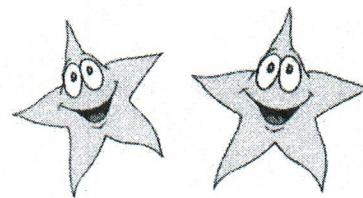


Two Stars and A Wish

This is an effective peer/self tutoring activity that encourages feedback.



Peer Tutoring

How?

Explain to students that they will be providing feedback on the work of their peers. Make sure that students are aware of the significance of this strategy and the importance of constructive feedback. The feedback must directly relate to the criteria. It is important that the teacher and students negotiate and construct the criteria together. This provides the students with clear objectives and guidelines and demonstrates fair and equitable assessment practice.

1. Students listen to or review a peer's work.
2. Students identify **two positive aspects** (stars) of the work and write down what makes them think so.
3. Students express **a wish** about what the peer might do next time in order to improve the work.
4. Students provide the feedback in a written response.
5. Teachers need to model this strategy several times, using samples of student work, before asking students to use the strategy in pairs on their own. Teachers should check the process.
6. Teachers should ask pairs to demonstrate the strategy to the whole group.

Purposes	Icon
Thinking	*****
Emotional intelligence	*
Independence	*****
Interdependence	**
Fun	**
Social interaction	*****
Articulation	*****
Skills Used	Icon
Individual Work	*****
Group Work	*
Moving	*
Speaking	*
Listening	*****
Reading	***
Writing	***
Looking	**
Choice	
Specific Room Layout?	Icon
Yes	
No	<input checked="" type="checkbox"/>

Self-Assessment

The same process is also useful for self-assessment. Students can assess their own work by giving themselves “stars and wishes”. In this way they are taking responsibility for their own learning. A consequential outcome of self-assessment is its motivational power to increase students’ self esteem (Burville-Shaw, 2004).

Applications

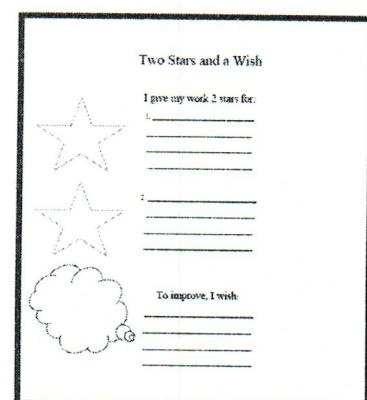
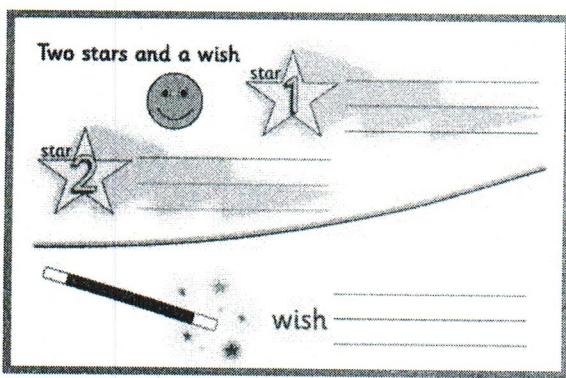
There are a variety of ways this strategy can be applied in the learning environment. It does not just apply to written work but to any learning that requires feedback. For example:

- Select two students to provide feedback on a whole class activity. The criteria could be based on whether students are participating or not.
- Video students making speeches and have them self-assess their performance against a criteria sheet. At the same time a peer should provide an assessment. The two assessments can be combined for critical feedback.
- Use this strategy to teach students how to comprehend criteria sheets and effectively use them.
- Include students in designing the criteria sheets. Take opportunity to implement a grammar lesson when selecting appropriate descriptors.

Worksheet Examples

Actual A4 worksheets, and more, can be located in the folder in the *Virtual Tool Bag Basket*.

They are also available on the following wiki: <http://angelenesvirtualtoolbag.wikispaces.com/>



For more feedback tools visit...

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/feedbacktools.htm>

Why is it significant?

Formative assessment is forward planning

Enables critical thinking

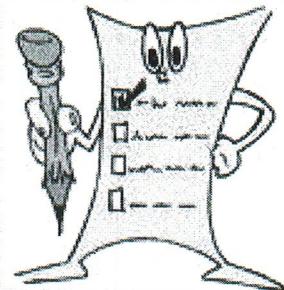
Ensures opportunity for improvement

Builds the learner's confidence

Activates students as owners of their learning

Construction of criteria sheets

Keeps students involved



The *2 Stars and a Wish* strategy is multi-dimensional. On one level it is a tool to gauge students' level of involvement in the task and on a second level it provides feedback for improvement.

However, there are many other elements to this strategy. For example:

- It is versatile and can be used across the curriculum.
- It is inclusive and can be used in differentiated curriculum.
- It enables students to set personal learning goals.
- It provides a record of learning.
- It teaches reflective practice.
- It is authentic because it is realistic (Wiggins 1998).
- It asks the student to do something with their learning.
- It is criteria-bound and therefore is not a judgment about the student but the quality of their work.
- It provides positive reinforcement.
- Teaching opportunities are embedded within the activity.
- Students learn from each other.
- It encourages individual accountability.
- It moves learning forward.

According to Wiggins (2006) 'only learners create learning'. For many years schools have been the place for students to go and watch the teacher work. However, in a student-centred classroom, where feedback is highly valued, learners are activated to own their learning. Thus, *2 Stars and A Wish* is a strategy that will engage and motivate students.

