



# CHALLENGES OF FEEDBACK IN CHILEAN UNIVERSITIES

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# Why focus on learning feedback?

- **Backwash effect** of assessment and feedback for learning
- Permanent feedback allows students to **correct and improve their performance**
- Promotes the development of **critical judgment**
- Understanding of the quality of performance **transfer of competences to other contexts, especially work.**
- It allows a more autonomous, conscious and **metacognitive** work, together with greater **motivation** and **perception of self-efficacy**

# Feedback that is the engine behind learning ...

*Enables to expertly judge what is a good performance on the*

- It is done before and after
- Exemplars are used
- It involves self and co-assessment processes.
- Expected performances are modeled.

*It allows to determine how current performance is related to the expected*

- Use of formative, process assessment
- There are opportunities to show that they have incorporated the feedback received.
- Inclusion of guidelines and rubrics, with co-constructed or negotiated criteria

# Feedback that is the engine behind learning ...

*Drives action to reduce the gap between real and ideal performance*

- ❑ It focuses on highlighting strengths to help students set goals, select strategies, feel self-effective, and motivated.
- ❑ It also describes weaknesses, allowing students to specifically identify improvement areas
- ❑ Provides directive advice on what to do to improve, illuminating the way forward.

# Feedback for Learning: Closing the Assessment Loop

(Henderson, Boud, Molloyd, Dawson, Phillips, Ryan Walker, Mahoy 2018)

Participants

- Monash University, Deakin University, The University of Melbourne

Aim/Goal

- Our goal was to deliver an empirically based study of feedback designs and conditions to guide educators.

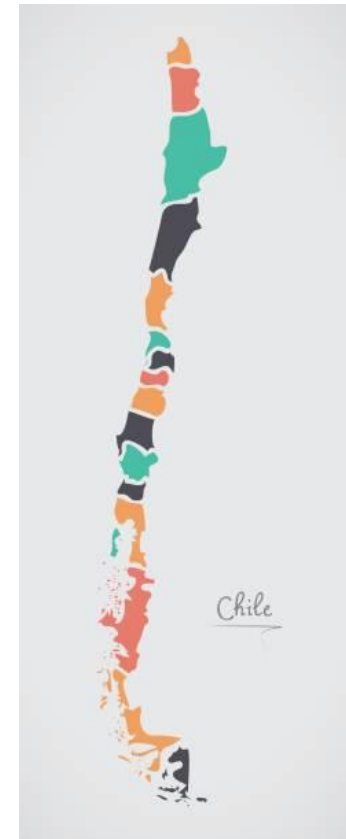
First Phase

- Sought to identify feedback practices and experiences
- Large-scale survey (4514 students and 406 teachers)

<http://newmediaresearch.educ.monash.edu.au/feedback/about/about-the-project/>

# The Chilean Study

- Translation and adaptation of the survey.
- Application to students and teachers of 6 universities, private and traditional in the O'Higgins, Metropolitan and Bio-Bío Region.
- Evaluation of the feedback received in the second semester of 2018.
- Data collection, from October to March 2019.
- Survey applied in online format.
- Voluntary participation of 537 students and 212 teachers.



