# Feedback for Learning

## Overview:

This document describes the ways in which you can gain more learning by focusing on feedback.

In the 42 Abu Dhabi context feedback comes from:
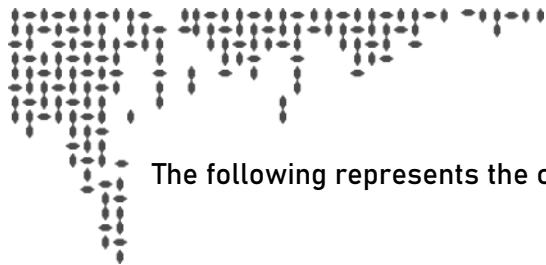
❖ The discussions and interactions you have with your peers, and;
❖ The written comments you provide after completing the project evaluations:
  o As an evaluating student
  o As an evaluated student

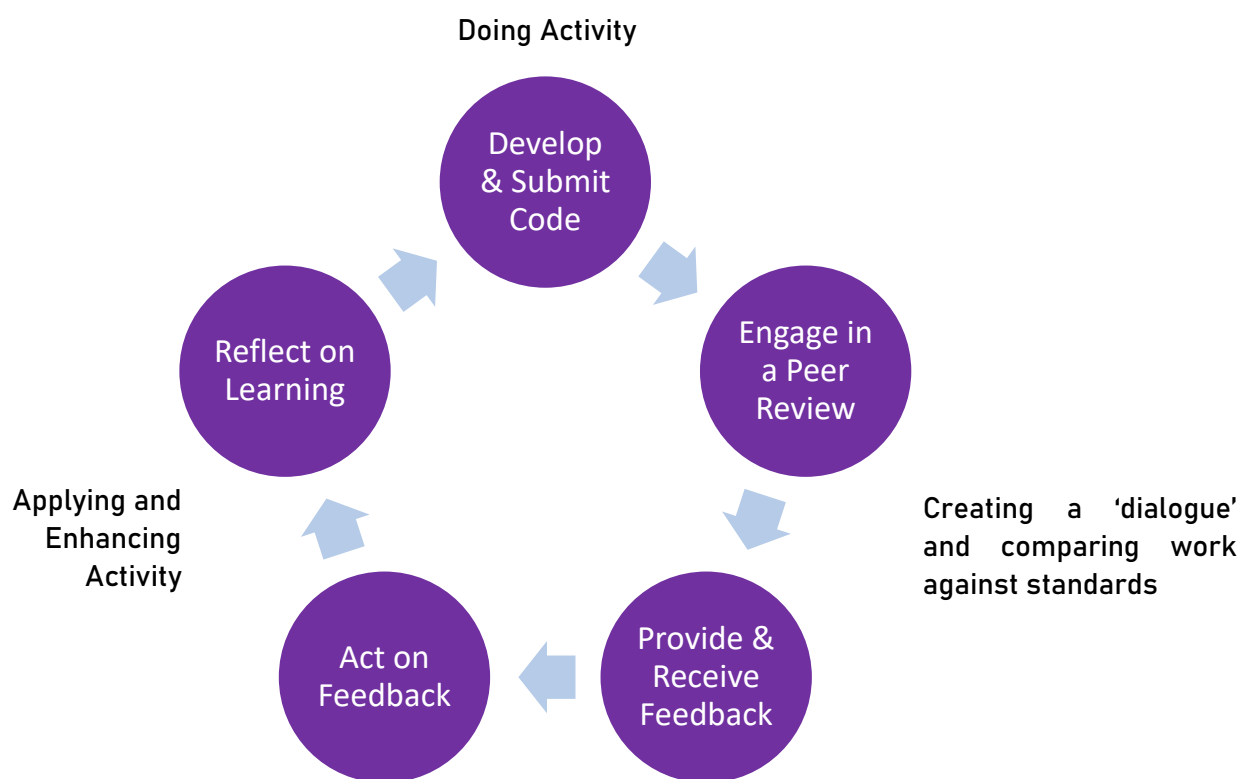In both situations, conversational feedback (during evaluation) and written feedback (after evaluation)…

❖ The feedback should create a meaningful learning experience and dialogue between the 'feedback provider' and the 'feedback recipient'.

❖ The feedback provider learns by undertaking the evaluation (comparing the work alongside expected standards) and by sharing these findings in a way that is motivating, learning-focused and evidenced-based.

❖ The feedback recipient learns by gaining the perspective of someone else on what is working, what areas need improvement and potentially how to make those improvements.

Receiving feedback from multiple peers provides multiple perspectives and amplifies the learning potential.

The following represents the components of a learning and feedback cycle.

