

# IT: Exploiting digital tools to enhance formative feedback and improve learning

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# Feedback is...



...when you receive comments about your work, so that you know how well your studies are going... and... so you know how badly your studies are going.

Phil Race - 2007

<https://pixabay.com/photos/feedback-confirming-board-1825515>

# Why give feedback?

- To praise effective communication/language use.
- To support development in general.
- To signal an error has been made in the hope the learner will make this mistake less in future.
- To indicate a communication breakdown.
- Because learners/parents/institutions expect us to

Go to [www.menti.com](https://www.menti.com) and use the code 17 27 37 9

Select the main/most common challenge you/your learners face with feedback



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They don't value it

They feel overwhelmed by it

They don't engage with it properly

They don't agree with it

They don't understand it

The feedback comes at the wrong moment

They are defensive or sensitive to judgement

# Preparing learners for feedback

Do they understand why they're getting it?

Do they understand the criteria in advance?

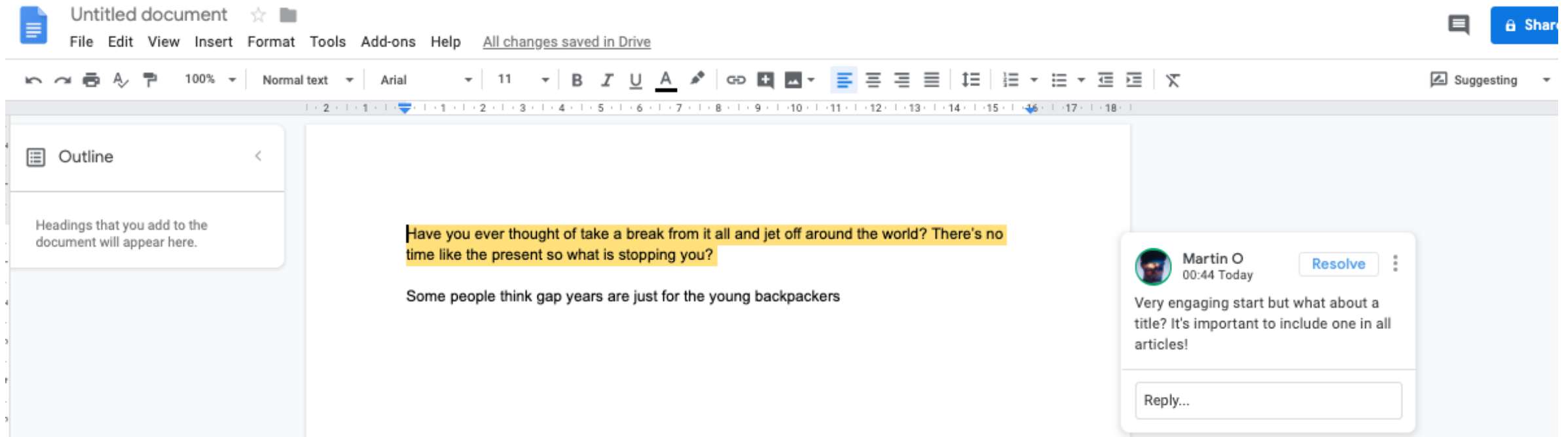
Do they feel confident (and have the opportunity) to ask follow up questions?

Do they know what they're supposed to do with the feedback?

Are they able to take critical feedback?



# Timely feedback on writing



The screenshot shows the Google Docs interface for an "Untitled document". The top menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The status bar indicates "All changes saved in Drive". The toolbar shows various editing tools like undo, redo, bold, italic, underline, and text color. The document content has a yellow highlight on the sentence: "Have you ever thought of take a break from it all and jet off around the world? There's no time like the present so what is stopping you?". Below this is the sentence: "Some people think gap years are just for the young backpackers". A comment box on the right shows a comment from "Martin O" at "00:44 Today" with a "Resolve" button. The comment text reads: "Very engaging start but what about a title? It's important to include one in all articles!". Below the comment is a "Reply..." input field.

Use collaborative tools such as Google docs to comment on learners writing as they write.

# Timely feedback on writing

The screenshot shows a writing interface with a document editor and a feedback panel. The document text is as follows:

Have you ever thought of take a break from it all and jet off around the world? There's no time like the present so what is stopping you?

Some people think gap years are just for the young backpackers but actually many adults in the prime of the life are now taking a year off to roam free. So why is this happening? Many people say the social media is responsible. People want to show off their friends what are they doing and people are doing more and more crazy and interesting trips to show off. People is living longer too and the travel is super cheap these days compared to when these old people were youths. It can be a bit risky if you have health condition and also leaving the young kids home so this is only for the healthy older people with no children I think.