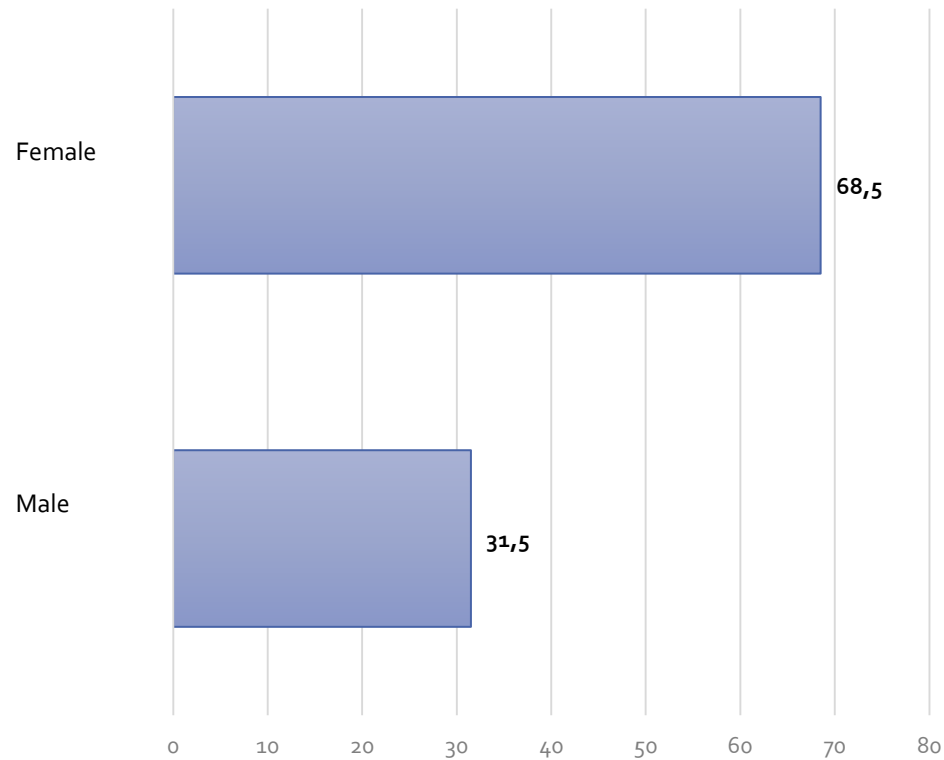
# What did we investigate in this students?

Dimensions	items
<b>Assessment System</b>	Type of assessment Type of the items Perception of difficulty of the items
<b>Feedback System: Relationship with the teacher</b>	Confidence in the teaching experience Teacher knowledge of each student Comfort to dialogue with the teacher
<b>Feedback System: Characteristics</b>	Understanding feedback Comments detail Relationship of the messages with the assessment instrument Inclusion of positive comments Motivating quality Comment customization
<b>Feedback System: Utility</b>	Specific feedback on performance Help for the improvement on future performances Guide for selecting strategies

