



Learning Activity: Practicing Providing Formative Feedback

Basket 1: Exploring with Video

Instructor Overview: Elements of Formative Feedback

It can help you as an instructor and your learners to have a format for providing feedback. We offer these five elements:

- **Positive observations:** Adopt a strengths-based perspective to let the learner know what they are doing right. (e.g., “You did a great job getting down to the child’s level and making eye contact which they smiled at.”)
- **Connections to content:** This reinforces the focus of the observation and connects what you see to what you know. (e.g., “Including ‘eager’ along with ‘disappointed’ and ‘frustrated’ was a great expansion of their positive emotional vocabulary.”)
- **Alternative practice:** Suggesting an alternative practice is good idea even if the learner is enacting the focus with fidelity. It helps to build understanding that there are many ways to achieve the same end. (e.g., “Next time you might want to ask him an open-ended question like ‘what’s going on here?’ instead of telling him what you see in his painting or asking him about colors. I wonder how he might respond.”)
- **Wonder:** Wondering helps to open the conversation to other possibilities and allows the learner to wonder when they might be focused on what they did or did not do (e.g., “I wonder what else you might ‘do’ to practice emotional literacy.”)
- **Encouragement:** It is good to provide specific encouragement to boost joy and motivation. (e.g., “It will be super to see what your next steps with mathematizing looks like!”)

Note that your learners may not yet know specific teaching practices. Have them connect the observations to what they know, common cultural practices, or their own experiences. Tell them that as they learn more, they will be able to make more connections and provide more focused feedback to themselves and others. This also helps elicit understandings or beliefs that may show up as implicit biases, which is focused on in Basket 2 Learning to See.

Purpose: This learning activity allows learners to practice providing formative feedback to one another. Formative feedback is feedback that promotes strength-based learning and supports improving practice.



Materials:

Videos

Cognition	Social Emotional	Literacy
Exploring Bones	Calming Body Down	Learning Is Not About Getting It Right
How Did I Get Green?	High Quality Learning Environments	Novel Word, Brainstorming (AIAN)
Connecting previous learning, culturally appropriate materials (AIAN)	Clear Behavior Expectations (AIAN Classroom)	Phonological awareness, encouraging, Connecting previous learning (AIAN)
	Activity simplification, environmental support, adult support, task directions (AIAN)	

Handout: *Providing Formative Feedback Notes*

Time: Time will vary depending on the size of the group and your strategy for sharing out. Approximately 45 minutes. Make sure to allow enough time for learners to watch the video multiple times (at least three).

Delivery: Online or in-person, asynchronous or synchronous. This activity lends itself to a “flipped approach” where you can send the video to learners and have them watch and draft responses on their own and use your synchronous time together to share, analyze, and think together. It can also be delivered entirely online asynchronously or in-person together. We recommend that you use pairs or small groups as you begin this practice. As they become more comfortable and fluent at providing formative feedback you can have them submit responses 1:1 to you as a skill check before having them provide feedback to one another on their own videos. You can then provide them with feedback on their feedback (make sure to make it formative!). If you deliver asynchronously through a discussion board, you can include prompts to respond to at least two other learners’ posts with a wondering/clarifying question and/or encouragement. If you use it as a graded assignment, we encourage you to grade it for being submitted and each element of formative feedback being included. This activity is best done with low-stakes and used by instructors to elicit their learners’ current ability to adopt different perspectives. It is also a time to model and practice providing formative feedback on feedback.



Procedure:

Form small groups: Create small groups of learners. Review community agreements.

Choose video: Provide learners with any of the videos included here or ones from your own collection. We have included selections from American Indian Alaska Native classrooms.

Watch video, take notes, and discuss in small groups: Once your groups of learners have selected a video, allow them time (or post online ahead of time) to watch the video at least three times. Have them use *Providing Formative Feedback: Notes* to take notes on the videos including each element of formative feedback.

Whole class discussion

1. How might noticing and discussing both strengths and challenges support an educator to set goals and develop over time?
2. How might educators benefit from participating in reflection and feedback in a variety of roles—such as engaging in self-reflection, sharing feedback with peers, and receiving feedback from an instructor or mentor – rather than only receiving feedback?
3. Were there areas of the feedback template that you felt more or less comfortable or confident completing? What support or experience would support you to gain comfort in this area?
4. As the educator in the video, what might help you to feel comfortable receiving and discussing feedback about both strengths and areas for growth?
5. What agreements, norms, or other factors would be important for you to feel comfortable sharing and receiving feedback in this way?



Providing Formative Feedback: Notes

Group members: _____

Video title: _____

Focus: _____

Positive observation:

Connection to content:

(coursework, what you know about child development, cultural practices, teacher practices, or your own direct experiences)

Alternative practice:

Wondering:

Encouraging end:

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