Action research case studies:

Investigating and putting the best of blended learning into practice.

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What is feedback?

Feedback is **information given to the learner or teacher about the learner's performance relative to learning goals or outcomes**. It should aim towards (and be capable of producing) improvement in students' learning.

This feedback can be verbal or written, or can be given through tests or via digital technology.

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What is peer feedback?

Peer feedback is **a practice where feedback is given by one student to another**. Peer feedback provides students opportunities to learn from each other. ... Peer feedback can be in the form of corrections, opinions, suggestions, or ideas to each other.

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How do we improve by giving and taking feedback?
Explicit and concrete question and answer for feedback. Teaching competences for teachers.

All teachers define feedback in their own project!

Working with strategies for feedback eg. argumentation for example by collaboration with other countries.

The project is based on collaboration between countries.

The teacher decides what he/she wishes feedback on.

The measurement is defined by the teachers in the collaboration according to the theme. It has to be tangible and to be shared.

The feedback is shared in a cloud. Digital technology is used.

Collaboration at the same school or in the partnership

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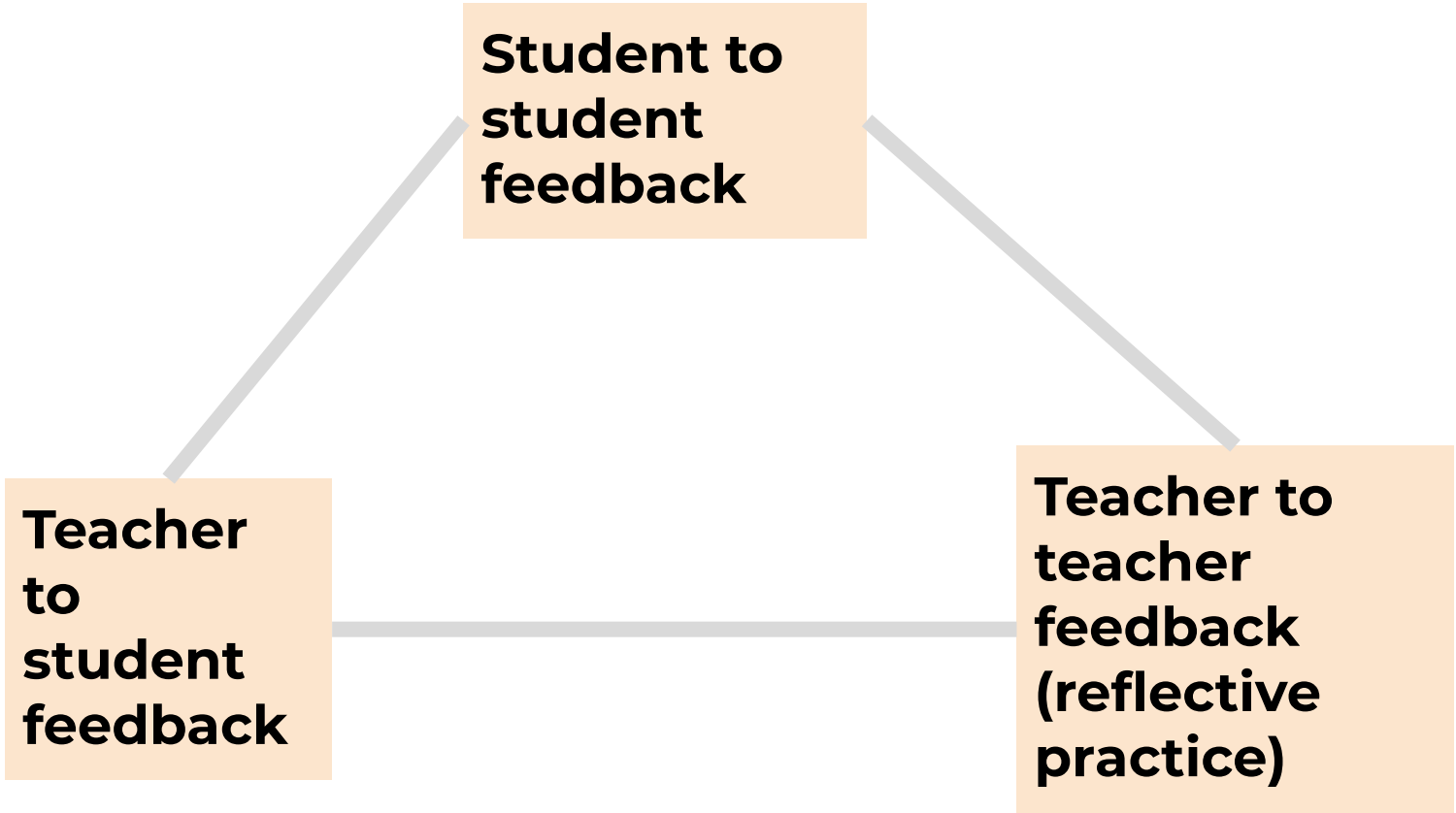
Student to student feedback
Teacher to student feedback
Teacher to teacher feedback (reflective practice)

