

Toward Learner-centered Feedback Strategy Research

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Abstract: Feedback is one of the most influential factors in learning and achievement, so it is necessary to pay special attention to it in teaching. Based on the analysis of Hattie's "Feedback Model for Promoting Learning" and Carless's "3p Model for Learner's Feedback Experience", this paper further puts forward the learner-centered feedback strategy in normal teaching. From the perspective of teachers and students, teachers should be encouraged to provide and use feedback effectively. For students, we should focus on cultivating their feedback literacy.

Keywords: Feedback; Learner-centered; Teacher; Feedback model

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1. Introduction

Feedback is one of the most influential factors in learning and achievement, but it may be positive or negative. Feedback is often mentioned in articles about learning and teaching. The review and analysis of the concept of feedback shows that feedback is one of the main factors affecting students' learning and achievement^[1]. In the classroom environment, sharing the learning intention, clarifying the criteria of success, providing information to promote learners' progress and motivating students to become the masters of learning are the basic functions of feedback^[2]. Feedback is regarded as a process through which learners understand information from various sources and use them to improve their learning and achievements^[3]. This process of thinking change from teaching-centered to student-centered means that we must re-examine the feedback, not just the content of teachers' feedback, but whether these feedbacks from many parties will have a positive impact on students' learning. However, in educational practice, the practices and strategies around feedback are often teacher-centered, and feedback is regarded as the influence exerted by educators on learners. Generally speaking, feedback is not fully understood and applied^[4], and learners are not paid enough attention in the feedback process^[5]. How to make students at the center of feedback, participate in feedback to a greater extent, and enhance the positive impact of feedback on students is an urgent problem in education and teaching. This paper reviews and analyzes two representative feedback models, and on this basis, puts forward learner-centered feedback strategies.

2. Two feedback models focusing on learners

On the road of feedback research to promote learning, many influential achievements have been produced, many of which are widely recognized by everyone. Among them, Hattie's feedback model to promote learning and Carless's 3P feedback model are particularly prominent. The former integrates behaviorism, cognitivism and constructivism, and fully integrates the merits of the three psychological paradigms. The latter clarified the elements of learners' feedback literacy for the first time, and really pushed learners to the center of the feedback stage. The following is a detailed analysis of these two representative feedback models.

2.1 Hattie's feedback model to promote learning

Hattie's feedback model of promoting learning is based on a large number of empirical studies, and comprehensively absorbs the key elements of previous feedback research, and has carried out a brand-new development^[6], which acts on the level of four learning stages, aiming at solving three major problems in learners' learning process.

The first question of feedback is “Where am I going?” Related to the goal, pay clear attention to the present. “How do I get there? What progress have I made in achieving my goal?” “Emphasis is placed on the progress of feedback. This kind of feedback is often associated with some expected standard, previous performance, success or failure in the task.” “Where to go next?” Or “What kind of activities do I need to carry out in order to continue to make progress?” Pay attention to the future and focus on the planning of learners’ future.

The feedback task level indicates the implementation of the task. If feedback focuses on information, then the feedback effect at the task and achievement level is powerful, and learners can obtain more information and construct more surface knowledge. This type of feedback is the most common in the classroom, and most students see this form of feedback. This kind of feedback is often named “corrective feedback” or “feedback about the result”, and it is usually given by teachers in class.

Process-level feedback focuses on how to perform tasks. This kind of feedback can provide a way of information processing, reduce the cognitive burden, and help students to develop learning strategies and check errors, conduct more effective information retrieval, identify the relationship between viewpoints and use task strategies.

The third level focuses on the level of self-regulation, or students’ monitoring of their own learning process. This level of feedback can improve students’ self-evaluation ability, enhance their confidence to further participate in the task, help students seek and obtain feedback, and enhance their willingness to invest in seeking and processing feedback information. When students can monitor and conduct self-regulated learning, they can use feedback more effectively to narrow the gap between their current learning position and their expected learning results or success.

