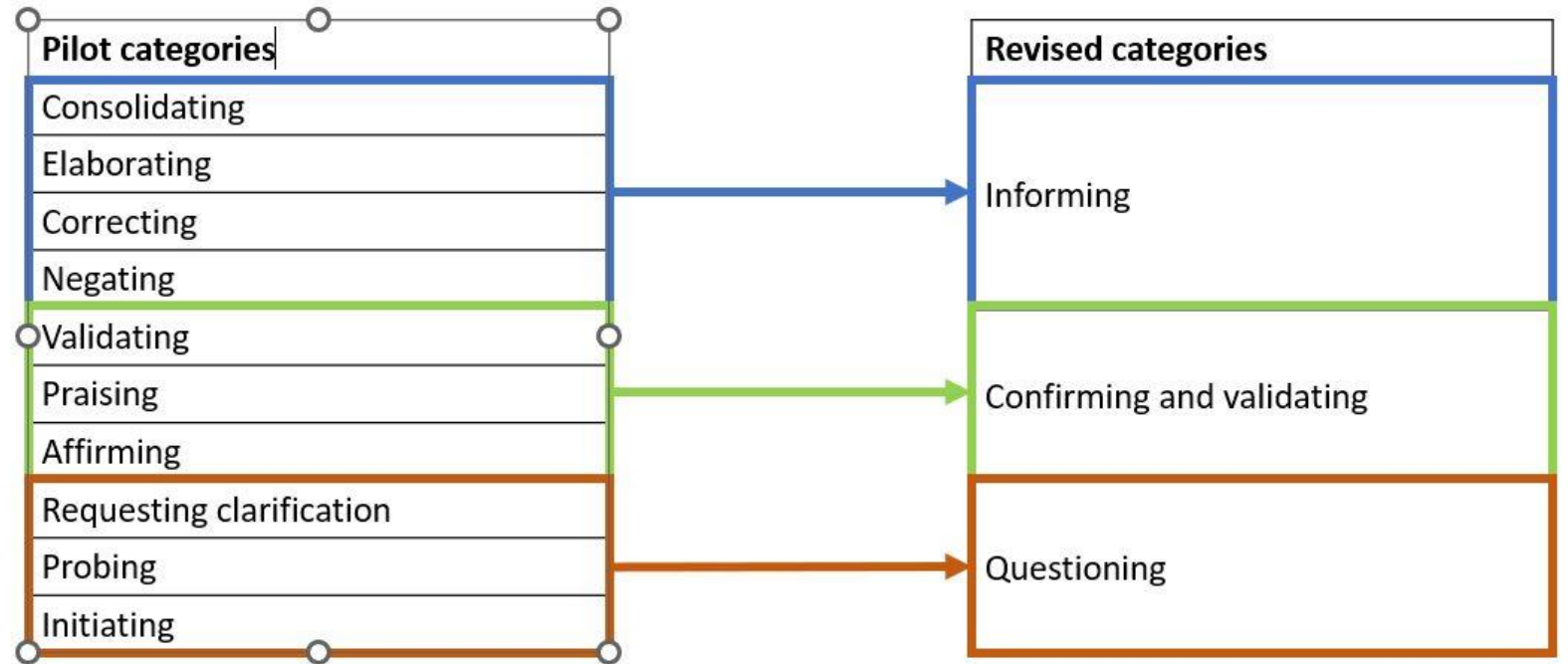| 1.	Requesting clarification
2.	Probing (seeking further details)
3.	Consolidating (reiterating/playing back a student's response)
4.	Validating (acknowledging student input, e.g. 'thank you')
5.	Elaborating (building on a student's response, could include giving an example)
6.	Praising
7.	Initiating (inviting others to speak)
8.	Correcting
9.	Negating (e.g. no)
10.	Affirming (e.g. yes, exactly)

7. As a result of this interview, have your ideas on verbal feedback changed in any way?
8. Do you feel that the move to more online teaching and learning has had an impact on feedback?
9. How would you describe the relationship between feedback and teaching?

Validating the feedback talk framework

- The interviews were analysed iteratively using thematic analysis approach and Krippendoff's alpha analysis was performed to assess the reliability of the participant judgements in the survey.

Validating the framework

| Pilot categories		Revised categories
Consolidating		
Elaborating	→	Informing
Correcting		
Negating		
Validating		
Praising	→	Confirming and validating
Affirming		
Requesting clarification		
Probing	→	Questioning
Initiating		

Feedback talk framework: implications

- The role of a heuristic of feedback talk to support the development of student and teacher feedback literacy.

- Reframing feedback as natural part of teaching and learning process

- Evidence-based reflection (Walsh and Mann, 2015) on feedback talk

Final note (Heron et al, 2021)

"… I can see that if you define that conversation, not in the narrow terms of feedback, but in a broader term, then all of that teaching approach could be seen, as, you know, it is feedback…And I think, I think, of huge value."

Questions
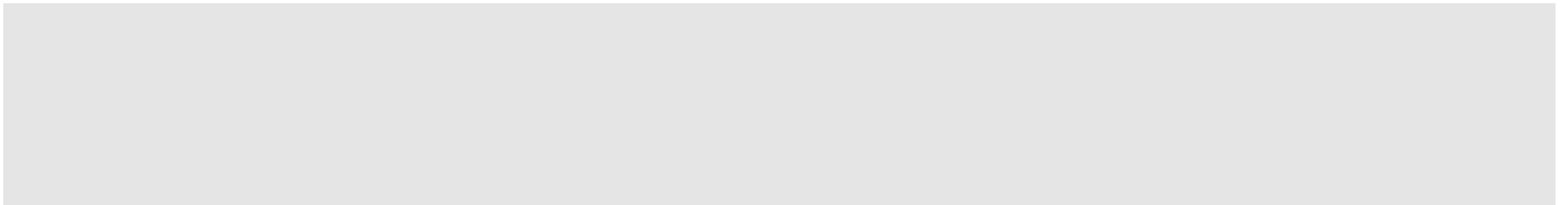
References

- Agricola, B. T., F. J. Prins, and D. M. Sluijsmans. (2020). "Impact of feedback request forms and verbal feedback on higher education students' feedback perception, self-efficacy, and motivation". *Assessment in Education: Principles, Policy and Practice 27* (1): 6-25.

- Blair, A., and S. McGinty. (2013). "Feedback-dialogues: exploring the student perspective". *Assessment and Evaluation in Higher Education 38* (4): 466-476.

- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education, 43*(8), 1315-1325.

- Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 1-14.

- Gravett, K. (2020). Feedback literacies as sociomaterial practice. *Critical Studies in Education*, 1-14.

- Hardman, J. (2016). Tutor–student interaction in seminar teaching: Implications for professional development. *Active Learning in Higher Education*, *17*(1), 63-76.

- Heron, M., Medland, E., Pitt, E., & Winstone, N.E. (2021) Developing the relational in teacher feedback literacy: Exploring feedback talk. *Assessment & Evaluation in Higher Education.* 1-11

- Medland, E. (2019). "Excited' yet 'paralysing': The highs and lows of the feedback process". *Educational Developments 20* (1): 7-10.

- Sinclair, J. M., & Coulthard, M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford: Oxford University Press.

- Van Der Kleij, F., & Adie, L. (2020). Towards effective feedback: an investigation of teachers' and students' perceptions of oral feedback in classroom practice. *Assessment in Education: Principles, Policy & Practice*, 1-19.
- Walsh, S., and S. Mann, S. (2015). "Doing reflective practice: a data-led way forward". *English Language Teaching Journal 69* (4): 351-362