

Student conceptions of feedback

A study of New Zealand students within the *Conceptions of Assessment and Feedback* project.

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Overview

- Conceptions
- What the literature says about feedback
- Conceptions of Assessment and Feedback (CAF) project
- Inventory development
- Study 1
- Study 2
- Discussion and conclusion



Conceptions

- Conceptions are “specific meanings attached to phenomena which then mediate our response to situations involving those phenomena” (Pratt, 1992)
- Thus, conceptions influence the way a task or environment are experienced
- Beliefs could be the “single most important construct in educational research.” (Pajares, 1992)

What the literature says about feedback

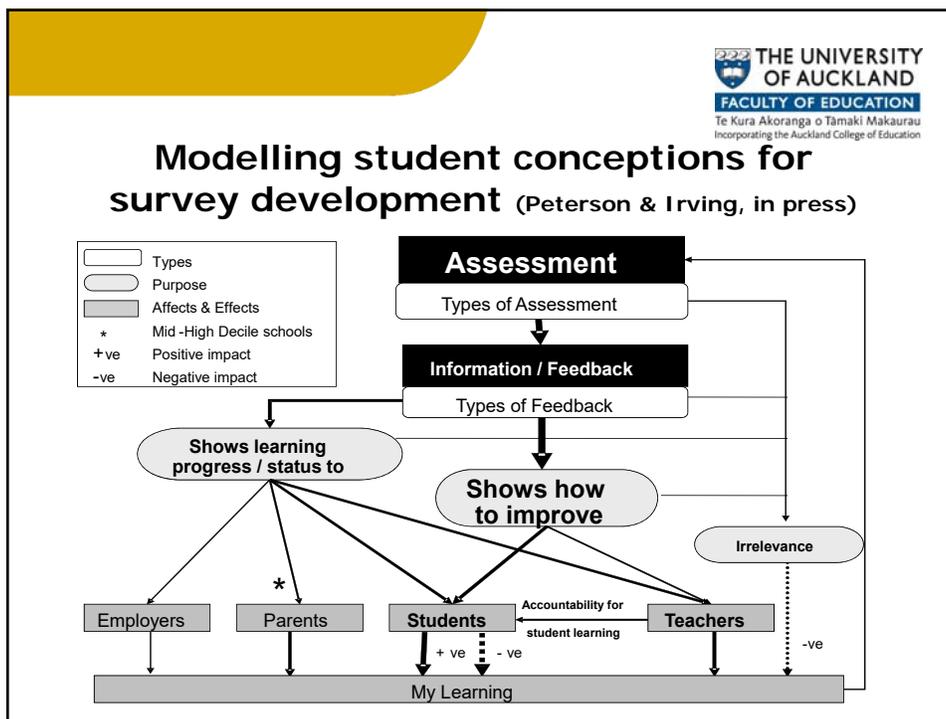
- Feedback is performance information that is given to promote learning and change at a cognitive and behavioural level (Mory, 1992)
- Helps bridge the gap between actual and intended learning (Sadler, 1989)
- ∴ occurs after learning
- Should address three key questions at heart of formative assessment (after ARG):
 - Where am I?
 - Where do I want to be next?
 - How do I get there?

Feedback ...

- Can work at four levels (Hattie & Timperley, 2007) –
 - task (FT)
 - process (FP)
 - self-regulation (FR)
 - Self (FS)
- Can be powerful influence on student learning outcomes, ES = .79 (Hattie, 1999), but varies by type
 - praise (.14),
 - immediate v delayed (.24),
 - corrective feedback (.37),
 - computer assisted feedback (.52),
 - reinforcement (.94),
- Hattie & Timperley conclude that too little feedback addresses the three key questions

The CAF project

- Two year collaboration in classrooms of eight teachers (4 x English and 4 x mathematics)
- Purpose:
 - investigate student and teacher conceptions of assessment and feedback
 - assist teachers to investigate these conceptions
 - detect and foster 'positive' conceptions
 - thus, improve teaching and learning
- Four high schools in major NZ city, across range of SES
- Students aged 13-14





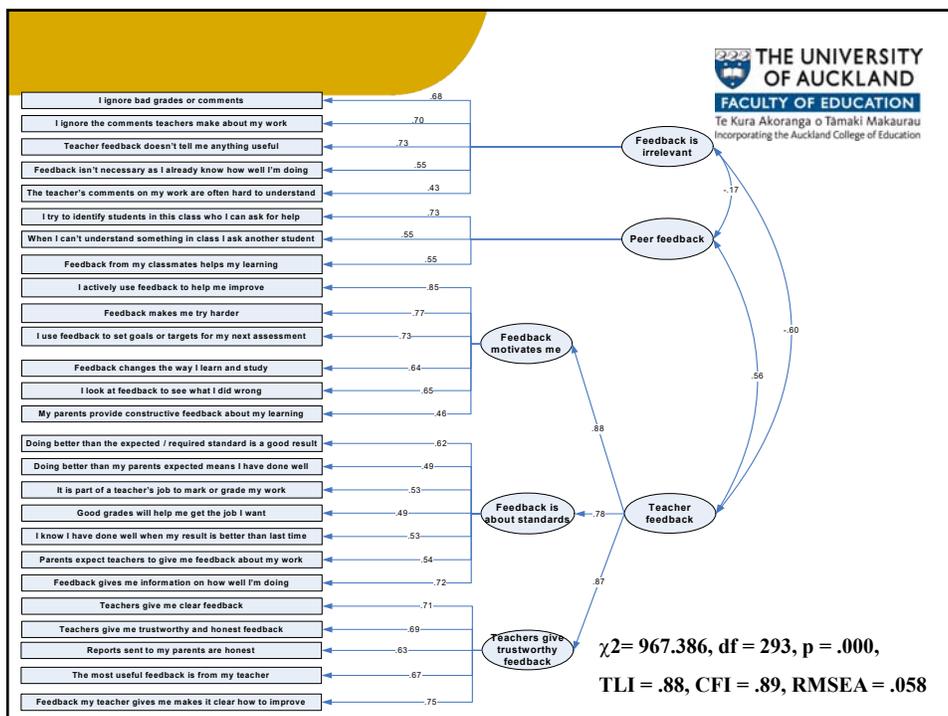
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Study 1

