



**UNIVERSITY OF CALGARY**  
Taylor Institute for Teaching and Learning

# **Formative Feedback *for* Teaching Development**

Quick Reference

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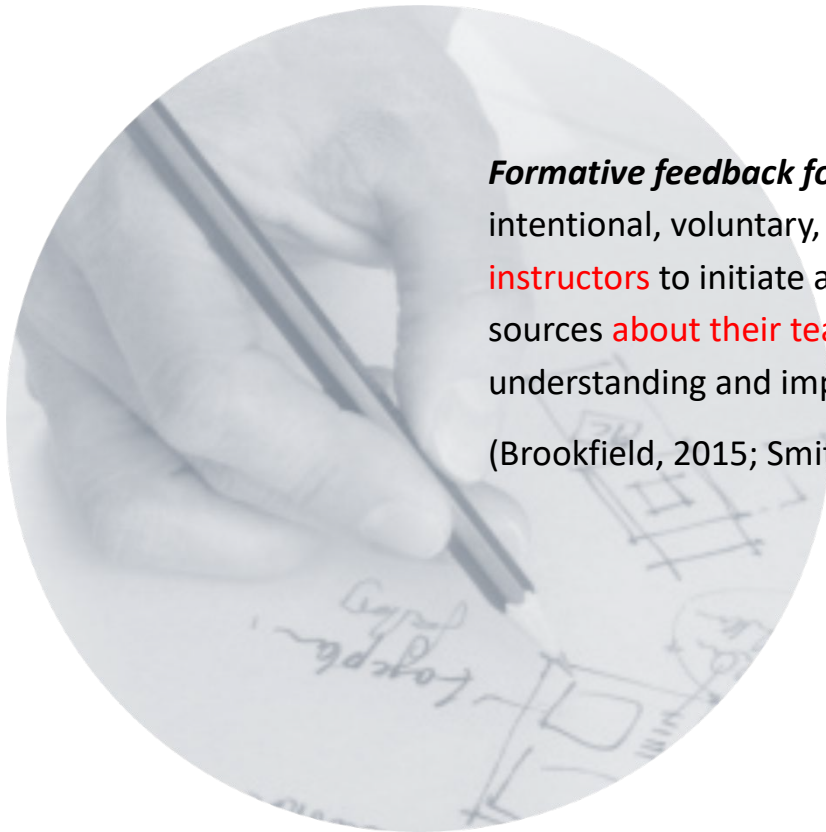


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# What is Formative Feedback for Teaching Development?



**Formative feedback for teaching development** is an intentional, voluntary, developmental strategy **for instructors** to initiate and receive feedback from various sources **about their teaching** with the goal to better understanding and improving student learning.

(Brookfield, 2015; Smith, 2001; Weimer, 2013)

## References

Brookfield, S. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco CA. Jossey-Bass.

Smith, R. (2001). Formative evaluation and the scholarship of teaching and learning. *New Directions for Teaching and Learning*, 86, 51-62

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco CA: John Wiley & Sons.

# For the Curious: A Comparison of Feedback Types...

<input checked="" type="checkbox"/> <b>FORMATIVE FEEDBACK</b>	<input checked="" type="checkbox"/> <b>SUMMATIVE FEEDBACK</b>
Instructor initiated	<b>F</b> Mandatory (institutional)
Spontaneous	<b>E</b> Scheduled
Ongoing, real time	<b>E</b> After the fact
Low stake	<b>E</b> High stake
Frequent	<b>D</b> Occurs once
Developmental	<b>B</b> Possibility developmental
Process focused	<b>A</b> Result focused
Feedback to the student	<b>C</b> Feedback to the student
Feedback to the instructor	<b>C</b> Feedback to the instructor
For tenure and/or promotion	<b>K</b> For tenure and/or promotion
Mid-term evaluation	Final grades

## Why Formative Feedback?

1

Real-time information to inform teaching

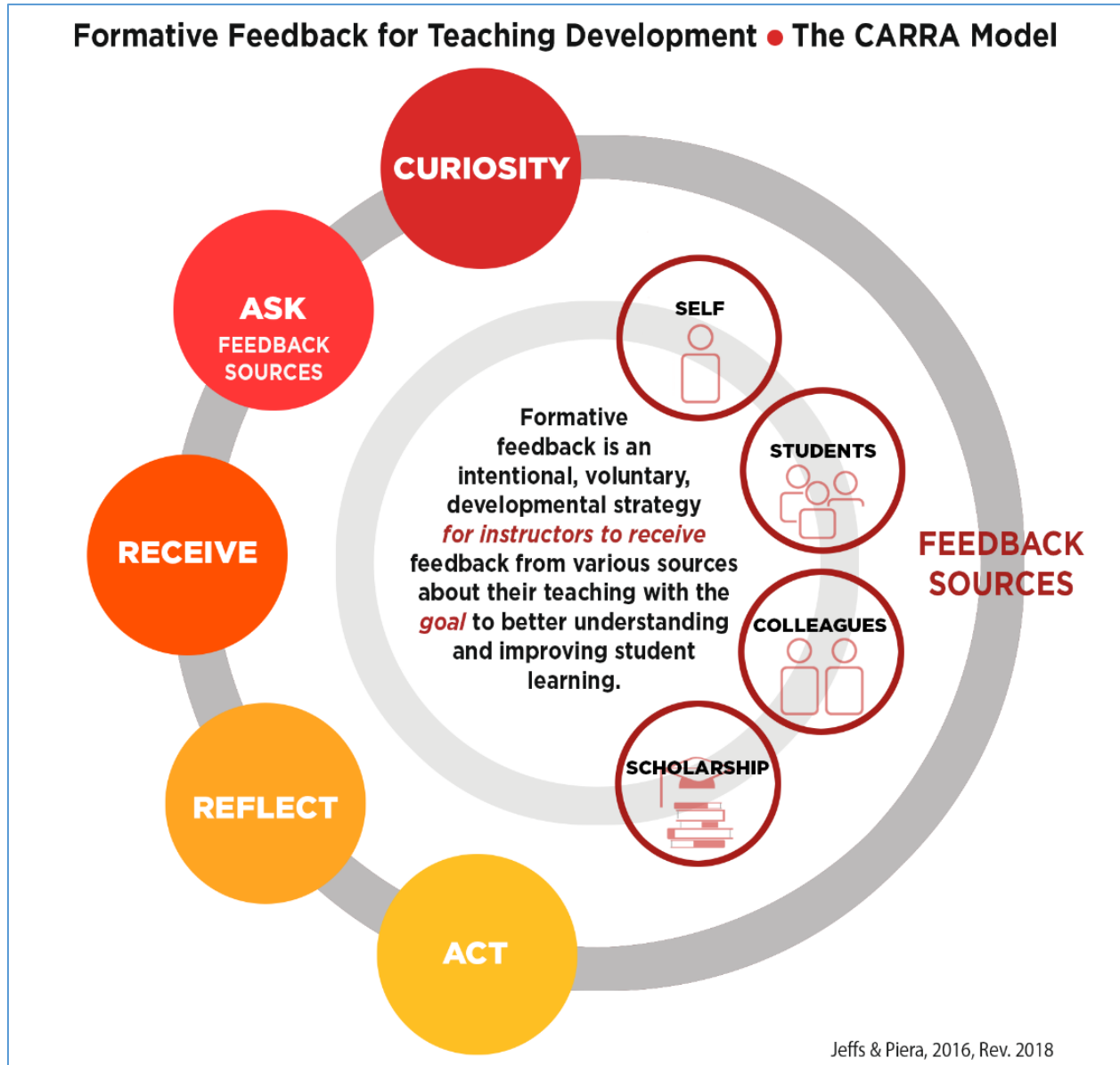
2

Helps us understand and enhances student learning

3

Provides evidence for a teaching dossier or other purpose

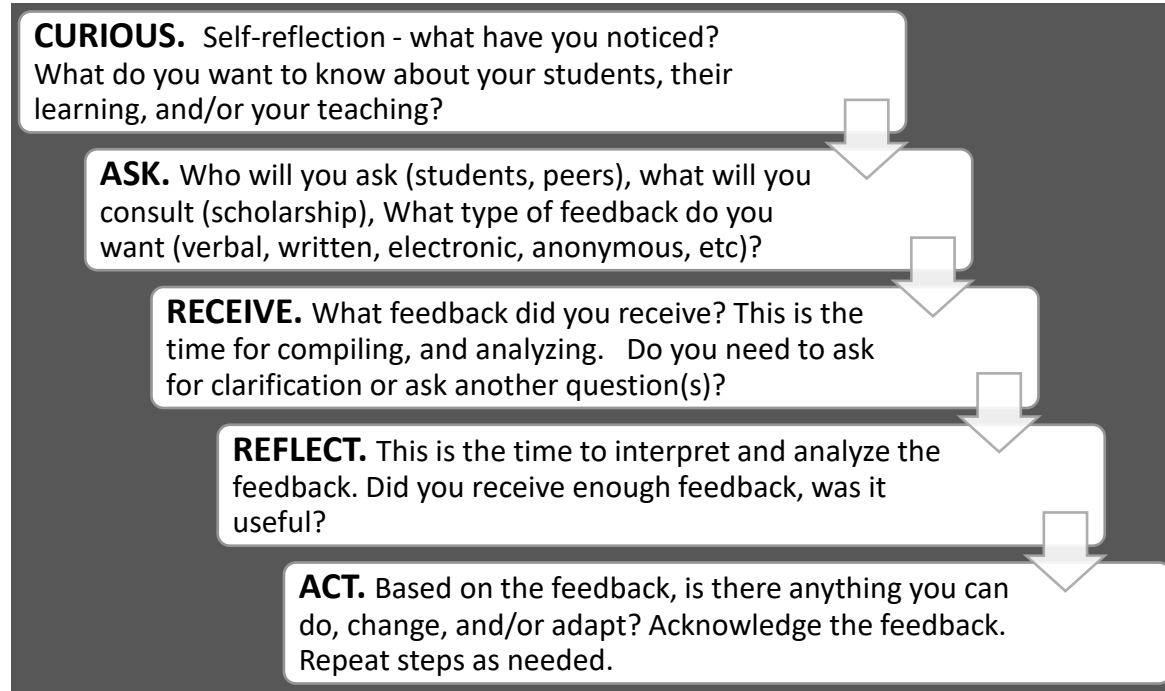
# Exploring a Formative Feedback for Teaching Development Model



Jeffer, C., Paris, B., & Piera, Y. (2018). CARRA: Formative feedback & teaching development. *The National Teaching & Learning Forum*, 27(4), 4-5. [doi.org/10.1002/ntlf.30157](https://doi.org/10.1002/ntlf.30157)

# Step-by-step Through the CARRA Model

## Preparing to collect formative feedback



Additional details at [doi.org/10.1002/ntlf.30157](https://doi.org/10.1002/ntlf.30157)

Notes...

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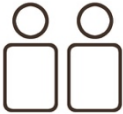

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# Formative Feedback through the Lenses

Self | Student | Colleague | Scholarship

*Lenses	Processes and techniques to gather feedback
<p><b>Self</b></p> 	<p>Examples: Instructors' self-awareness and reflection (e.g. What have you noticed? What do you need to know about your teaching?). Reflective journals and notes</p>
<p><b>Student</b></p> 	<p>Examples: Gathering real-time feedback from students, including structured feedback and input on particular assignments and/or teaching and learning activities. Eg. one-minute paper, start-stop-continue, Mentimeter. What do they know, what do they need to know.</p>
<p><b>Colleague</b></p> 	<p>Examples: Asking colleagues for feedback. Joining (or starting) a peer-learning group, or community of practice.</p>
<p><b>Scholarship</b></p> 	<p>Examples: Consulting the literature, participating/presenting at conferences, and/or engaging in teaching and learning research (SoTL).</p>

\*Lenses adapted from Brookfield, S. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco CA. Jossey-Bass.