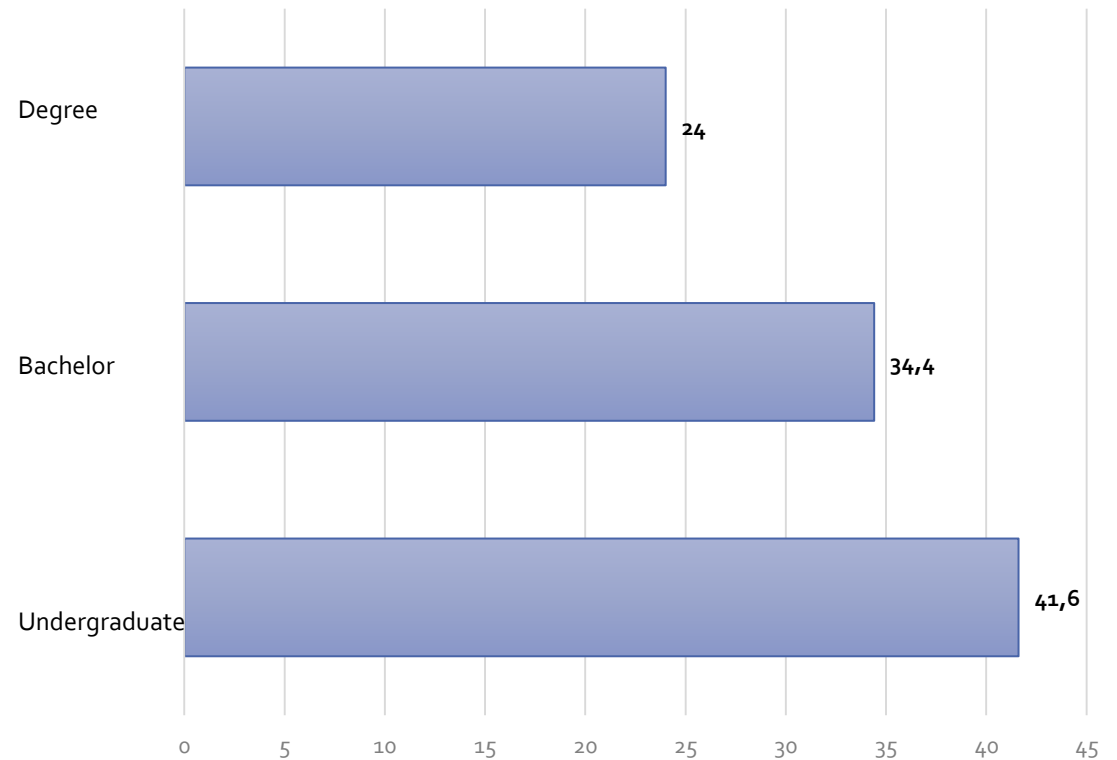
# Results

## Sociodemographic Variables

### Gender



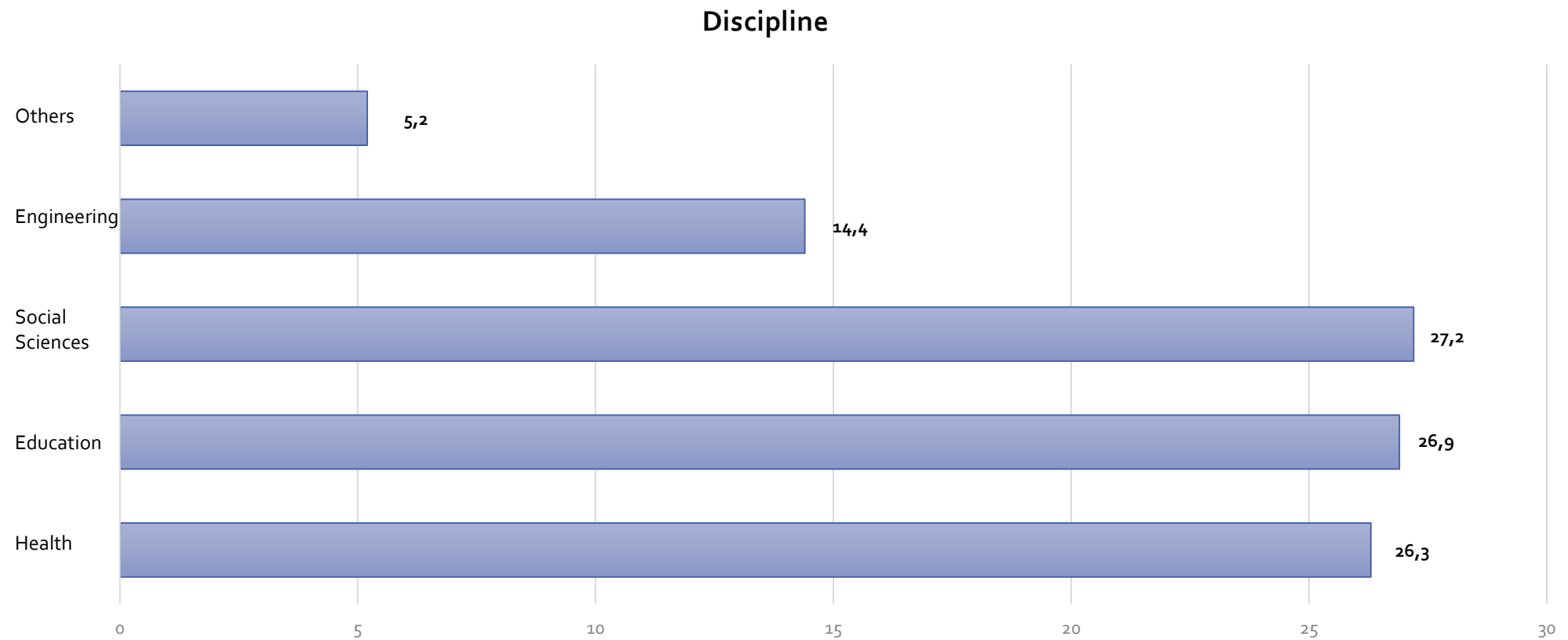
### Level





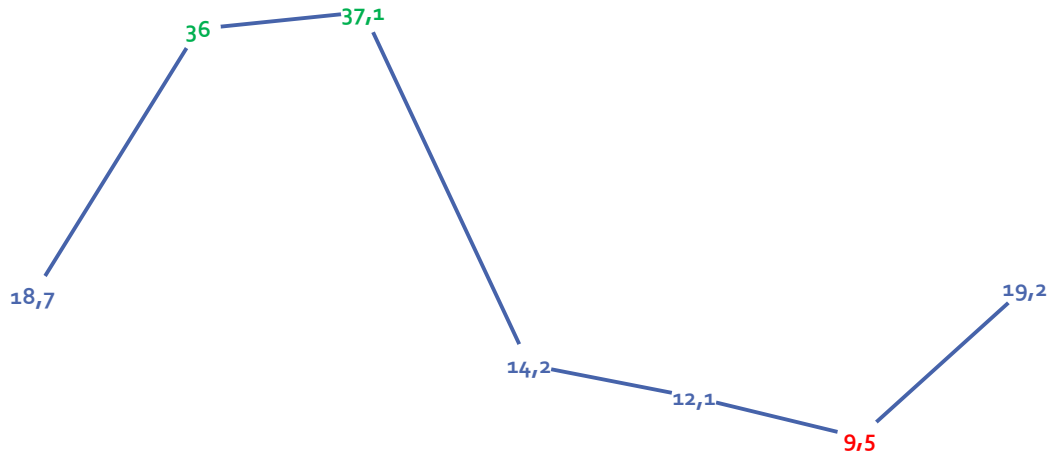