However, there are some limitations with the strategy. Firstly, if it is used too frequently in the same repetitive format, students will quickly become bored. It is important, therefore, to adapt and modify the strategy in order to keep it fresh and vital. Secondly, unless the benefits of feedback are explicitly taught in the classroom, students will be unable to link feedback with learning and improvement. If the connection is not clear students will view this kind of strategy as a chore rather than a skill. Thirdly, as with all strategies, if students do not experience a sense of fulfilment they will quickly lose confidence (Jensen, 2003). Jensen (2003) argues that in order to manage the “I Got It” state, students must be given periodic opportunities to discuss and reflect upon their learning. Such feedback needs to be timely and specific.

Discussion

“A sound mind in a sound body; if the former be the glory of the latter, the latter is indispensable to the former”
Tryon Edwards

According to Caine et al (2005) physical movement and engagement of the body and senses are essential for learning and feedback. This is because physiology is engaged in decision-making. Moreover, the body and mind are totally interconnected. ‘When a student is appropriately engaged in a complex experience, including decisions about what to respond to and how to adapt, multiple body/brain/mind systems are integrated, focused and working together naturally’ (Caine et al 2005:133).

As a decision-making strategy, *2 Stars and a Wish* involves more than an emotional response. There is a connection between what students see, hear and experience. However, there is little physical movement in the activity. One way this can be overcome is by encouraging students to switch seats and, whilst doing so, engage in some stretching activities (Jensen, 2003). This transitory activity will help students to focus on the serious nature of providing feedback to their peers. Teachers who do not recognise the need for such activity are not promoting optimal conditions for learning.

Alignment with Curriculum Frameworks

Feedback strategies raise the standards of student performance (Black & Wiliam, 1998). Research indicates that when students are able to influence the assessment they are more likely to be engaged in the process (Hayes et al, 2006). Further, learning how to use explicit criteria helps struggling students (Bourdieu & Passeron, 1977; Cope & Kalantzis, 1995; Freebody, Ludwig &

Gunn, 1995). Thus, in alignment with the *Productive Pedagogies* framework, *2 Stars and a Wish* is underpinned by the following elements found in a supportive classroom environment:

- Student's direction
- Explicit quality performance criteria
- Social Support
- Student self-regulation

Using *Blooms Taxonomy*, students who engage in peer feedback are utilising higher order thinking skills to analyse and evaluate criteria and student performance.

Emotional, Physical and Mental Engagement

Emotional

Goleman (cited in Pritchard, 2005) asserts that emotional intelligence is ‘the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves, and in our relationships’. If a student is in a state of emotional unrest then feedback is not effective. However, if *2 Stars and a Wish* is viewed by students as a valuable and productive tool positive emotions will follow. Getting enough good quality, accurate feedback may be the single greatest variable for improving learning. Such feedback must be corrective and positive enough to tell the student what the desired change must be. Further, emotions are one of the most important regulators for learning and memory. When implementing *2 Stars and a Wish* the teacher should make sure that the students are receptive of feedback. This can be achieved by: eliminating threat – no put downs and no sarcasm; using feedback frequently as a regular practice so it becomes the norm; using a variety of techniques to implement feedback; focusing on positive feedback; teaching students the relevance of feedback; making sure every piece of feedback has criteria; and, linking feedback with reflection through journals.

It is vitally important that students learn how to manage their emotions. Instead of engendering a negative emotion related to failure, this strategy should reinforce the “I Got It” emotional state (Jensen, 2003). Students have a right to experience positive feelings through reassuring and safe feedback.

Physical

Depending on how this feedback tool is used will depend on the level of physical activity. Just asking students to move from their desks is a good way to create movement. Other options include: partners working together in a different space; playing soft music without lyrics to promote calmness and control (Caine et al 2005) and representing feedback in different ways (e.g. the feedback can be drawn rather than written). Co-establishing a variety of routines and rules for feedback-time or journal writing makes it an enjoyable experience.

Mental

There is a significant cognitive process that accompanies *2 Stars and a Wish*. For some students this can represent a stressful activity. It is important to train students how to give and take feedback positively. Using a specific criteria sheet enables valuable and non-judgemental feedback. Students need to be taught to critically think about the information they are presenting. This activity is dependent upon metacognitive and metalinguistics skills – both require specific instruction. The benefit of this strategy is that students are sharing the feedback and in turn learning from each others errors.

Across different learning contexts

To optimise peer feedback activities, they should be scheduled as soon as students begin learning a new concept or skill (Johnson, 2004). Peer mediated feedback is a means to enhance learning; to increase student involvement in the learning process; to increase social interactions and trust others; to facilitate individual feedback; and, to focus students on the process rather than the product. In their research Butler and Hodge (2001) found that peer feedback developed trust among peer assessors. Implementing and valuing peer-supported learning through feedback is critical for students with cultural, social, physical and emotional needs. When learners support each other they share their own knowledge, experiences and interests. To support this, teachers need to value all students as co-constructors and co-creators of the learning experiences. This promotes a sense of belonging and reciprocal trust, both elements underpinned by a supportive classroom. Feedback is more likely to be well-received in a classroom with a positive emotional climate, healthy attitudes and acceptance of difference. When a classroom becomes socially inclusive, the difference that this makes to all students is very powerful as is evident in the above poem entitled *Inclusion*.

Inclusion

*Sitting in my wheelchair,
I can't do anything at all.
Everyone just laughs at me,
They won't even pass the ball.*

*I feel so excluded,
I really want to change,
I want people to smile at me,
And not think that I am strange.*

*I'm suddenly turning round and round,
I look behind me,
My heart begins to pound.
I see Sophie spinning me on the ground.*

*People now smile at me,
And Sophie is my best friend,
Everyone passes me the ball,
I hope this friendship never ends.*

Jessica Browne-Swinburne Finton House School
Source: <www.nasen.org.uk>

Name: _____

two stars and a wish



Topic:



Name: _____

two stars and a wish



Topic:

