

# MACMILLAN EDUCATION ENGLISH WEDNESDAYS

LIVE

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EDUCATION



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education



**MACMILLAN EDUCATION  
TEACHER TRAINING DAYS**

# **Effective 360° feedback**

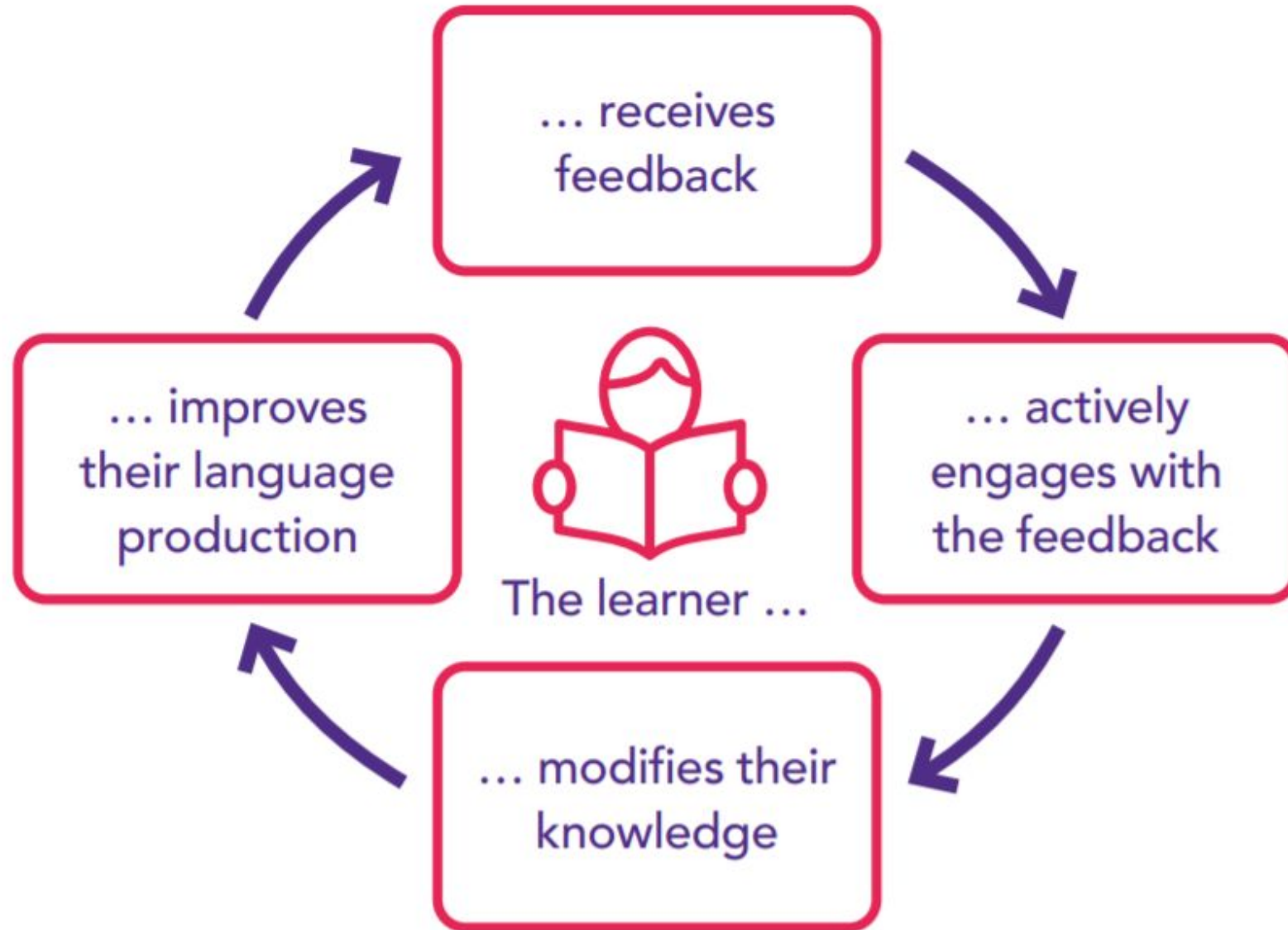
Richard Twigg



# What is feedback?

“Information allowing a learner to reduce the gap between what is evident currently and what could or should be the case”

