

# Effective Feedback to Foster Transformative Learning

DLIFLC-FDS  
Sun Young Park



**DLIFLC**  
DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

### **DISCLAIMER:**

**This presentation is authorized by the Defense Language Institute Foreign Language Center and the Department of Defense. Contents of this presentation are not necessarily the official views of, or endorsed by, the U.S. Government, or the Department of the Army.**

**All material displayed within this presentation is for educational purposes only.**

**All third party information featured in the presentation slides remain the intellectual property of their respective originators. All use of information is done under the fair use copyright principal, and the author(s) of this presentation do not assert any claim of copyright for any quotation, statistic, fact, figure, data or any other content that has been sourced from the public domain.**

**The content of this presentation is the sole responsibility of the presenter, Sun Young Park**



# Agenda

**Transformative pedagogy**

**The Role of feedback**

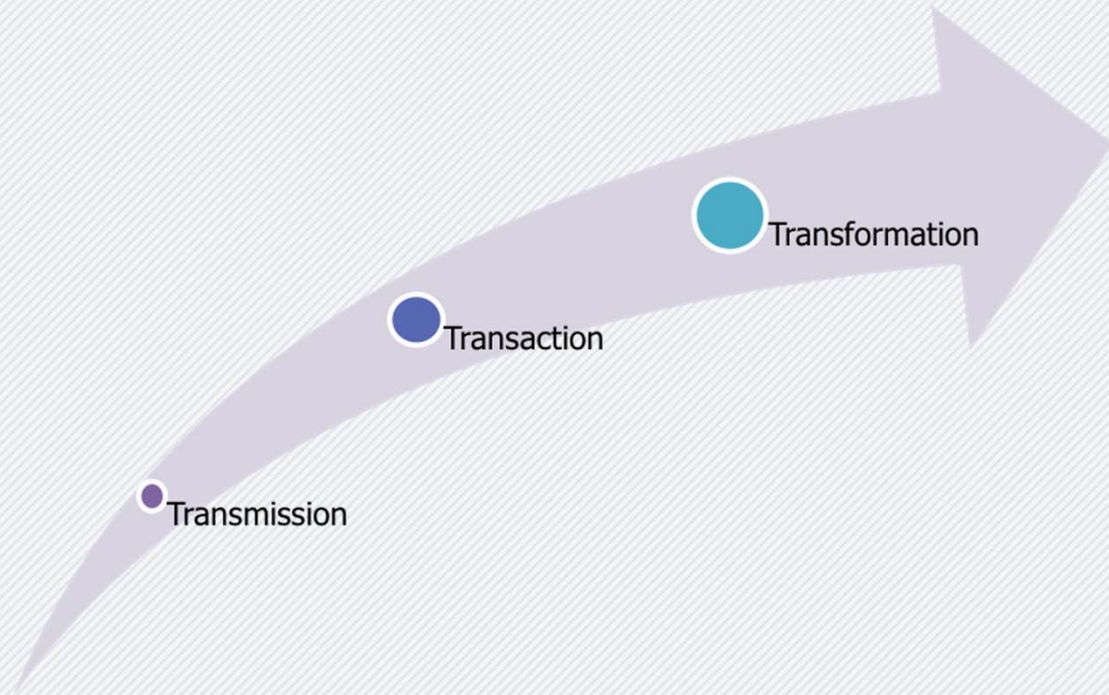
**Components and levels of effective feedback**

**Guidelines for effective feedback Practice**



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# Transformative Pedagogy



# DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER





## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# Feedback

- The process of helping our students assess their performance and providing tips on what they can do to improve in areas that need correcting
- Opportunities to learn and grow in relationship to the objectives and what we need to do get there
- Powerful incentives for learning and becoming more autonomous learners
- One of the most powerful influences on learning and achievement



(Brown, 2007; Hattie & Timperley, 2007)



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

Your report was the shortest one in the class. You did not put enough in it.

Try harder!

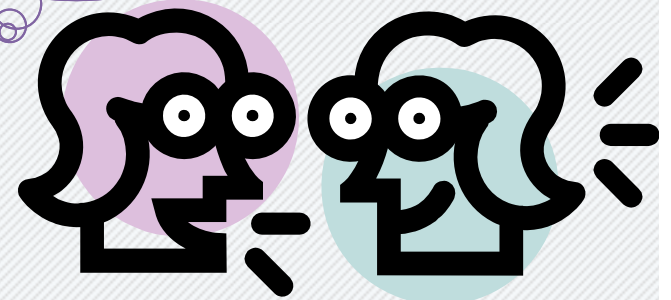
Your presentation is the best one in the class! You can have a "free pass" for your homework tonight!

Good work!

Your essay is not sufficiently analytic and specific!

You made many grammatical errors.

This paragraph is difficult to understand because it lack a topic sentence.





## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



### Transmission view

- Feedback process is exclusively in hands of teachers
- Teachers transmit feedback info to students
- Focus on correctional aspects
- What is right & wrong, its strengths & weaknesses, etc.