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Switching to **remote learning**

The Connected Learning Centre

www.blended.org.uk

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Questions

- How can student - teacher **feedback and dialogue** be supported by technology? How is it different to traditional verbal or written feedback? What opportunities can it offer?
- How do we check on students' ongoing understanding and misconceptions when they are learning online e.g. from home?
- What examples do we have of teachers supporting children's **engagement with their peers through student to student feedback** using technology? How can technology support a community of inquiry between students?
- How can teachers provide feedback to each other to develop their reflective practice.

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“Done well, feedback can support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching, which has never been more important as schools look to recover their pupils’ learning in the wake of the pandemic.
“However, large amounts of time are spent providing pupils with feedback, perhaps not always productively.”

Becky Francis CEO Education Endowment Foundation

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Principles

Methods

Implementation

1

Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed **feedback that focuses on** moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3

Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

4

Carefully consider how to use purposeful, and time-efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5

Carefully consider how to use purposeful verbal **feedback**

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

6

Design a school feedback policy that prioritises and exemplifies the principles of effective **feedback**

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

- Define a question in your school
- What activities will you do?
- What technology will you use?
- What information will you collect? E.g children's work, teacher observations, interviews with children and teachers
- How will you know what difference has been made?
- How will you tell the story/share findings?

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Communities of practice

- Teacher to teacher across countries
- Collaboration/discussion between students across countries

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Teacher Continued Professional Development

Continue developing skills in computing etc. in relation to educating

How to make it sustainable? Communities of practice.

What are we measuring?

New balance between analogue and digital learning

how do we make sure teachers have time

What are we investigating? What capabilities do we want to support in teachers?

Support teacher in their learning.

Should we use EU SELFIE tool around blended learning? https://digcompedu.jrc.es/

Buy in from the leadership team at the school - make it possible for teachers to learn (making time co-learning)

How does teacher development continue to have an impact?

Time to share and discuss methods is essential. But also time to discuss the teacher's role in the future and what skills students need to obtain.

What do teachers need from school leadership in order to develop their skills in this context?

What are we measuring? How will we know we've made an impact?