Hattie, J.A.C. & Yates, G.C.R. (2014).  
*Using feedback to promote learning*



**Feedback** does not attempt to **formally evaluate** the standard of work, rather it is designed to **point students in the right direction** through **commenting, scaffolding, reminding and offering models and examples**

Núria Llevot-Calvet, Olga Bernad-Cavero, 2018

# Unit 1 Gateway

Nothing's changed guys! Your friend Emma is still hanging out in the library - but the library here is massive! I've just finished my first month at **uni** and I love it. I'm what's called an **undergraduate** because I haven't **graduated** yet. There are other people here doing **postgraduate** courses like a **second degree** or a **master's**. On my **course** I have about 12 hours of **lectures** a week, either in the lecture halls or with **video lessons** on the university **web platform**, and I attend a couple of **tutorials** too, in the **tutor's** office or by **videocall** from my house to her office. Throughout the **term**, there's **continuous assessment** of our **coursework** and **assignments** – my tutor gives me a **grade** or **mark** for each piece of work. There are exams coming up too, so, of course, I need to keep my **notes** up-to-date and **revise**. That's nothing new – all my old school friends already know I'm a huge study nerd. In some cases, if you **fail** an exam, you can **resit** it. I hope it won't happen to me.

**4** **SPEAKING** In pairs. Read Emma's Instagram post and decide if the words in **red** are nouns or verbs. What do you think they mean?

**5** Now use a dictionary to check any words in 4 that you are not sure about.

# Caveat ~~emptor~~ praeceptor

Learning from feedback  
cannot be forced:  
the teacher's task is to try  
to create the right conditions  
for learning to take place

# Three Feedback questions

- What is the goal?
- What progress is being made?
- What is the next step?



# Progress check

## 'Can do' progress check

**1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 I can do it very well.      3 I have some problems.  
2 I can do it quite well.    4 I can't do it.

- A** I can talk about present situations, routines and actions using the present simple and present continuous.
- B** I can use *do* and *make* appropriately.
- C** I can use gerunds and infinitives correctly.
- D** I can understand written and spoken texts about studying and university.
- E** I can express preferences using a variety of structures.
- F** I can reply to informal emails and include relevant information.

**If you need to improve you can:**

- do more practice with the exercises in HUB TEST
- other: .....

# Effective Feedback

- ✓ **Goal referenced**  
The students need to understand the goal
- ✓ **Tangible and transparent**  
How to better move towards the goal
- ✓ **Actionable**  
Students can act on it

# Effective Feedback

- ✓ **User-friendly**  
Accessible to entire class or one student
- ✓ **Timely**  
Delivered as soon as possible
- ✓ **Ongoing and consistent**  
Essence of formative assessment

# Effective Feedback

✓ **Focused**

Focus on behaviour not character/personality

✓ **Proactive**

Don't delay or avoid

✓ **Descriptive**

Focus on progress not result

# Finally... Effective Feedback

## ✓ **Balanced**

Don't only focus on the negative

# What effective feedback isn't

## **xOnly a grade or score**

Provides no info on how to improve

## **xValue judgements e.g. "good", "interesting"**

Doesn't tell students why you are making the judgement

## **xPurely advice & assessment**

Too vague & no real direction

**3** **INVALSI** **FIRST** **Reading and Use of English Part 7** For questions 1-10, choose from the people (A-E) in 2.  
**The people may be chosen more than once.**

Which person...

- 1 is excited about going to a particular place for their course? .....
- 2 is confident about their future thanks to their course? .....
- 3 thinks it's as valid to study modern culture as older culture? .....
- 4 believes that people think their subject is all practice and no theory? .....
- 5 thinks other people would like to study their course? .....
- 6 clearly prefers the practical side of their course? .....
- 7 corrects a commonly mistaken belief? .....
- 8 is doing a post graduate course? .....
- 9 enjoys collaborating with other students? .....
- 10 finds that others enjoy the products of their course? .....

**4** What do the underlined words in the text mean?  
**Guess and then check in your dictionary.**

**5** **SPEAKING** **What about you?**

Which of these subjects would you most like to study? Why?

