



ENHANCING FEEDBACK

MLTAV Conference 2016

WHY FEEDBACK MATTERS

John Hattie (2007) - Where am I going? How am I going?
Where to next?

Gylan William (2002) - Providing feedback that moves
learning forward, Activating learners as owners of their
learning

Feedback about the task is not enough

STAGE ONE: WWW & EBI

WHAT WENT WELL

EVEN BETTER IF

provide concrete examples of
effective techniques

explicit references to what needs
to be done to improve future
performance



STAGE TWO.

VIDEO FEEDBACK

Professional Learning project with support from 'Learning
with New Media Research Group', Monash University

Focus on providing 'feed forward' that would improve
future performance

Emphasises personal voice and relationship between
teacher and student

VCE FEEDBACK SAMPLE

ADVANTAGES OF VIDEO 'FEED FORWARD'

Effective way of correcting errors of pronunciation in oral tasks

Provides more explanation from teacher in same time as
additional marking

Students can revisit videos in preparation for future tasks

Personalised

Facial expressions add a whole other layer of meaning!

ADVANTAGES OF VIDEO 'FEED FORWARD'

Provides impetus for students to think about feedback given

Comments can be withheld from student until after they have
dealt with feedback

Students can be prompted to identify their own strengths
and areas for improvement

Students spend more time making sense of feedback

STUDENT INSIGHT

HOW TO CREATE VIDEO FEEDBACK

Open webcam application (eg. Quicktime, Photo Booth)

Create new recording of feedback, narrating
commentary that you would normally write on the
work/task sheet

Save file to hard drive

Share with student (eg. via Google drive)

IN THE CLASSROOM

Share video with students prior to
commencement of lesson

Distribute task (if written)

Direct students to feedback,
encourage them to annotate own
work (can rewind if needed)

When distribute final mark or
criteria sheet to student



QUESTIONS?



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