The fourth level of feedback directly points to “self”, such as “you are an excellent student” or “great”, which is usually classified under the concept of “praise”. Praise is often used for comfort and support, and often appears in many classrooms, which is welcomed and expected by students. Therefore, teachers should be aware of the importance of praise when providing such feedback, distinguish between praise and feedback on learning, and focus on feedback on students’ self-regulation, so as to promote their deep learning.

The model first emphasizes the importance of learning objectives, which are the starting point and end point of learning and the direction and standard of students’ learning. Teachers should make clear their learning objectives, so that students can clearly know their own learning objectives and standards. Secondly, Hattie thinks that feedback is the key factor to promote students’ learning and improve their learning effect. Feedback should be constructive and targeted, so that students can better understand the feedback information and take corresponding measures to improve it. At the same time, the model also emphasizes that teachers should give students the opportunity to apply feedback information, so that students can better understand their own learning achievements and shortcomings, and further improve the learning effect.

2.2 3p model of Carless’s learners feedback experience

Carless’s feedback model is rooted in the social constructivist learning theory, which is mainly in the form of teachers transmitting information to learners to promote complex learning. Feedback is conceptualized as a dialogue process, which involves coordinating the interaction among teachers, learners and peers and the active participation of learners ^[7]. A prominent problem in the current feedback practice is that the process of social constructivism is usually not applied, and insufficient attention is paid to the learner’s subject in the feedback process. Carless constructed a 3P model to describe the feedback process, which includes Perception, Processing and Performance.

Perception: refers to the learners’ perception and understanding of feedback information. In the perceptual stage, learners need to pay attention to and receive feedback information from teachers or peers, and understand the topics and contents involved in the feedback information. If learners can’t effectively perceive the feedback information, the subsequent processing and performance stages will be affected.

Processing refers to the process in which learners process and analyze feedback information. In the processing stage, learners need to think and analyze the feedback information in order to better understand it. In this process, learners need to combine feedback information with their own knowledge and experience in order to better understand feedback information and apply it to practice.

Performance refers to learners’ behaviors and results after receiving feedback. In the performance stage, learners need to turn feedback information into concrete actions and apply them in practice. If learners can use feedback information correctly, their learning performance will be improved, otherwise it will be affected.

From the 3P model of learners’ feedback experience in Carus, we clearly realize that the feedback process is as important as the participants’ personal characteristics and interaction, as well as the feedback results. Paying attention to these is helpful for students’

personalized learning and improving teachers' attention and support for different learners. The model holds that the process of learners' receiving feedback information is a continuous process, which requires effective operation in three stages: perception, processing and performance, so that feedback information can have a positive impact on learners. It also requires that the process of feedback must be interactive and clear-cut, the content of feedback should be consistent with the learning objectives and standards, and the products of feedback should be positive and constructive. These requirements can effectively improve the effect of feedback and promote the improvement of learners' self-monitoring and adjustment ability.

3. The student-centered feedback strategy

In order to make feedback play a greater role in teaching, learners must be placed at the center of feedback. Starting from both teaching and learning, teachers should be encouraged to provide and use feedback effectively. For students, we should focus on cultivating their feedback literacy.

3.1 The establishment of learner-centered feedback planning

3.1.1 Clear the role of learners in feedback

Most students think that feedback is an information transmission behavior from teachers to students, which is to a great extent to explain grades and is essentially corrective. This understanding makes learners fail to perceive the importance of feedback. Teachers should make clear the role of learners in feedback when giving feedback. Specifically, teachers should let learners know that feedback is a two-way communication, and learners should actively participate in it, not only listening to teachers' feedback, but also providing their own feedback. At the same time, teachers should make learners understand that the purpose of feedback is to help them learn and grow better, not to criticize or punish them. Therefore, learners should accept feedback with an open mind and think about how to improve their learning methods and performance. Teachers can also encourage learners to give feedback to each other, which can promote cooperation and mutual help among learners. In this process, teachers should do a good job of guidance and supervision to ensure the effectiveness and fairness of feedback.