# Results

## Sociodemographic Variables



# Results Assessment System

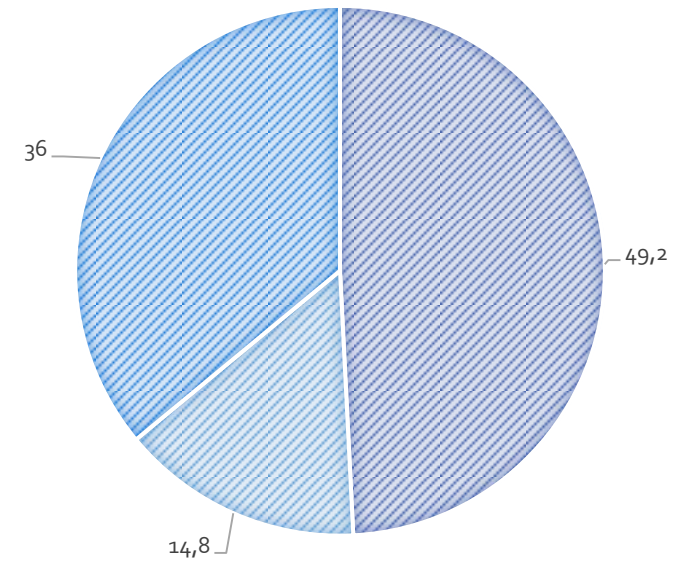
TYPE OF INSTRUMENTS



Written Essay Oral presentation Written exam Project Written Test Labs Group Work