# References & Resources: Formative Feedback for Teaching Development

- Addy, H. & Jeffs, C. (2018). Case study: Applying the CARRA Model. *The National Teaching & Learning Forum*, 27(4), 5-7. [doi.org/10.1002/ntlf.30158](https://doi.org/10.1002/ntlf.30158)
- Gormally, C., Evans, M., & Brickman, P. (2014). Feedback about teaching in higher ed: Neglected opportunities to promote change. *CBD Life Sciences Education*, 13, 187-199. <https://doi.org/10.1187/cbe.13-12-0235>
- Jeffs, C., & Piera, Y. (2016). *Focus on Formative Feedback for Teaching Development: A Guide*. Taylor Institute for Teaching and Learning, University of Calgary. [https://taylorinstitute.ucalgary.ca/sites/default/files/2019-02/Formative\\_Feedback\\_Guide\\_Aug\\_30\\_2016\\_0.pdf](https://taylorinstitute.ucalgary.ca/sites/default/files/2019-02/Formative_Feedback_Guide_Aug_30_2016_0.pdf)
- Jeffs, C., Paris, B., & Piera, Y. (2018). CARRA: Formative feedback & teaching development. *The National Teaching & Learning Forum*, 27(4), 4-5. [doi.org/10.1002/ntlf.30157](https://doi.org/10.1002/ntlf.30157)
- Kenny, N., Berenson, C., Chick, N., Johnson, C., Keegan, D., Read, E., Reid, L. (2017, October). A Developmental Framework for Teaching Expertise in Postsecondary Education. Poster presented at the International Society for the Scholarship of Teaching and Learning Conference, Calgary, Alberta, Canada. [http://connections.ucalgaryblogs.ca/files/2018/09/Final\\_Guide-to-Evidence-of-Teaching-1.pdf](http://connections.ucalgaryblogs.ca/files/2018/09/Final_Guide-to-Evidence-of-Teaching-1.pdf)
- Taylor Institute for Teaching and Learning. Formative Feedback Resources <https://taylorinstitute.ucalgary.ca/formative-feedback/resources>

# Sample Activities: Formative Feedback for Teaching Development

The following SAMPLE activities are included for you to gather and explore feedback through various lenses of:

- Self
- Student
- Colleague
- Scholarship

adapted from

Jeffs, C., & Piera, Y. (2016). Focus on formative feedback for teaching development: A guide. *Taylor Institute for Teaching and Learning Guide Series*, No. 3. Calgary, AB: Taylor Institute for Teaching and Learning at the University of Calgary

[https://taylorinstitute.ucalgary.ca/sites/default/files/2019-02/Formative\\_Feedback\\_Guide\\_Aug\\_30\\_2016\\_0.pdf](https://taylorinstitute.ucalgary.ca/sites/default/files/2019-02/Formative_Feedback_Guide_Aug_30_2016_0.pdf)

## SELF LENS: Reflection. What? So What? Now What?



Rolfe et al., (2001), provide a framework for reflection (What, So What, Now What?) that can be useful in our teaching practice. Three (3) simple statements provide a method for tracking teaching experiences, curiosities, and goals. This framework is adaptable and can be used in most situations and kept as a reference. You can also adapt this for students to give you feedback.

### *What? So What? Now What?*

**1. What?** What did you experience in your class that you are curious about, or felt great, or that didn't feel right? Was this something new or have you experienced it before? What do you want to know more about? Jot down the details and be as specific as possible.

**2. So What?** How did this experience impact your teaching, and how do you think it impacted your students' learning?

**3. Now What?** How will you proceed to examine your experience? Is there something you will try or change in your teaching?

What else do you want to learn about? How will you accomplish this? What are your goals for development?

Adapted from Rolfe, G., Freshwater, D. & Jasper, M. (2001). Critical reflection for nursing and the helping professions: A user's guide. New York: Palgrave MacMillian.

## STUDENT LENS: One Minute Paper



Perhaps one of the most used formative feedback techniques (Chizmar & Ostrosky, 1998) is the 'One-Minute Paper'. It is a quick and simple method to obtain feedback from students, to and for the instructor. This can be used at any time, and adapted to fit the instructors' needs. You can prepare a form to handout, or ask students to take out a blank piece of paper to answer the questions you have prepared (2 or 3 questions max). Critical to the success of this strategy, instructors summarize the input gathered, as well as specific strategies and changes they will implement based on the students' feedback at a future class meeting.