Doing Activity

Develop & Submit Code

Engage in a Peer Review

Reflect on Learning

Applying and Enhancing Activity

Act on Feedback

Provide & Receive Feedback

Creating a 'dialogue' and comparing work against standards

The learning potential is significantly enhanced when all the components of the cycle are present and the feedback is CLEAR.
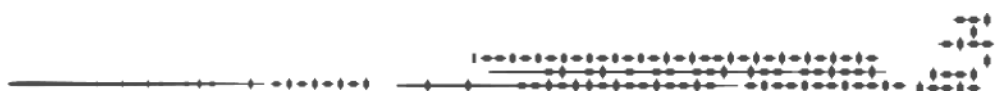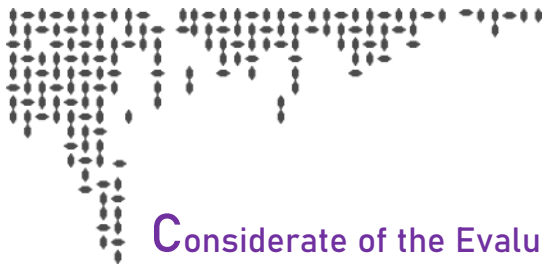
Considerate of the Person

Learning Focused

Evidenced Based

Actionable

Reflective

The following pages describe each of the CLEAR terms and how to enact them.

## Considerate of the Evaluated Student

Being Considerate of the Evaluated Student ensures the feedback statements recognise the emotional connectivity of the student to their work. Doing so requires a certain level of emotional intelligence and a sophistication in the writing of comments about the student's project submission. Great evaluators learn and hone these skills during their evaluations.

Be Considerate of the Evaluated Student by:
❖ Acknowledging the student effort in developing their code and their emotional connectivity to their work.
❖ Being emotionally intelligent, motivational and uplifting (in your construction of feedback statements).
❖ Being balanced. Writing about the strengths of the code and the areas for improvement.
❖ Recognising that students have different perspectives, and different levels of experience and expertise and being aware of such in your feedback statements.
❖ Using feedback statements that are easily understood.

## Learning Focused

Being Learning Focused means the feedback statements always seek to help the student learn more, and the feedback statements reinforce the importance of 'conceptual learning' and 'learning as a process'.

Creating Learning Focused feedback by:
❖ Inviting the evaluated student to think about the concepts that relate to the Project.
❖ Using the feedback statements to provoke additional thinking.
❖ Reinforcing, through the feedback statements, that learning is a journey (that uses learning strategies and requires 'deliberate practice') and not a destination (an unhelpful fixation on grades).
❖ Checking what the student has understood from the feedback statements.
❖ Pointing to resources / peers that might be additionally useful to aid the student's learning.
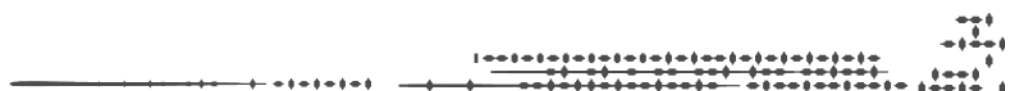
# Evidenced Based

Being Evidenced Based provides more objective (and less subjective) feedback. Doing so strengthens the credibility of the feedback and makes it more likely to be engaged with, and ultimately learned from.

Create Evidenced Based feedback by:
- ❖ Linking the feedback statements to the specifics of the marking rubric.
- ❖ Avoiding being influenced by friendships.
- ❖ Aligning the feedback statements to the awarded grade.
- ❖ Ensuring any academic integrity concerns are linked to evidence.
- ❖ Ensuring any personal bias is excluded in the feedback statements, meaning a separate-and-independent evaluation would give rise to the same outcome (feedback and grade).


# Actionable

Being Actionable means the feedback statements have the potential to be used by the recipient. With meaningful activity, actionable feedback will lead to improvement in the student's coding confidence and competency.

Create Actionable feedback by:
- ❖ Avoiding using vague feedback statements.
- ❖ Being sufficiently descriptive and detailed in your feedback statements.
- ❖ Specifying what aspects of the code need more focus / attention / improvement.
- ❖ Directing the student to supportive resources related to the project / concept(s).
- ❖ Providing feedback on the student's engagement (and preparedness) during the evaluation, to help them improve for their next evaluation.


# Reflective

Being Reflective creates a stimulus for students to think about their learning and review the ways in which their learning strategies are helping / hindering their progress.

Create Reflective feedback by:
- ❖ Promoting the importance of self-awareness (both in terms of 'strengths' and 'areas in need of additional improvement').
- ❖ Encouraging students to record their learning in log-books / coding books / learning diaries.
- ❖ Promoting the importance of a 'growth mind-set' and learning from setbacks.
- ❖ Encouraging students to develop learning strategies that mitigate the identified areas for improvement.
- ❖ Encouraging students to develop and set realistic learning goals.