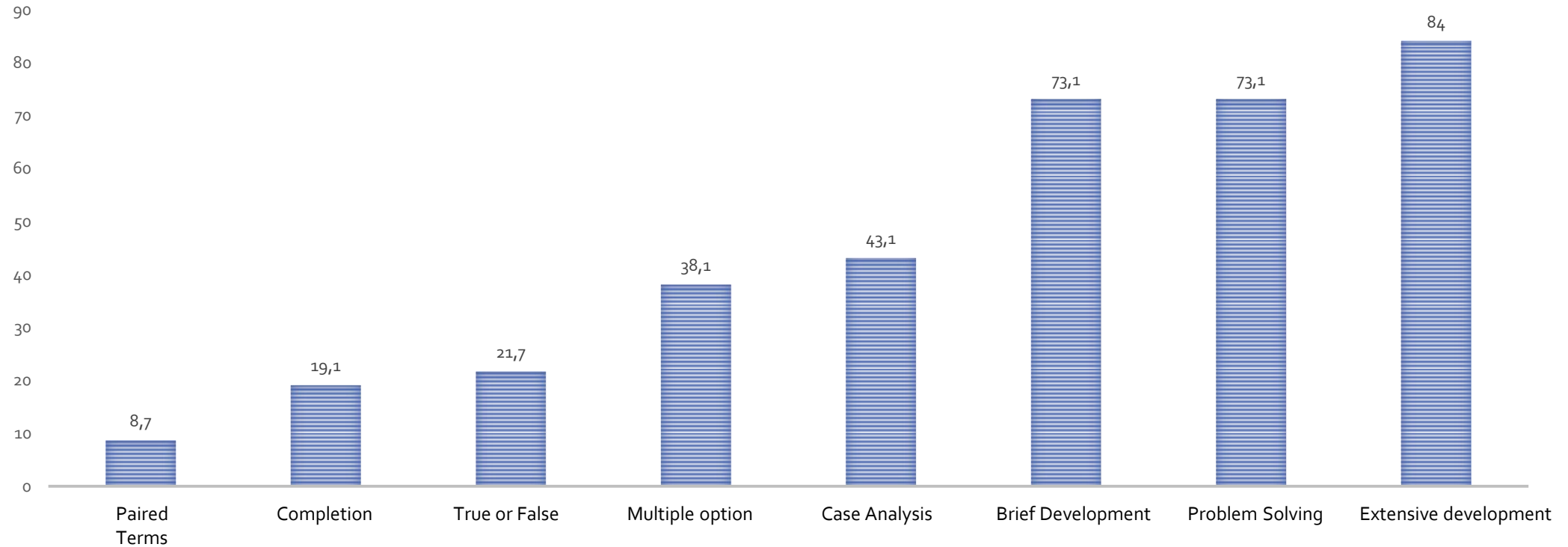
TYPE OF INSTRUMENT

Written Exams Orals Written tests



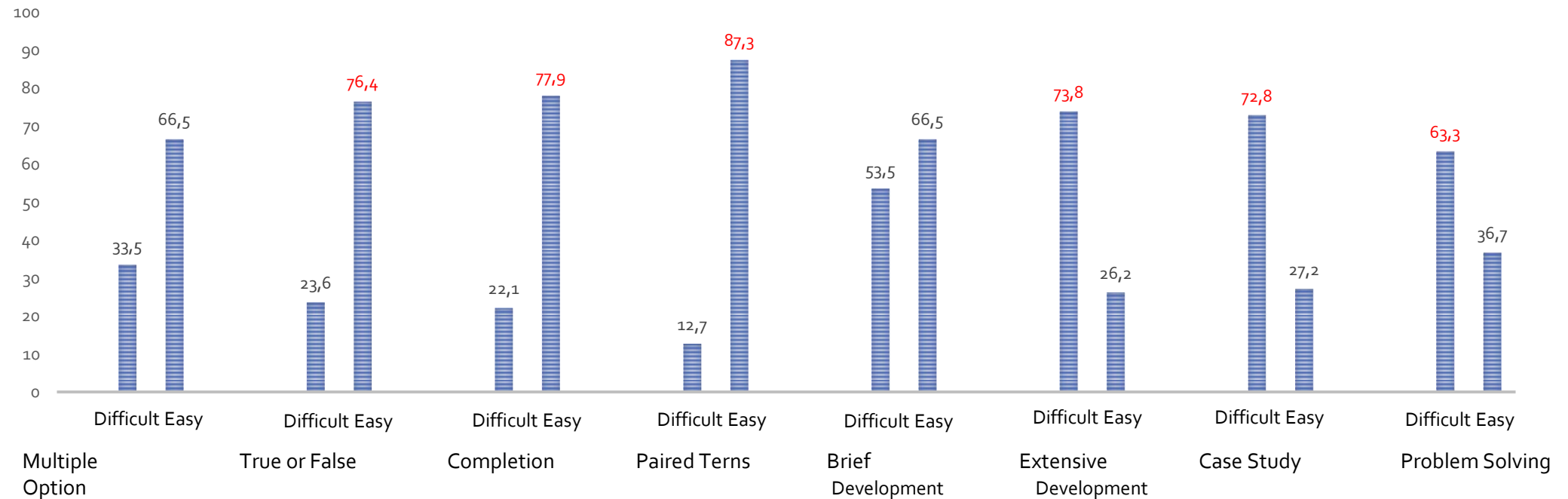
# Results Assessment System

## TYPE OF ITEMS



# Assessment System Perception of items' difficulty

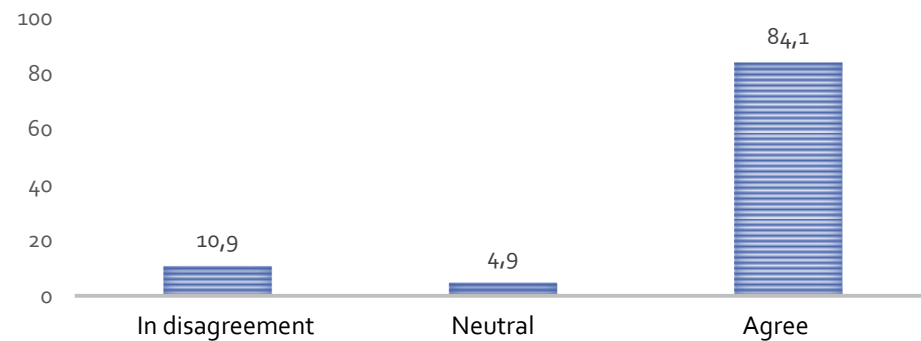
## DIFFICULTY PERCEPTION ACCORDING TO ITEM



