



Wat DOET de docent in fase 4

Uiteraard volgt de docent de feedback regels

1. Koppelt feedback aan leerdoelen
2. Geeft concrete suggesties voor verbetering gekoppeld aan de leerdoelen
3. Biedt ruimte om iets te doen met de feedback en verbetering te laten zien
4. Laat studenten zichzelf en elkaar feedback geven, maar biedt hier een heldere structuur voor (punt 3-4, zie kader)

Welke vragen stel je jezelf en elkaar?

1. Hoe geef ik feedback? Op welke manier maak ik hierbij gebruik van de leerdoelen?
2. Wat voor een soort verbeteringsuggesties doe ik? Hoe zinvol zijn die?
3. Op welke manier geef ik studenten de mogelijkheid om zich te verbeteren na feedback? En hoe waardeer ik dat?
4. Hoe zet ik zelf- en peer-feedback in? Op welke manier geef ik hier structuur aan? Is dit de meest zinvolle vorm?

One of the teachers described how initially giving feedback consumed her full attention: It was even funny yesterday, how we were out on the green and one of the other older teachers was there with his class and I'd say four times in the space of about thirty seconds 'great ball', 'great ball', 'great ball'. And I was kind of going: all I had in my head was 'great ball' but there's so much more going on here than just 'great ball!' . . . (T3, interview 2)

As the lessons progressed, each teacher's feedback gradually became more specific and targeted certain aspects of the children's learning more explicitly: . . . structuring the observation using a checklist really focused my feedback to the children and improved the quality of feedback. I was able to give them very specific areas where they were doing well and areas that they needed to improve on. (T5, reflection 6)

These comments highlight the effectiveness of the assessment strategies used and the teachers developing skill to use assessment criteria to diagnose difficulties and support learning

Chroinin and Cosgrave, 2013, p. 228

Table 1. Formative Assessment Cycle

1. Task 1: Role play: Survey in the English class	2. Self-assessment of Task 1	3. Conference on performance of the Task 1	4. Remedial work on Task 1
5. Task 2: Written Task: Writing an e-mail/letter	6. Self-assessment of Task 2	7. Conference on performance of the Task 2	8. Remedial work on Task 2
9. Self-assessment of the whole process		10. Conference or interview on their views of learning and SEA	

Bij Tabel 1. Voorbeeld van hoe zelf-assessment, docent en peer-feedback (die tijdens "conferences" met elkaar vergeleken worden) en mogelijkheden voor verbetering geïntegreerd zijn in de formatieve toetscyclus

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