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Transformative feedback is a crucial aspect of formative action, designed to enhance learning and cultivate student independence, while also reducing teacher workload. The timing and nature of feedback should align with the student's stage in the learning process.

THE FORMATIVE ACTION SCHOOL

TRANSFORMATIVE FEEDBACK

When designing feedback processes, it's essential to consider the student's stage in their development. Beginners require different support and pedagogical strategies compared to more advanced and independent students. Beginners often need a sense for quality and feedback that focuses (positively) on some specific areas of improvement. This allows us to keep motivation high. Students who are more advanced, and have more independent mastery, need feedback that challenges them to use their abilities and further refine their skills.

THE GOLDEN RULES



FOCUS FEEDBACK

What do I want my students to think about, and what criteria are we focusing on?



LEVEL OF INDEPENDENCE

How much independence should students have at this point in the learning process?



FEEDBACK FORM

What type of feedback is most appropriate for this stage in the learning process?

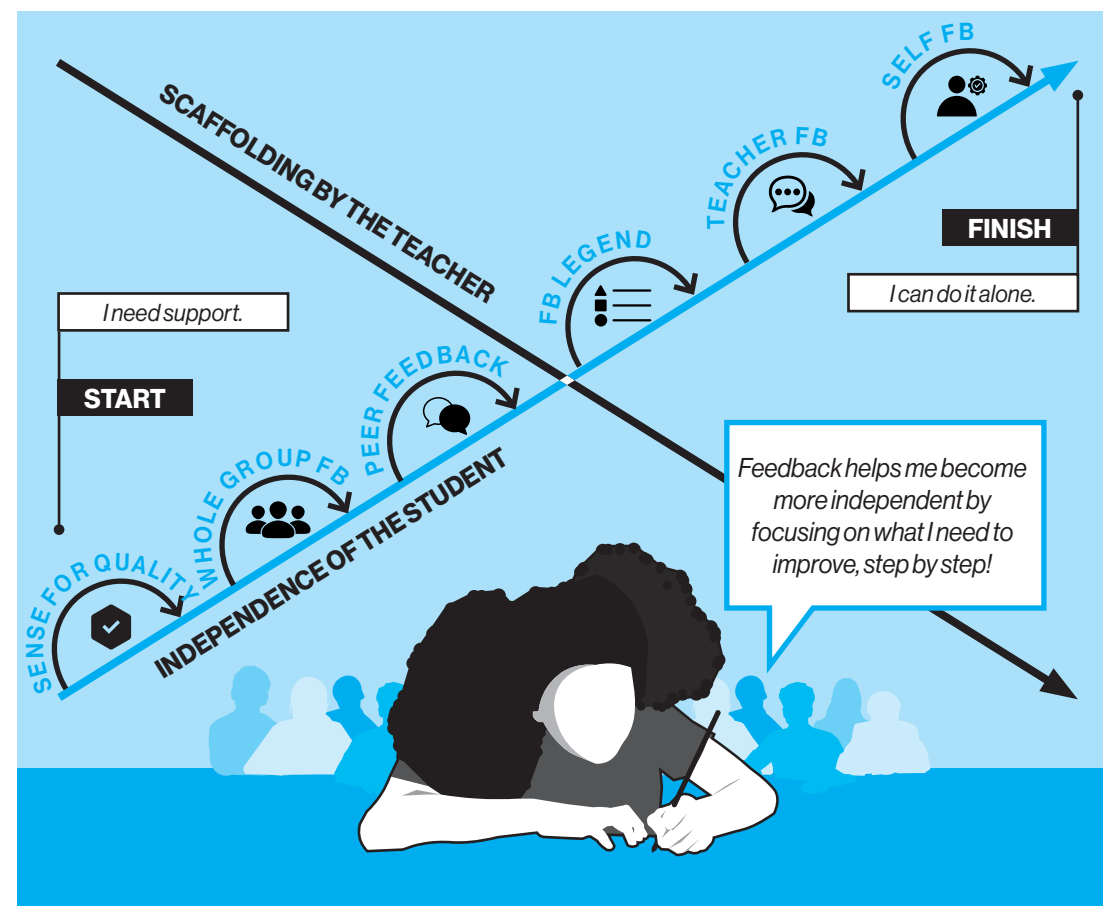


LANDING SPACE

In what kind of action can I concretely observe that thinking has taken place?

TRANSFORMATIVE FEEDBACK

SUPPORTING STUDENT'S INDEPENDENCE STEP-BY-STEP



1. FOCUS FEEDBACK

What do I want my students to think about, and what criteria are we focusing on?