### *One-minute paper*

Please take a minute to respond to the following questions.

**1. What is the most important thing you learned today?**

**2. What are some questions that remain for you after today's session?**

**3. What are some of the things you don't even understand well enough to ask about after today's session?**

**Other comments or suggestions:**

Adapted from: Chizmar & Ostrosky, 1998; and Queens University, 2008.

## COLLEAGUE LENS: Peer consultation and peer feedback



Any peer consultation or invitation for peer feedback should be initiated by the instructor (Cassidy & Lee, 2010). Consider what you want to know. What are your specific teaching and learning goals? This reflection will inform the type of activity you engage in to receive formative feedback. There are additional options and models for peer consultation and structured programs in the resources section of this guide.

### *Peer consultation and peer feedback options*

	<b>Informal</b> <b>Not structured</b> <b>Quick</b> <b>Simple</b>	<b>More formal</b> <b>Drop-in and/or Scheduled</b> <b>Variable time</b>	<b>Formal</b> <b>Structured</b> <b>Significant time</b> <b>Complex</b>
Activity	<ul style="list-style-type: none"> <li>Consult with a trusted colleague who has teaching experience to discuss a particular teaching challenge, or a specific element of your course outline, assignment, lesson plan</li> <li>Consult with someone who is not as experienced and you can learn together</li> </ul>	<ul style="list-style-type: none"> <li>Learning circles</li> <li>Discussion groups</li> <li>Drop in sessions</li> <li>Request a consultation with an educational development consultant</li> </ul>	<ul style="list-style-type: none"> <li>Peer mentorship</li> </ul>
Process	<ul style="list-style-type: none"> <li>Invite a colleague to have a cup of coffee or a quick meeting to discuss a curiosity you have about teaching</li> <li>Be aware of confidentiality if you are in a public place</li> <li>Use any mode of communication that works - in person, phone, skype, email</li> </ul>	<ul style="list-style-type: none"> <li>Your faculty, department, or institution may have scheduled activities to support peer learning about teaching</li> <li>Start a learning or discussion group focused on teaching development</li> </ul>	<ul style="list-style-type: none"> <li>Your faculty, department, or institution may have scheduled mentorship activities</li> <li>If there isn't a structured activity offered in your department or faculty, initiate one</li> </ul>

## SCHOLARSHIP LENS: Exploring teaching and learning literature



Maryellen Weimer’s (2013) teaching journey took her full circle from guessing, reflecting, experimenting, and implementing, to eventually realizing how she was teaching was in fact supported by evidence and theory. Her writings and work guide us as teachers, and describe how theory informs our teaching and learning practices (Weimer, 2006).

Britzman (2003) writes about how reading theory can help instructors understand their experiences in the classroom, by providing scholarly insights into what is occurring. Reading, studying, and researching teaching and learning, all contribute to the development of the teacher, inform practice, and in turn, impact students’ learning.

Brookfield (1995) recognizes reading and searching the literature is another demand on our time, yet it is beneficial and worthwhile to our practice. He provides a succinct overview of the theoretical scholarship related to teaching on pages 38-39 in his book *Becoming a critically reflective teacher* and includes works on:

- teachers’ voices
- personal narrative
- autobiographical stories
- teacher thinking
- personal theorizing
- ethnographic studies of teachers’ lives
- case studies of teachers in practice

### *Exploring teaching and learning literature*

Topic or issue of Interest	Identify journal, article, book, or website to explore. Is this a potential research project for yourself?	Notes, Actions

## Putting it in perspective: Formative feedback for teaching development

Collecting, interpreting and responding to formative feedback is a practical and beneficial strategy to enhance teaching, and better understand and improve student learning. (Jeffs & Piera, 2016).

We hope you will be able to use and/or adapt the resources and ideas, or create your own.

Check out additional sample activities, including suggestions for gathering online feedback.

Taylor Institute for Teaching and Learning website: Formative Feedback Resources

<https://taylorinstitute.ucalgary.ca/formative-feedback/resources>



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