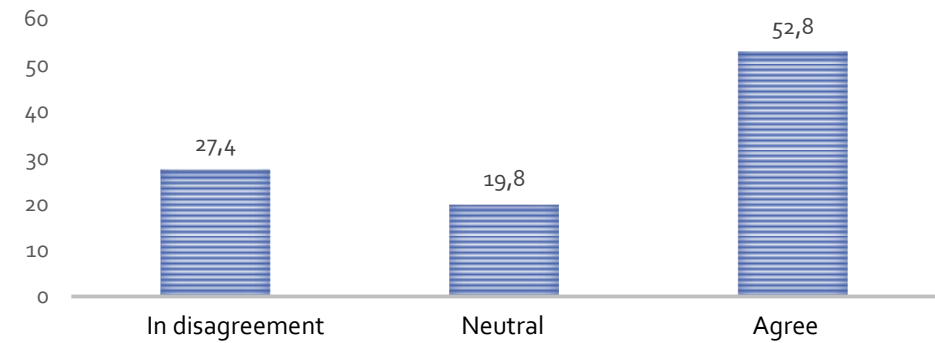
# Results for feedback system

## Relationship with the teacher

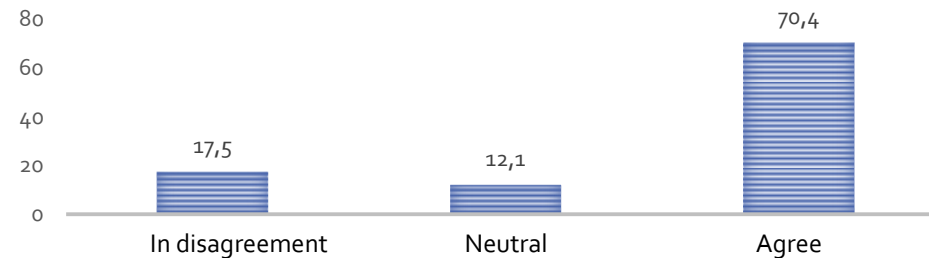
### TRUST ON THE TEACHER'S EXPERIENCE



### KNOWLEDGE