One common pitfall when providing feedback is offering too much information at once, often covering all the criteria. This can overwhelm students and lead to "feedback overload," this leads the students to feel lost and give up. Here the challenge as a teacher is to think about which specific focus feedback is needed, especially when there are multiple areas for improvement. At this point it is better to organise several rounds of focused feedback rather than trying to address everything at once.

2. LEVEL OF INDEPENDENCE

How much independence should students have at this point in the learning process?

In many sectors of education, we are committed to ensuring that our students achieve independent mastery of the goals set for them. How much independent mastery we aim for at what point in the learning process influences how we design our pedagogy. The more independent mastery, the more thinking we should and can expect from a student. What we need to think about as teachers is: How a teacher can determine the level of thinking required at each stage of the learning process, as well as to define what students should be ready for and are able to do.

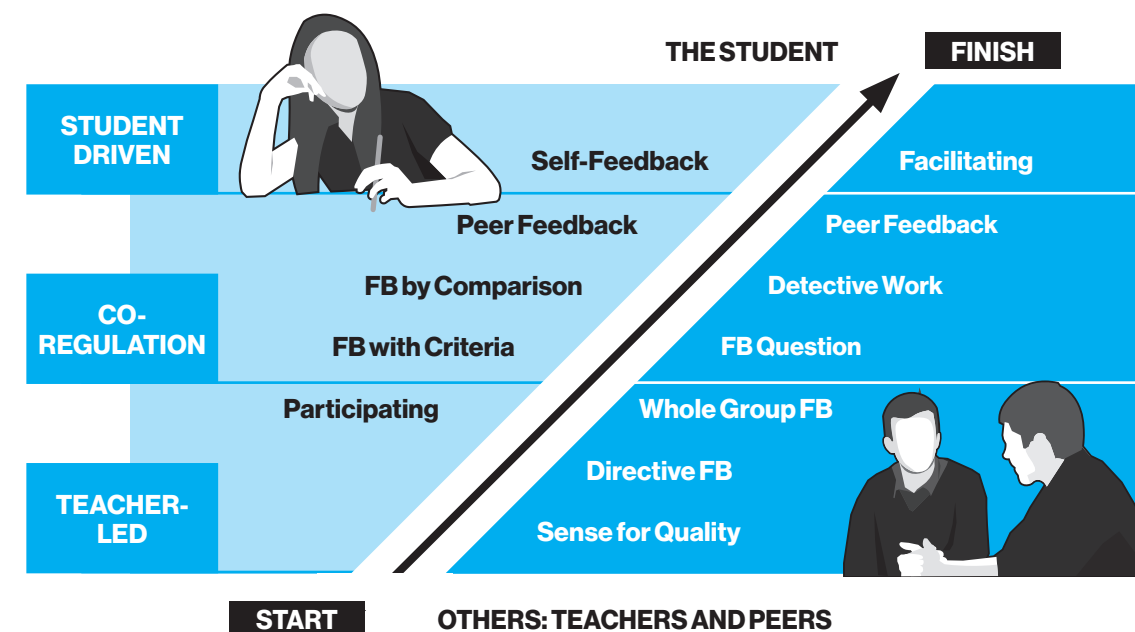
3. FEEDBACK FORM

What type of feedback is most appropriate for this stage in the learning process?

At the beginning of the learning process, we can assume that students can handle very little independence. We often see that the material being introduced is new to the student. We can therefore not expect novices to oversee the whole playing field, to assess themselves well and to know exactly how to tackle a particular task properly.

As students progress through the learning process, other forms of feedback are needed to take them one step further towards independent mastery. They develop more independence and have a better understanding of what is expected of them. That's why it's important to give them enough opportunities to increasingly think for themselves. By doing this we avoid creating learned helplessness in our students.

Once students have reached the later stages of the learning process, the teacher must reduce their support in the different feedback forms. This approach appeals to the student's degree of independence, which leads to focus the feedback on further refinement and challenging the student to think more deeply.



FEEDBACK FOR EACH PART OF THE LEARNING PROCESS DIAGRAM INSPIRED BY OLIVER CAVIGLIOLI

4. LANDING SPACE

How can I concretely observe that the desired thinking has taken place?

Feedback is often ineffective because it is organised too informally. Feedback should not be for free, and it must be used actively. It is essential to incorporate a landing space in every feedback round. Without a landing space, feedback is often left unused and fails to prompt concrete actions. It is crucial to explicitly state what the student should do with the feedback and organise a new assignment. This will strengthen the learning process and increase the probability of the feedback being applied effectively.