**CRITICAL THINKING**



**Think and compare ideas.**

- Are there any useful general skills students could learn on these courses that would help them find a job?





# Written feedback types

1. Correction code
2. Criterion highlighting
3. Individual feedback
4. “Comments” in Microsoft Word
5. Annotate on PDF
6. Peer feedback

# 1. Correction code

Mark	Error indicated
^	A word is missing
/	Start a new sentence
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error
Art	Error with articles (a, an, the)

<b>Content:</b>	
Communicative Achievement	
<b>Organisation</b>	
<b>Language: accuracy and range</b>	

*HelloW Cris,*

*That good new! Your grandmother is good. With the money you can to buy a camera or may be go holidays. May be you can visit me! You can to save money to, good idea! What your parents think? I think yes camera good idea you can make fotos and send me.*

*Have nice time and tell me your decide what you do.*

*I wait your answer.*

*Kiss Ana*

Criteria	Mark	Commentary
Content	4	<p>Although there is some irrelevance at the start when the candidate repeats the situation rather than offering advice, the task has been addressed.</p> <p>The target reader is informed.</p>
Communicative Achievement	3	<p>Straightforward ideas are communicated in generally appropriate ways.</p> <p>The letter format is attempted.</p>
Organisation	2	<p>The letter is connected and coherent.</p> <p>Sentences tend to be short and are connected with a limited number of basic linking words (or; and) and cohesive devices (<u>That</u> good new; With <u>the</u> money).</p>
Language	3	<p>Everyday vocabulary is used appropriately.</p> <p>Simple grammatical forms are used with reasonable control.</p> <p>Several errors are present, but meaning can still be determined (That good new; you can to buy; make fotos; tell me your decide).</p>