### Transformation view

- Students as a central and active role in all feedback processes
- Students actively involving in monitoring and regulation
- Focus on various areas
- Students become empowered and develop the self-regulation skills

(Brown, 2007; Hattie & Timperley, 2007)





## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

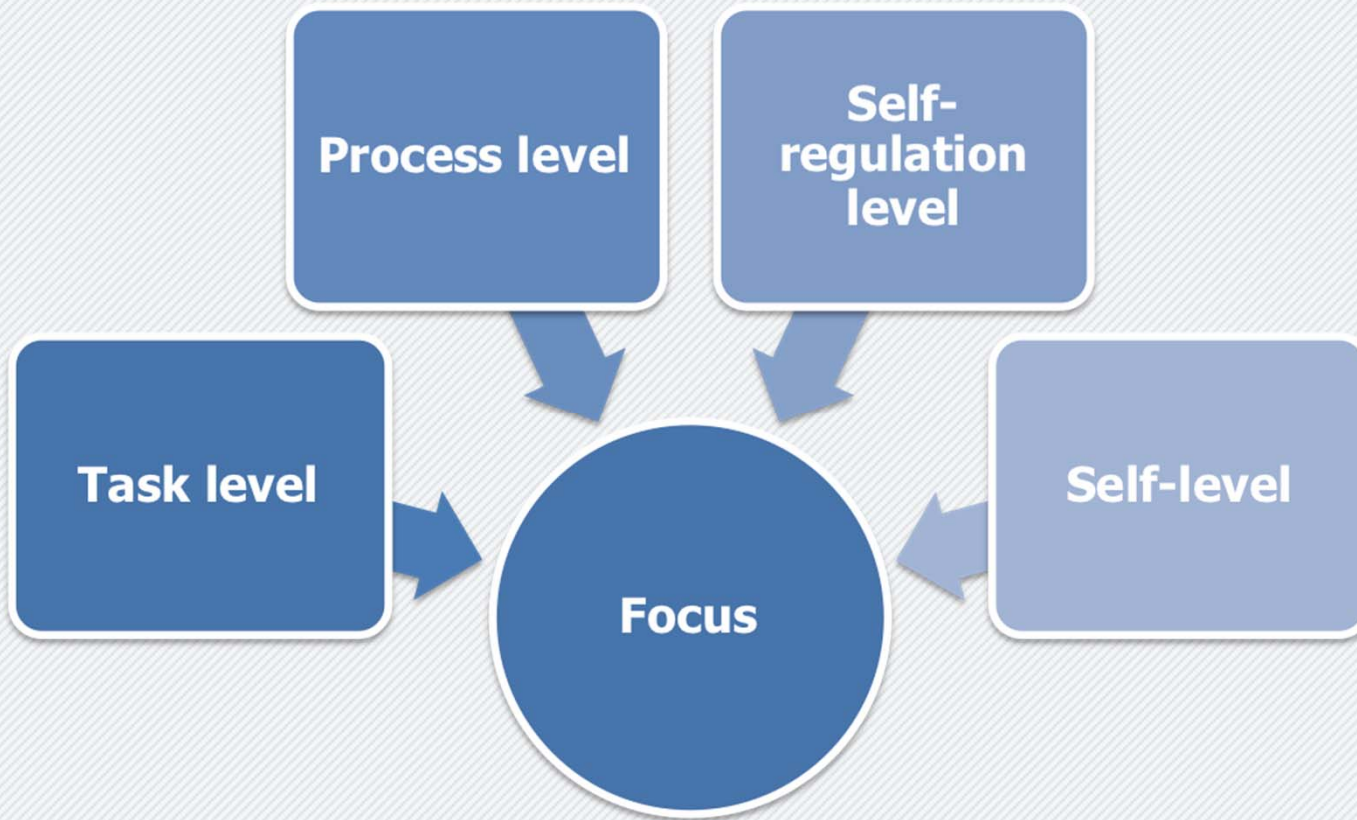


(Hattie and Timperley, 2007)



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

# Levels of Feedback



(Hattie and Timperley, 2007)



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



**Some Guidelines to  
Promote Effective  
Feedback Practice**



## DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER



(Nicol & Macfarlane-Dick, 2005)



## Final Thoughts





## References

- Brown, S. (2007). Feedback & feed-forward. Bulletin, 22, Centre for Bioscience. Retrieved from
- Orsmond, P. (2011). Self- and Peer-Assessment; Guidance on Practice in the Biosciences. Leeds: The Higher Education Academy Center for Biosciences.
- Laurillard, D. (2002). Rethinking university Teaching: a Conversational framework for the effective Use of Learning Technology. London: RoutledgeFalmer.
- Mezirow, J. (1991). Transformative Dimensions of Adult learning. San Francisco: Jossey-Bass.
- Nicole, D. J. & Macfarlane-Dick, D. (2005). Formative Assessment and self-regulated learning: A model and Seven Principles of Good feedback practice. *Studies in Higher Education*.