

Giving feedback transcript

How are you assessing remotely what students have learnt and feeding this back to them?

Dr Kishan Sinha 0:10-1:12

During the live session I use a variation of the 'no hands up' approach where I ask individual students questions to check their conceptual understanding and provide them with the necessary scaffolding and feedback right away. I also organise online group discussions as a way to assess their understanding and thinking process, and again provide them with the scaffolding wherever necessary. It's also a good way to help them develop their language skills. I use tools such as Google Forms, Talks, Slides and Sheets, to assign them individual and group work, where they can visualise their thinking process and I can see their understanding evolving over time and provide them with the feedback to help them improve further. I use Google Classroom to manage all these activities.

Dominick Goggins 1:12-1:48

For online lessons I'm using polls, this is a great way for students to just tick yes or no, I'm up to date or I need more help and I can give them additional resources. I can stop the topic I'm currently doing and give them more information about a specific topic if they require that. For tests it's more specific, they do an online test, I'll give them more resources to further their learning on the topic they are having trouble with. It could just be answering simple questions or it could be giving them videos or even re-doing the lesson again.

Martin Mak 1:48-2:49

So one thing that as the teacher we always do is we assess students work and also give them feedback, so some teachers have been asking how I have been assessing students work remotely and also how to give them feedback. So one way to do it is to use Google Classroom. So what I have been doing is that because I'm a language teacher, I asked my students to upload their essays onto the Google Classroom and then I will set up an assignment and then I will import the rubrics of how I'm going to mark this assignment and then I will mark according to the rubrics. At the same time I can make comments on their PDFs so it's actually very handy. When I finish marking then I will leave a general comment on their essay and what they can do is they can also reply to this comment, so it's very interactive.

Hira Parveen 2:50-4:00

For assessment and feedback, my favourite tool is Socrative. It enables me to design and launch online quizzes during the class timings so my learners need to be available during the class time and they know that if they miss it they cannot attempt it later. Socrative gives instant scoring feedback to my learners and the best part is that I can download reports which contain an Excel file summarising the class results, and the quiz [results] of every individual learner in the form of a PDF file, so I can email them their individual PDF files and they have a record of their quiz and their score. Then there is this exit ticket feature on Socrative which you can launch 5 minutes before the lesson ends. The exit ticket could ask the learners to rate how well they understood the lesson, and to summarise what they have learned during this lesson. You can get feedback on your lesson as well.

How is giving feedback online different from feedback on the classroom?

Dominick Goggins 4:04-4:26

One of the positive things I've noticed about online feedback is some of the timid students would ask more questions and get more engaged with the feedback. One of the negative things is it's hard to judge body language and to see if students understand exactly what you're saying when you just send them a message. This is why it could be better to do online feedback as a video.

Hira Parveen 4:27-4:57

Online feedback is more efficient, it gives a touch of ubiquitous learning while the classroom time is limited. You can give feedback immediately to the learners if you are using online tools to create quizzes etc. Having said that, in the online quizzes I cannot add constructive remarks. For that, I need to go through the work separately and add remarks using PDF editor.

Jennifer Johnson 4:58-5:19

Online feedback, because of the nature of the feedback, it's in a written format, it's very specified, it's very informative to the students about what exactly they need to do and work on in order to improve themselves. So I feel it's very true to what feedback should be.

What would you say to a teacher who says to you... "I won't give feedback remotely, I'll wait until students are back in school to mark their work."

Dr Kishan Sinha 5:23-6:30

Assessments help us to identify students learning needs and to gauge the effectiveness of our teaching strategies in addressing those needs. Whereas feedback helps us to convey to students how well they are doing and what they can do to improve their learning strategies. Both assessment and feedback are essential components of effective teaching and learning process. If you choose to delay the two and wait for things to resume the normal course which we don't know when that will happen, we run the risk of using ineffective strategies which might frustrate students and, if allowed to continue for a long enough time, might even demotivate students and engender a feeling of indifference toward the subject. We will likely find this to be a more complex problem to address later on, compared to investing some time now into learning new ways of assessing students and giving them feedback online.

Dominick Goggins 6:31-6:46

Feedback is an essential part of learning, it builds confidence, it gives praise to a student and most students prefer feedback to a grade. Parents expect it, students expect it, the school expects it. How do you expect students to move on to the next topic without feedback?

Deepti Chandiramani 6:47-7:43

I would definitely advise the teacher that providing feedback both on quality of work produced by the student and the effort he has made will encourage him to improve his work. In the current circumstances it is very difficult for students to check their progress in the subject or the concept taught. Face-to-face student interaction with teachers and peers is not happening in the current scenario, so it is very difficult even for the senior students to cope with the pressures they're having mentally, physically and intellectually. A teacher must share the feedback, criteria and follow-up task to students for self-assessment too. A teacher must provide a positive feedback by praising and encouraging the students to complete their task efficiently. I think motivation and a positive feedback is very important for the students in the current scenario.

Jennifer Johnson 7:43-8:30

I would say to that teacher that feedback is all about timing and delayed feedback is as good as no feedback because a child deserves to receive feedback on their assignment, assessment or project or even class work within a decent time frame, I would say about 2-3 weeks at the latest because at that point in time the memory of that project is recent to the child and the child will take interest in the feedback that is given by the teacher and would want to improve. If the feedback is delayed then we may lose the interest of the child or if the child is promoted and has moved on to the next academic year, they would not be interested in the feedback at all.