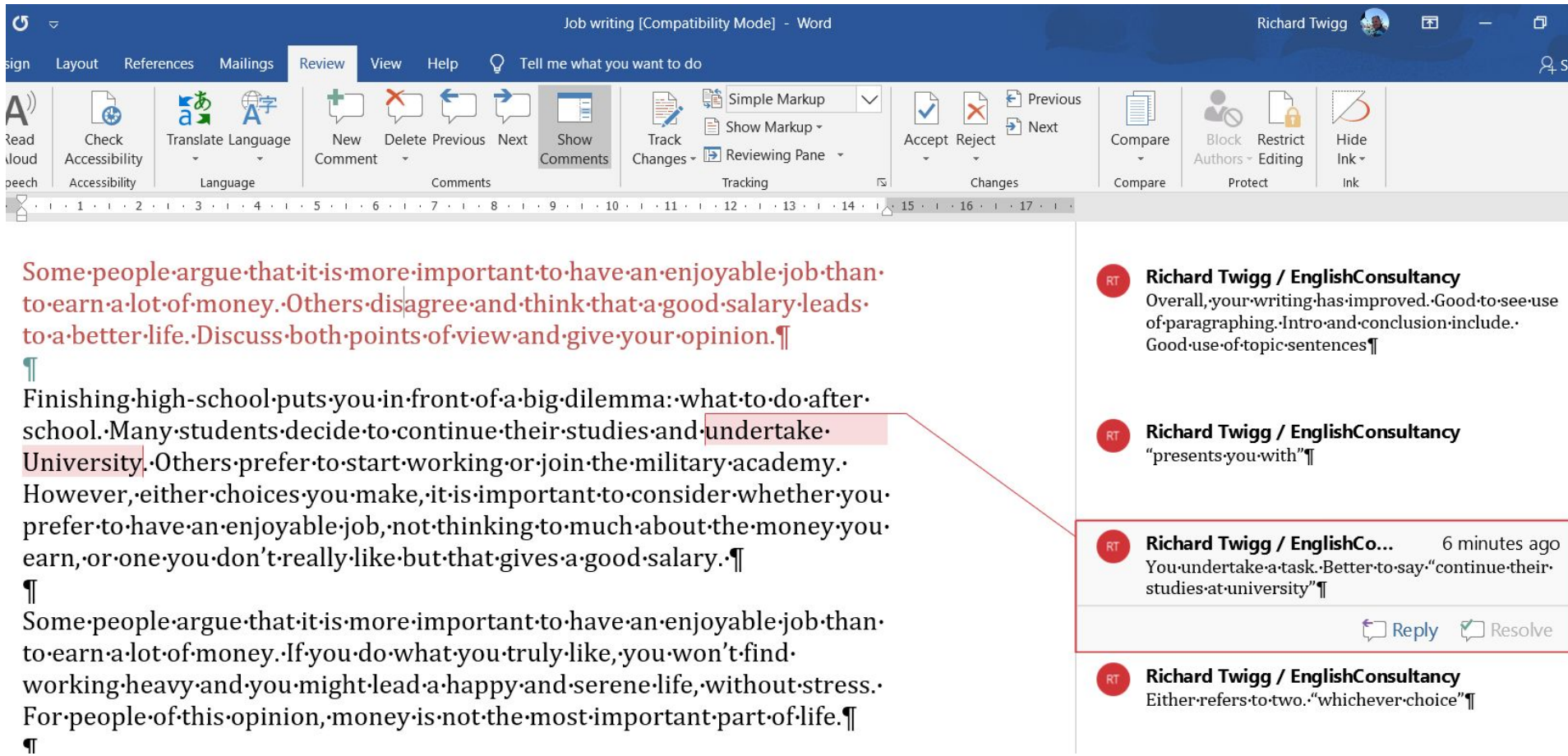
# 3. Individual feedback

1. Copy text into a word document
2. Share screen with student
3. Work through text together
4. Use colours, brackets and strikethrough

- Today, thanks to the news many people are able to have a big wider / broader knowledge of what is happening around the world. Journalists are mainly responsible for bringing news to us but not all of them are true to their responsibilities. We need to be very careful to distinguish between the news that is actually true from and the so-called “fake news”. ¶

One way to avoid ending up reading/listening to fake news is to use attentible credible / trustworthy sources. Newspapers and magazines which have a large reading public tend to be more reliable. Firstly, because fooling many people is more risky than fooling a few. Secondly, because if an important and famous newspaper is found out to be delivering fake news, its reputation can be spoilt very quickly and it might have to close down. Another credible / trustworthy source is public television channels. Since they are controlled by the government, it is more probable that they give out

# 4. "Comments"



The image shows a screenshot of the Microsoft Word interface. The title bar reads "Job writing [Compatibility Mode] - Word" and the user is identified as "Richard Twigg". The "Review" tab is active in the ribbon, showing options like "New Comment", "Delete Previous", "Next", "Show Comments", "Track Changes", "Simple Markup", "Show Markup", "Accept", "Reject", "Previous", "Next", "Compare", "Block Authors", "Restrict Editing", and "Hide Ink".

The document text is as follows:

Some people argue that it is more important to have an enjoyable job than to earn a lot of money. Others disagree and think that a good salary leads to a better life. Discuss both points of view and give your opinion.

Finishing high school puts you in front of a big dilemma: what to do after school. Many students decide to continue their studies and undertake University. Others prefer to start working or join the military academy. However, either choices you make, it is important to consider whether you prefer to have an enjoyable job, not thinking too much about the money you earn, or one you don't really like but that gives a good salary.

Some people argue that it is more important to have an enjoyable job than to earn a lot of money. If you do what you truly like, you won't find working heavy and you might lead a happy and serene life, without stress. For people of this opinion, money is not the most important part of life.

The comment pane on the right shows three comments from "Richard Twigg / EnglishConsultancy":