- 55 item Conceptions of Feedback (CoF-I) inventory, plus 15 types/characteristics of feedback (Y/N)
- Six point, positively packed scale – strongly disagree, mostly disagree, slightly agree, moderately agree, mostly agree, strongly agree
- N = 256 students
- Six dimensions
 - Feedback comes from teachers
 - Feedback motivates me
 - Feedback provides information
 - Feedback is about standards
 - Qualities of good feedback
 - Help seeking
- Marginal fit ($\chi^2 = 1139.54$; $df = 587$; $p = .000$; $TLI = .78$; $CFI = .80$; $RMSEA = .067$)
- But ... needed more robust sample
- Used Samejima's Graded response IRT model – to select items with optimal measurement characteristics

Study 2

- Nationally representative sample of schools
- Three inventories – each student completed two
- Students randomly assigned to inventories
- N = 689 students (Years 9 or 10) for CoF-II (47 items and 15 types)

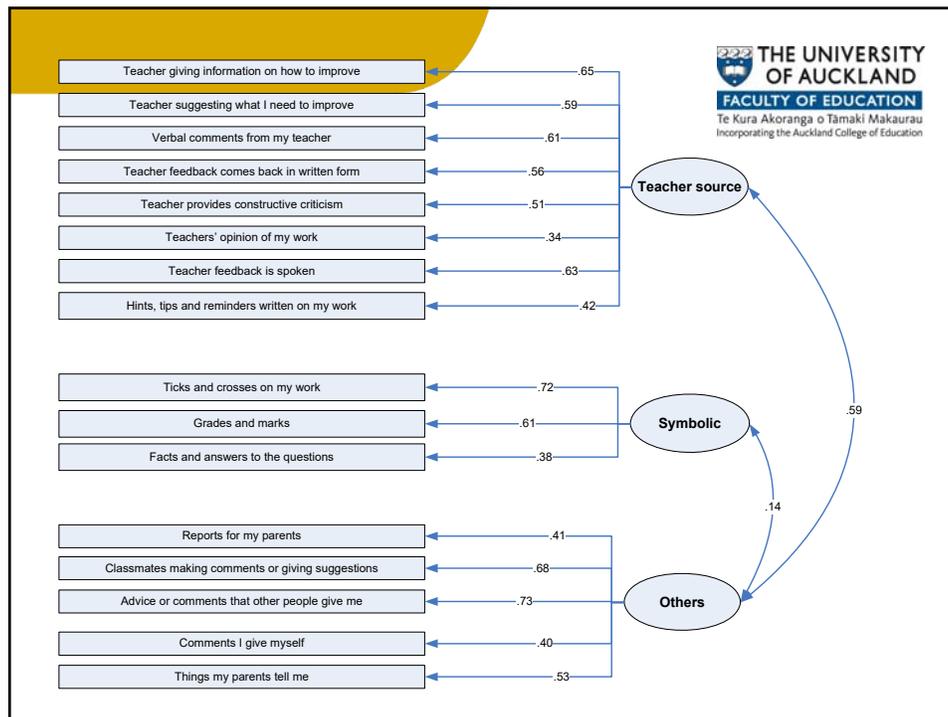


- Three inter-correlated second order factors – irrelevant, peer feedback and teacher feedback.
- Teacher feedback is hierarchical with three facets – FB motivates me, FB conveys standards, and teachers give trustworthy feedback
- Irrelevant is negatively correlated -> multi-dimensional structure

Summary of mean scores

Conceptions of Feedback

Mostly-moderately agree	Feedback is about standards (4.77)
Mostly-moderately agree	Teachers give trustworthy feedback (4.35)
Moderately agree	Feedback motivates me (4.12)
Moderately agree	Peer feedback (4.06)
Slightly agree	Feedback is irrelevant (2.43)



Discussion and conclusion

- Teacher is seen as main source of feedback
- This has impact on motivation and the communication of standards about learning
- Feedback as mechanism to “assess for learning” may not be well developed in NZ teachers

Implications for teachers

- Stick to your knitting – students are counting on it
- Tick and flick is associated with ...
- Grades are seen as important part of feedback
- Peer feedback is associated with ...

Limitations and future research

- Year 9 and 10 in NZ
- Connect conceptions of assessment, feedback and learning,
- Associate these with learning outcomes
- Examine impact of qualifications years



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