OF TEACHER OF EACH STUDENT

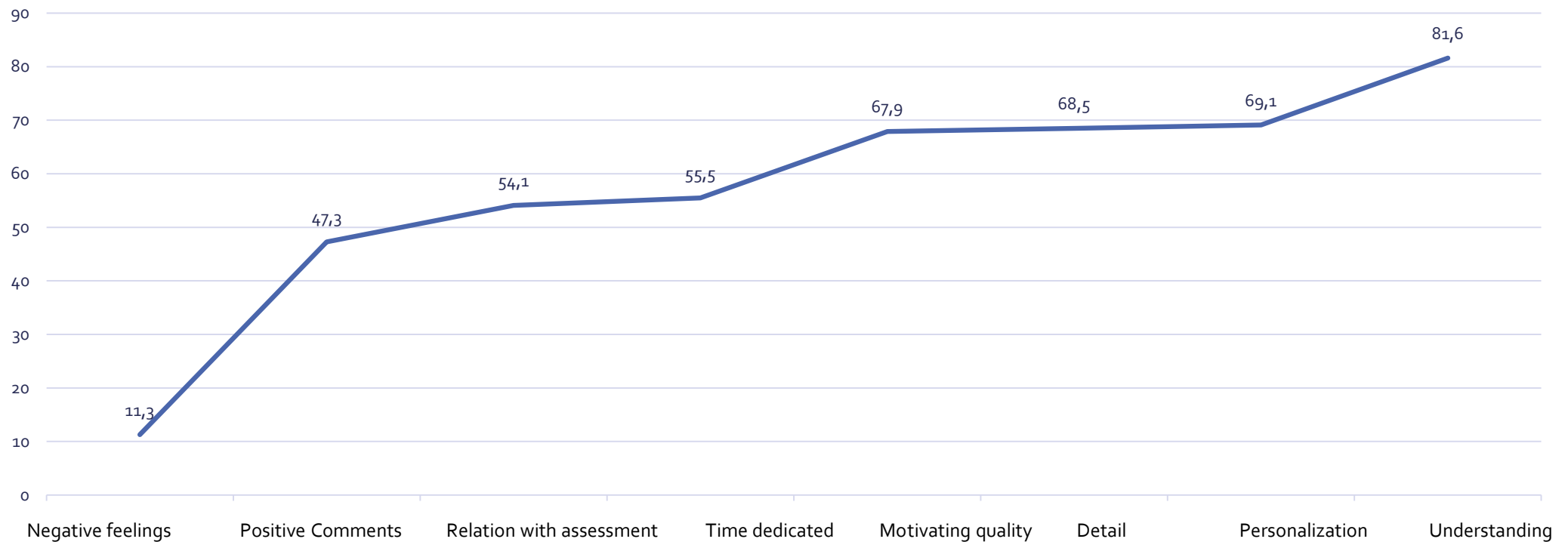


### COMFORT TO DIALOGUE WITH THE TEACHER



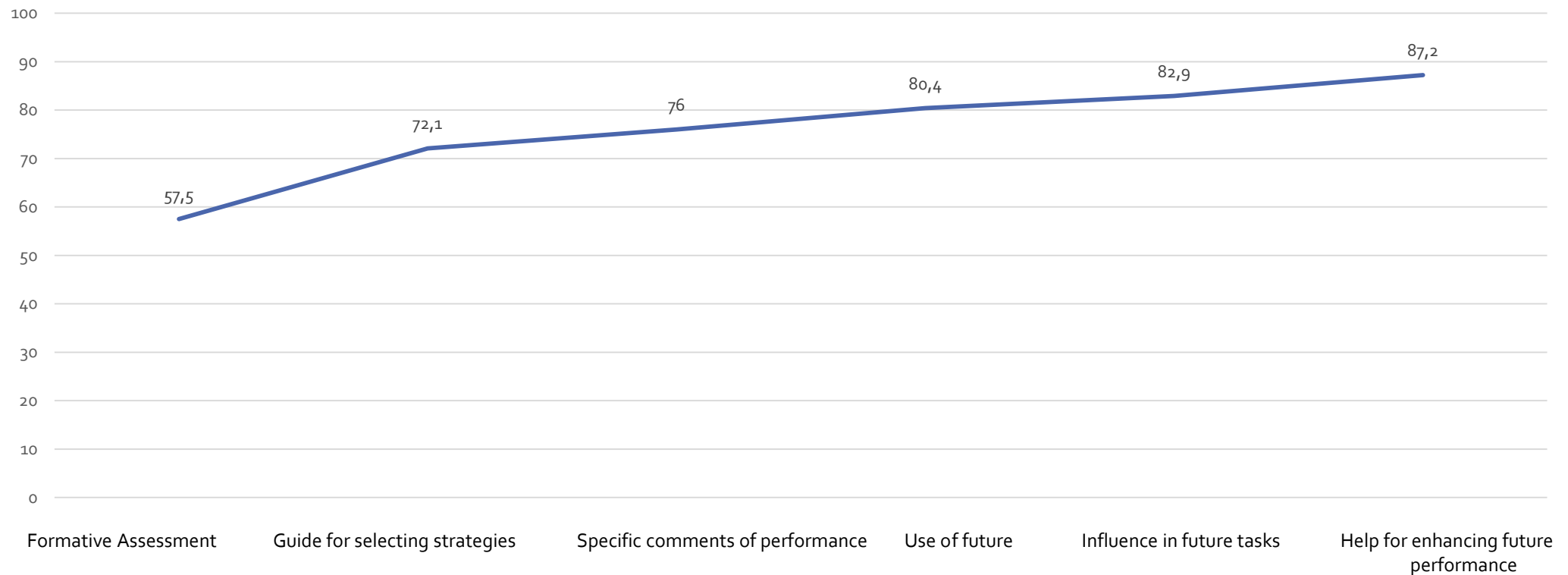
# Results for feedback system Characteristics