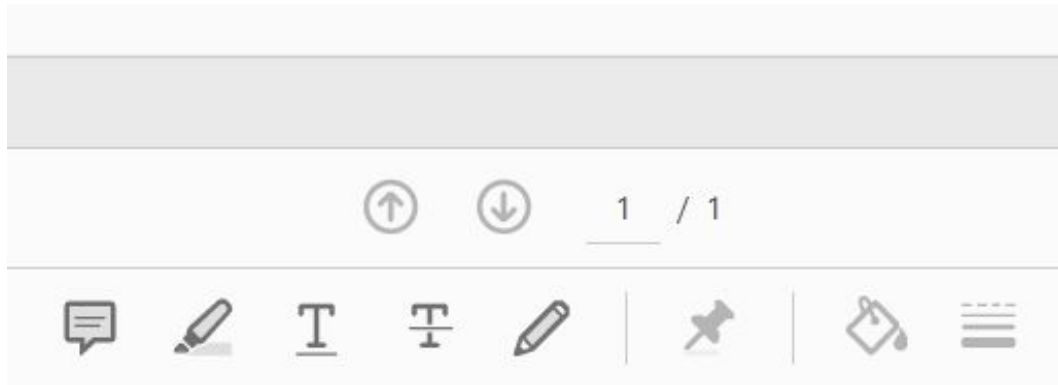
- Overall, your writing has improved. Good to see use of paragraphing. Intro and conclusion include. Good use of topic sentences.
- "presents you with"
- You undertake a task. Better to say "continue their studies at university"

The third comment is highlighted with a red box, and a red line connects it to the word "undertake" in the text above.



# 4. Annotate on PDF

1. Open file with Adobe Acrobat Reader
2. Use toolbar
3. Can be used on images too



# 5. Peer feedback

- Givers of feedback have to attentively listen to or read the language of their peers
- Facilitates a move away from teacher-centred classes
- Many learners are very receptive to peer feedback
- It can reduce the teacher's workload

# Giving peer feedback

- Encourage focus on global feedback rather than grammatical errors
- Learners should be both givers and receivers of feedback
- Provide checklists to aid with feedback
- Explain the reasons for doing peer feedback activities

# 6. Combined feedback

Use technology like Screencast-O-Matic or Snagit

- Record your screen and your voice together
- Gives both spoken and written feedback
- <https://screencast-o-matic.com/account#subscription-solo>

# Speaking feedback types

- ✓ **Hot/Instant feedback**  
Focus on accuracy
- ✓ **Delayed feedback**  
Focus on fluency
- ✓ **Speaking strategies**  
Self-correction, buying time, checking understanding

# Speaking

- Use the chat to provide support and a record of corrections
- Record the session and share recording with students
- Pen and paper
- Don't only focus on grammar errors
- Highlight pron and vocab errors too

**8 Complete the questions with these words.**

lend • loan • save • savings account •  
waste • withdraw

- 1 Do you think it is better to ..... for something or pay by credit card immediately?
- 2 Why does the bank have a limit on the amount you can ..... from an ATM?
- 3 Do you ever ..... money on things you don't need?
- 4 Why can it be difficult to ..... money to a friend?
- 5 Do you think you will get a ..... from the bank in the future? What for?
- 6 Why would someone have both a current account and a ..... ?

**SPEAKING CHALLENGE** In pairs. Use the phrasal verbs from 1 to interview your partner and give your own opinions.

*When you get a job, will you set ... money each time you get paid?*

*Definitely. I want to save money for driving lessons.*

**9 SPEAKING CHALLENGE** In pairs. Use the completed questions in 8 to interview your partner and give your own opinion.

*Do you think it is better to .... for something or pay by credit card immediately?*

*I think pay by credit card, because if you wait, another person could buy it.*

# Reading

- Use the chat to provide support and a record of corrections
- Record the session and share recording with students
- Pen and paper
- Identify what caused the error – vocab, misreading the question



**2**  047 | **Read and listen to the article and check your answers in 1.**

**3** **INVALSI** **FIRST** **Reading and Use of English Part 6** **Read again. Six sentences have been removed from the article. Choose from the sentences (A-G) the one which fits each gap (1-6). There is one extra sentence you do not need to use.**

- A** So it is not easy to establish the value of strawberries.
- B** We all use it, more or less every day.
- C** And they stopped making coins with precious metals.
- D** The value of cows changed regularly with the seasons.
- E** For example, you could use the cocoa beans to make chocolate, or the salt to make food taste better.
- F** Or what if the farmer only has eggs, more eggs than the mechanic can possibly use?
- G** Over time, people realised they needn't carry their gold and silver around with them.

# Listening

- Use the chat to provide support and a record of corrections
- Record the session and share recording with students
- Pen and paper
- Identify what caused the error – vocab, misreading the question, connected speech

*Would like to add a listening task  
from the new Gateway edition  
but the QR codes in the bozza are not active :(*

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