So what are you waiting for? Book that flight now and let the new ad

The feedback panel on the right contains two messages from Martin O:

**Martin O** 00:44 Today [Resolve](#)

Very engaging start but what about a title? It's important to include one in all articles!

**Martin O** 00:57 Today [Resolve](#)

Good work so far Viv. Some students have problems with paragraphing in articles. Check you've got one main topic per paragraph. Are you sure the article is engaging? Have you spoken directly to the reader? Have you used idiomatic language?

Reply...

Send reminder message of criteria/common issues shortly before they finish writing

# Speaking skills feedback

Pre speaking



Plan and organise for speaking

While speaking



Communicate ideas and information

Post speaking



Reflect on content and performance



# Pre speaking feedback

- Pre-assign learners to breakout rooms for preparation with different partner than for the productive task.
- Encourage learners to screen record/voice note a rehearsal for self review \*
- Use recordings of previous students attempt at the task as examples \*

\* Check safeguarding policies in your context as this may not be permitted

# During speaking feedback

- Encourage peer feedback using collaborative tools, such as Google Docs/Padlet
- Give discreet/unobtrusive on-the-spot feedback using a private chat channel \*
- Possible to give direct (in-ear) feedback via a separate channel, such as WhatsApp.

\* Check safeguarding policies in your context as this may not be permitted

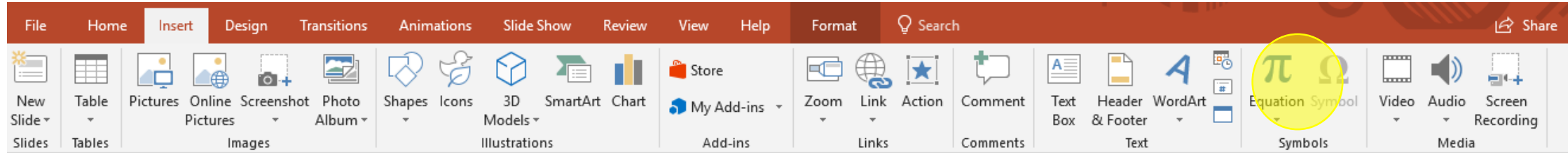
# Gamify delayed error correction

 **Mentimeter**

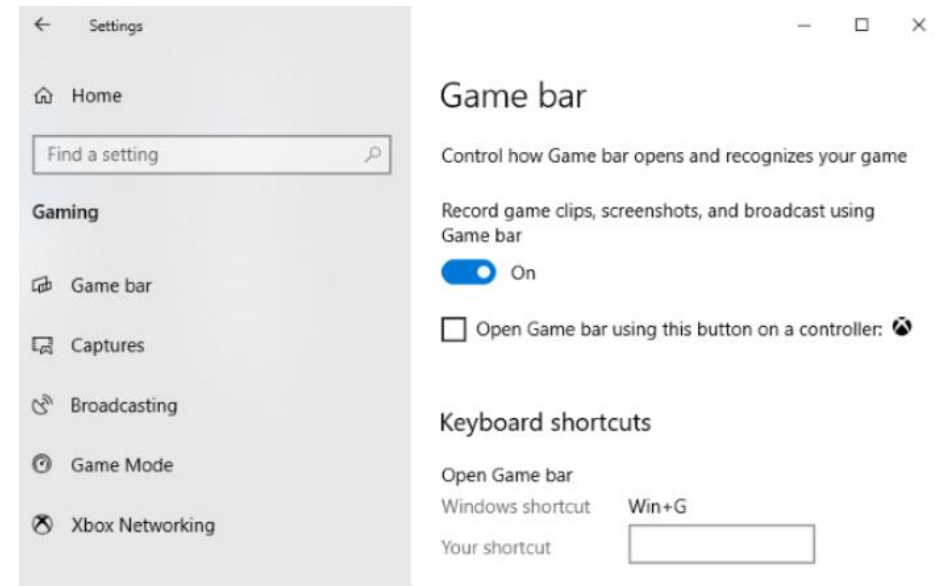


 **Wordwall**

# Screencast your feedback- free tools



Jing<sup>®</sup>



# Screencast your feedback- free tools

- Suitable for feedback on written and spoken production
- Learners can hear and see what you're referring to
- Ability to pause feedback or replay it.
- No need to just 'take the teacher's word for it'.
- Golden rule is to limit **how much** you say – less is more.
- Learners can store your verbal feedback on their devices.

## This session has now ended

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