

PGCAfL105 Quality Feedback

ECTS Value: 5 ECTS

Supervised Practice Hours: 5

Assessment Hours: 40

Contact Hours: 20

Self-Study Hours: 60

Overall Objectives and Outcomes

The module aims to transform feedback into a feeding forward strategy during which participants will be able to identify scaffolding prompts and develop them after analysing evidence produced by learners. The module also imparts techniques that can be used in any learning situation and that facilitate feedback and therefore learning.

By the end of this module, the learner will be able to:

Competences

- a. Provide feedback that contains: evidence on where the learner is now, a definition of the desired goal; and practical strategies to close the gap;
- b. Provide constructive comment-only feedback;
- c. Ensure that time is being provided for improvements to be made after feedback has been given by planning enough time to allow learners to do these improvements;
- d. Ensure that the feedback given is associated to the learning intention by setting clear goals at the outset and give feedback that moves learners towards these goals;
- e. Monitor the feedback that is being given in the classroom by effective observations during learning activities.
- f. Inquire by seeking information or provide ideas;

Knowledge

- a. Define what is high quality 'formative feedback';
- b. Identify the difference between oral and written feedback;
- c. Describe how high quality formative feedback can impact on students' learning;
- d. Identify the different ways how to offer and receive feedback.

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Demonstrate the steps needed to provide high quality formative feedback in the classroom by providing feedback that is timely, specific and addresses the learner's advancement towards a goal;
- b. Plan lessons that include:
 - where, when and why is feedback being given
 - the timing of the feedback
 - the open questions that shall be asked,

- c. Use time more effectively by planning better, establishing routines that eliminate wasted time and creating a classroom environment that allows learners to move smoothly from one activity to the next

Assessment Methods

This module will be assessed through: Lesson planning with strategy, Portfolio (such as reflective journal, recordings, photos), Analysis of teaching scenarios case studies initiated during teacher learning communities and Evaluation of practices through discussion.

Suggested Readings

1. Assessment Reform Group (2002) *Assessment for Learning: 10 principles*, available at <http://arg.educ.cam.ac.uk>
2. Black, P. and Wiliam, D. (2001) *Inside the Black Box; Raising Standards Through Classroom Assessment*, King's College: London School of Education.
3. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002) *Working inside the black box: Assessment for learning in the classroom*, London: GL Assessment.
4. Clarke, S. (2001) *Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom*, London: Hodder and Stoughton.
5. Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*, London: Hodder Murray.
6. Drummond, T. (2013) *Learning Stories Examples*, available at <http://tomdrummond.com/learning-story-examples>
7. Hatherly A. & Sands L. (2002) 'So what is different about Learning Stories?' *The First Years: Nga Tau Tuatahi New Zealand Journal of Infant and Toddler Education* Vol 4 (1) pp 8-12.
8. PMB (2007) *Assessment for Learning for Key Stages 1 & 2*, Belfast: CCEA.
9. Witherell C. & Noddings N. (1991) *Stories lives tell: Narrative and dialogue in education*, New York Teachers College press.