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Action research model

Question/problem

Reflect

Plan

Observe

Act

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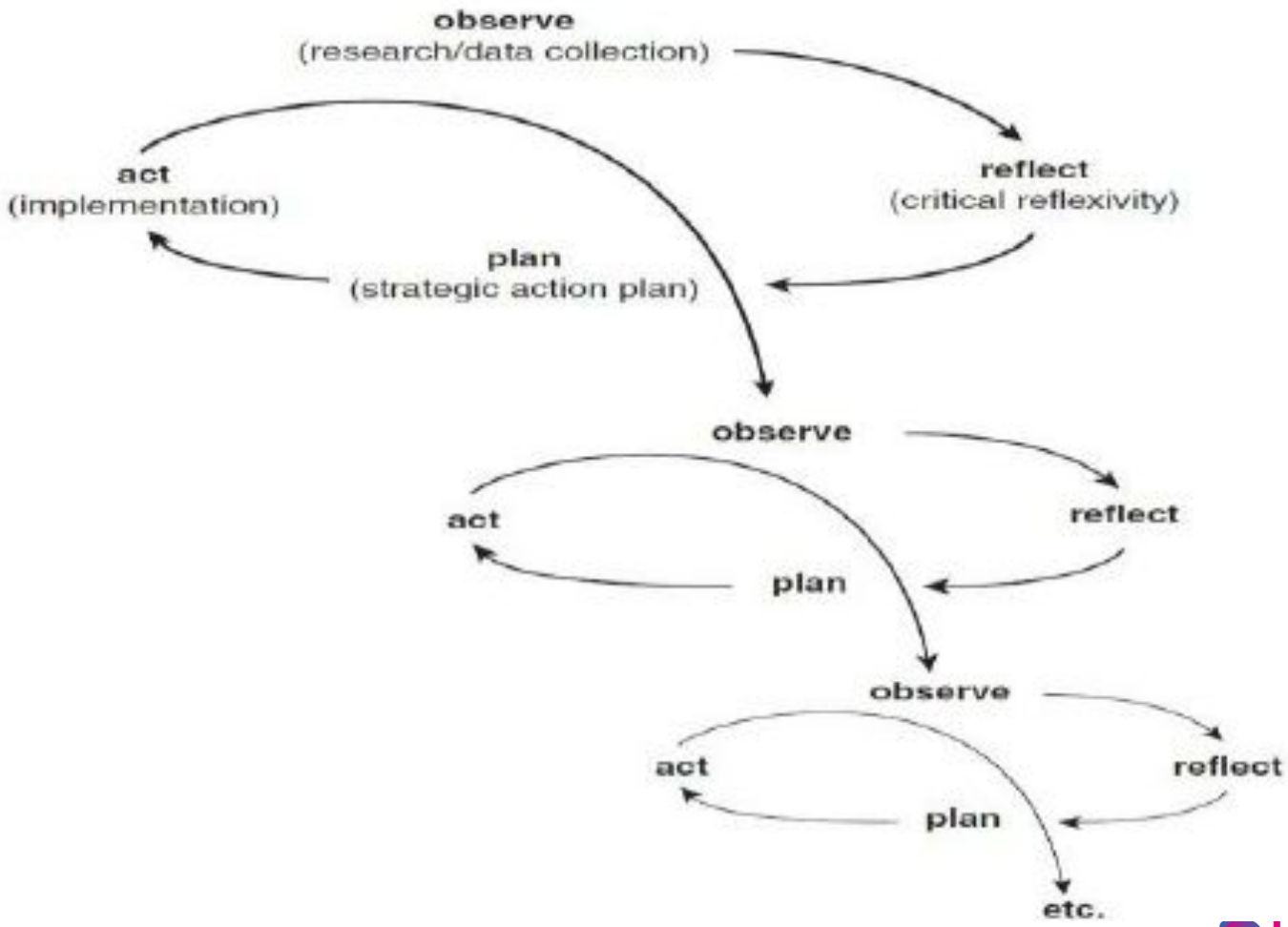
observe
(research/data collection)
reflect
(critical reflexivity)
act
(implementation)
plan
(strategic action plan)
observe
act
reflect
plan
observe
act
reflect
plan
etc.

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Logic Model: Monitoring and Evaluation

Use the information available (e.g. school level data, teacher or pupil views, observations etc.) to develop a clear understanding of the issue.

Identify the time and resources which will be needed to deliver the outputs.

Define the activities you will use to meet the outcomes.

Define the short, medium and long term outcomes which will lead to meeting the goal.

Define what you would like the situation to be.

A PASSION FOR TEACHING

1. ISSUE Use the information available (e.g. school level data, teacher or pupil views, observations) to develop a clear understanding of issue.	5. INPUTS Identify the time and resources which will be needed to deliver the outputs.	4. OUTPUTS Define the activities you will use to meet the outcomes.	3.OUTCOMES Define the short, medium and long-term outcomes which will lead to meeting the goal.	2. GOAL Define what you would like the situation to be.
Some staff in school having negative perceptions and opinions about some vulnerable pupils and families. This is based on anecdotal evidence, pupil progress meetings, parent survey, parent view.	a) £5,000 training budget. b) Input from parental involvement expert. c) Implementation plan. d) Time for working groups (for evidence review). e) Time for parent focus groups. f) Whole staff meetings for follow up.	a) Whole staff training on parental involvement and the school's values. b) Parental involvement focus group. c) Staff task force representative of all staff (to include a focus on the most vulnerable families). d) Scheduled time for staff-parental discussion which is sacrosanct. e) Range of media used to improve parental communication (see evidence on texting).	Short: Regular, frequent structured dialogue between all families and teacher / TA. Medium: X% Improvement in attendance at parent consultations. X% Improvement in attendance to curriculum and enrichment meetings from parents, especially from vulnerable families. Long: Next annual parent survey 100% positive about how they are valued. 100% response rate.	For all staff in school to hold all families, irrespective of background, in unconditional positive regard.

its learning
A PASSION FOR TEACHING

Observe what happens - what makes great observation?

- Curriculum has been covered
- Learners are busy – lots of work gets done, especially written work
- Learners are engaged, interested and motivated
- Classroom is ordered, calm and under control
- At least some students have supplied correct answers (even if they can't explain how they got them, could not reproduce them independently and won't be able to do it again tomorrow, already knew the answers)

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