3.1.2 Pay attention to the feedback process

Most of the feedback in practice teaching is directed at the results, but the process is often ignored. Teachers should pay attention to the whole process of feedback, including the purpose, method, opportunity and result of feedback. The content of the feedback should be specific, pointing out the problems and shortcomings of students in their homework or exams, and putting forward detailed suggestions and suggestions for improvement. It should be consistent with the learning objectives and standards, and should be positive and constructive. Teachers should give feedback as soon as possible after students finish their homework or exams, so that students can know their learning situation in time and adjust their learning strategies in time. The feedback process should be two-way, which is helpful to improve learners' participation and feedback effect. At the same time, teachers should pay attention to the tone and attitude when giving feedback, give encouragement and support to students, make students feel that they are valued and concerned, and thus stimulate students' learning motivation and enthusiasm. Considering students' emotions and self-esteem, respecting students' personal characteristics and learning differences, so that students can feel respected and concerned.

3.1.3 Encourage multi-source dialogue and consultation feedback

Teachers should interact with students in the feedback process, so that students can better understand the feedback information, and conduct in-depth exchanges and discussions with teachers to improve students' participation and feedback effect. Social constructivism holds that knowledge is formed and developed in the continuous participation of subject and object, and the core of this participation is dialogue. Dialogue needs support, and structures to encourage dialogue need to be established. Therefore, teachers can create a positive learning atmosphere in the classroom, encourage students to ask questions and share experiences, and create a learning environment of mutual respect and understanding. Encourage learners to participate in the dialogue and negotiation of relevant feedback information. Dialogue and negotiation can make students' thinking clearer, because learners get many opportunities to express their thinking. Such as classroom example discussion, teacher-led learning discussion and other activities. Students actively participate in the dialogue, they can participate in a rich process of meaning construction with teachers or peers, or construct the meaning of information, and the process of meaning construction also promotes learning accordingly.

3.2 To promote the improvement of students' feedback literacy

3.2.1 Provide opportunities for learners and cultivate their feedback ability

Carless clarifies the concept of learner feedback literacy as "understanding information and using it to enhance the understanding, ability and character needed for work or learning strategies" [8]. A key element of feedback literacy is the ability of learners to identify

what information they need and then seek it. In order to develop feedback literacy, learners need opportunities and encouragement to absorb feedback from various sources. By absorbing feedback from various sources, students can identify and evaluate the value of feedback information from multiple sources and the different and potential viewpoints provided by different feedback subjects over time. Teachers should give students the opportunity to apply feedback information, so that students can better understand their own learning achievements and shortcomings, and further improve the learning effect. One strategy may be to ask students to explain the feedback they most want to receive when submitting their homework^[9]. Another successful strategy may be to set up an activity that requires students to analyze the information they receive and determine what actions they can take, why they don't understand or can't take action, and what feedback information they lack.

3.2.2 Encourage students to feedback themselves

Teachers should strengthen the awareness of self-feedback and encourage learners to evaluate their performance. For example, by asking questions, consulting classmates and communicating with teachers. Evaluative judgment is an important part of learning, and it is also the ability that learners must have when dealing with feedback. Learners develop self-regulation through the ability to judge their own performance. One strategy is to let students get feedback. However, generating feedback information is only part of the process. Students also need to compare and judge with other sources to deepen their understanding of feedback quality. Another strategy is to let students take the initiative to record their detailed judgments on their work before receiving feedback from others, and then use this external input comparison to improve their judgments. In this process, the habit of self-feedback is formed.

3.2.3 Put feedback into the learning task of circular nesting

Curriculum design and related learning activities make it possible for students to feedback the core characteristics of literacy. In the teaching process, students can be prompted or asked to show how they use the previous feedback as part of ending the feedback cycle. Only when students improve their work or study strategies according to information will information become feedback. These teaching inspirations are generally consistent with the learning theory of social constructivism. The curriculum design to improve students' feedback literacy will be implemented more effectively if it is systematically embedded in the whole curriculum.

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