## Feedback Characteristics



# Results for feedback system Characteristics

## Feedback Utility



# How is it explained a useful perception of feedback?

Predictors	Coef.	EE
<b>Gender (Ref: Masculino)</b>	-0.009	0.308
<b>Age (Ref: 17-19)</b>		
20-24	-0.591	0.469
>= 25	-0.784	0.522
<b>Level (Ref: Undergraduate)</b>		
Bachelor Degree	0.181	0.333
Degree	0.458	0.383
<b>Discipline (Ref: Health)</b>		
Education	-0.297	0.380
Social Sciences	0.219	0.364
Degree	-0.036	0.424
<b>Given information (Ref: Only Comments)</b>		
Only grades	1.051	0.540
Grades and comments	1.358*	0.381
<b>Level of understanding (Ref: No)</b>		
Int.	2.584*	0.290
	-0.633	0.571

\*: p < 0.001

Model obtained by Ordinal Regression  
VD: Feedback Utility

Feedback is perceived as useful when, in addition to delivering a grade, it is accompanied by oral and written comments, and these are deeply understood, independent of the other variables



# How is it explained a motivating perception of feedback?

Predictors	Coef.	EE
<b>Gender(Ref: Femenino)</b>	-0.017	0.232
<b>Age (Ref: 17-19)</b>		
20-24	-0.293	0.356
>= 25	0.088	0.402
<b>Nivel (Ref: Undergraduate)</b>		
Bachelor	0.165	0.262
Degree	-0.282	0.275
<b>Discipline (Ref: Health)</b>		
Education	-0.165	0.292
<b>Social Sciences</b>	<b>-0.718*</b>	<b>0.273</b>
Engeneering	-0.341	0.335
<b>Comfort of dialogue (Ref: No)</b>	<b>1.140**</b>	<b>0.300</b>
<b>Quality of the relationship(Ref: No)</b>	0.069	0.306
Intercept	0.495	0.419

\*: p < 0.01; \*\*: p < 0.001

**Model obtained by Ordinal Regression**  
**VD: Feedback Utility**

Feedback motivates less students of careers belonging to Social Sciences.  
 Feedback motivates when students feel comfortable talking with their teachers.

# Discussion

## Challenge 1

- Improve the quality of written tests.

## Challenge 2

- Reduce closed answer questions, eliminating some from the higher education system.

## Challenge 3

- Provide institutional conditions for the design and correction of this type of instrument.

# Discussion

## Challenge 4

- Generate mechanisms so that students perceive that we know them and that feedback is individualized.

## Challenge 5

- Maintain the good feedback climate. Especially in the current context of remote education and pandemic

## Challenge 6

- Help students who do not feel good weather. Although they are fewer, they are the ones that most require support.

# Discussion

## Challenge 7

- Improve feedback characteristics: time, positive comments and relationship with the assessment

## Challenge 8

- Increase and improve formative assessment strategies.

## Challenge 9

- Worry about delivering meaningful comments, helping students to "go beyond the grade."

# Discussion

## Challenge 10

- Dialogic feedback for a deeper understanding

## Challenge 11

- What happens with the Social Sciences students?

## Challenge 12

- How has this process with the pandemic digital transformation?

## Challenge 13

- How is our reality like with in relation with the Australian Universities?

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