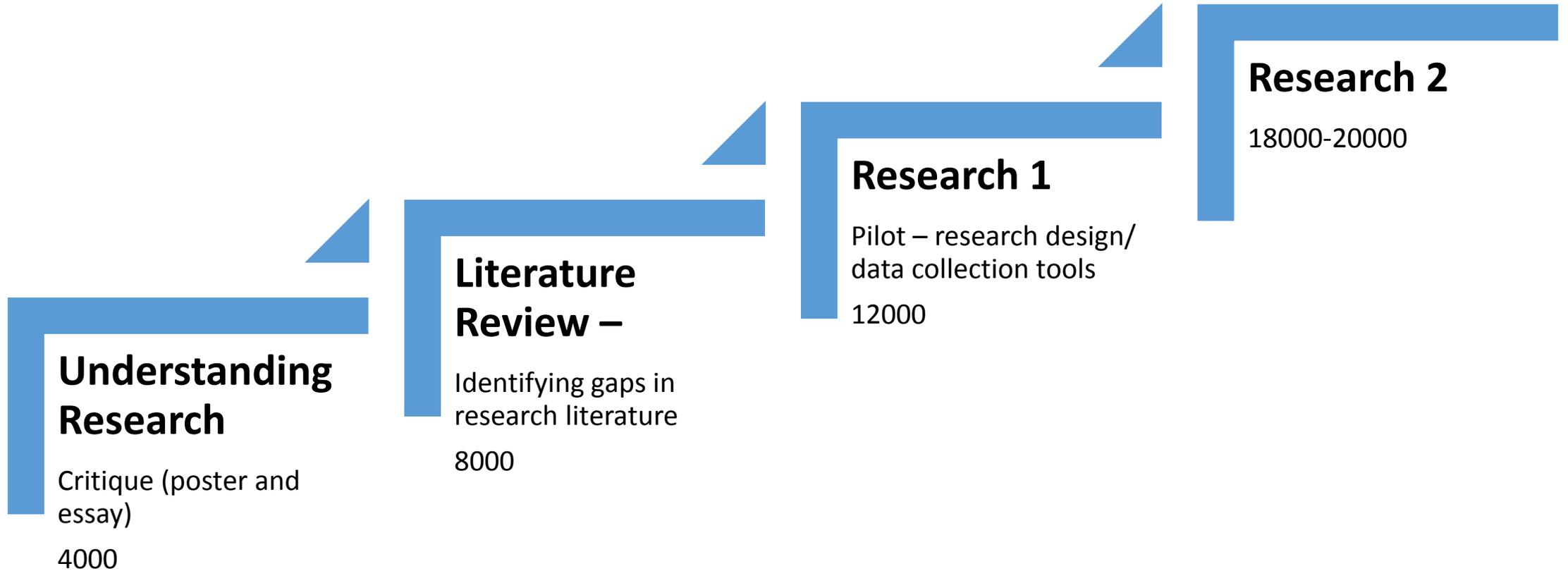
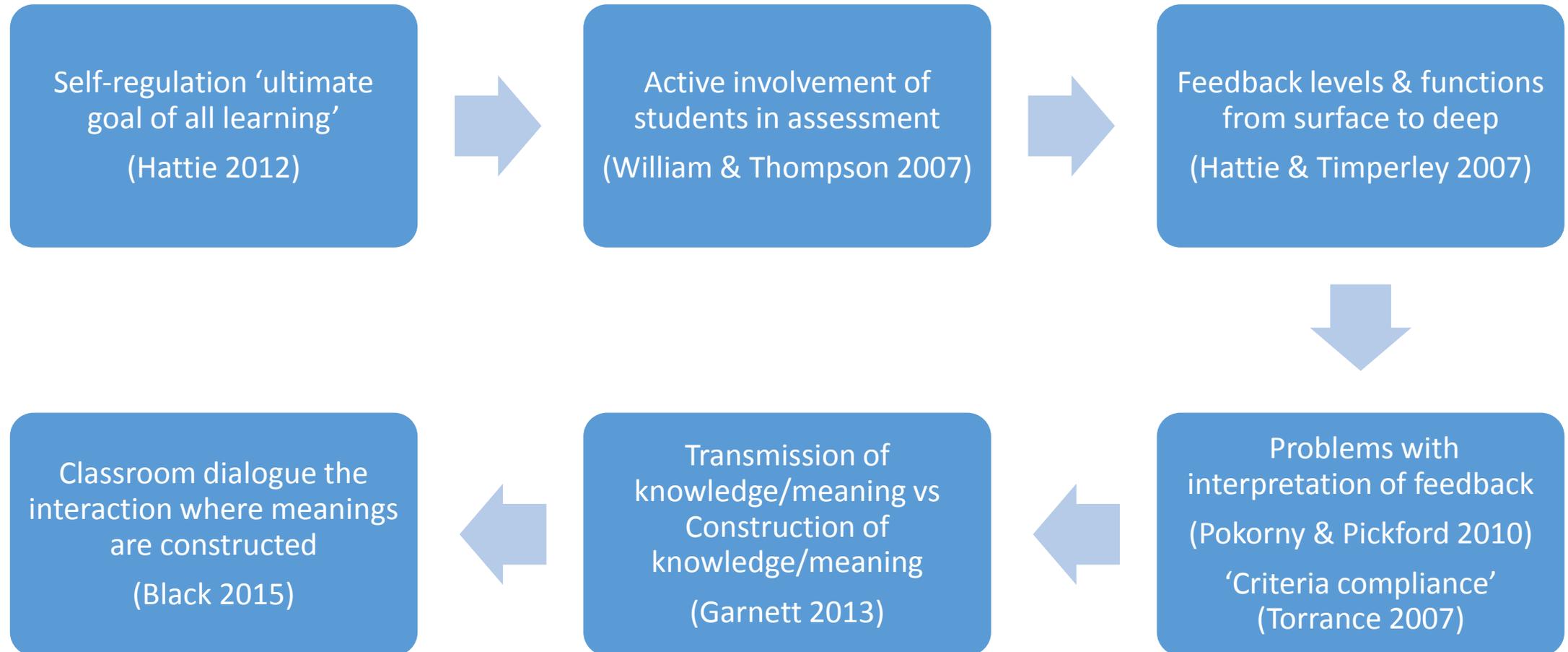


# Feedback Interaction in the Classroom

# Research Process



# Literature Review – Assessment and Feedback in Music



# Critique

Effective feedback needs eleven attributes aligned (Hattie 2008) – very little effective feedback observed (Hattie & Gan 2011)

Hattie limits feedback to a 'consequence' of performance (Evans 2013), i.e. a behaviourist stance (Torrance 2012)

Constructivist perspective: learning and teaching are autonomous (Rust, O'Donovan & Price 2005)

Feedback utilised through self-regulation; a complex process applied by the individual in varying measures depending on the context (Butler & Winne 1995)

Feedback research is not classroom research - isolation from contextual influences 'are not sufficient to guide teachers' (Svanes & Skagen 2016)

An understanding of learner, of learning & context to establish whether feedback influences learning – a more complex link than literature acknowledges (Dann 2014)

# Feedback Interaction



Tunstall and Gipps (1996)  
Feedback typology through  
the recording of classroom  
dialogue extended to include  
**dialogic feedback interaction**  
Gamlem and Smith (2013)



A surface measure of the  
correct typologies do not  
guarantee a dialogic stance  
or an environment that  
nurtures self-regulation  
(Boyd and Markarian 2011)

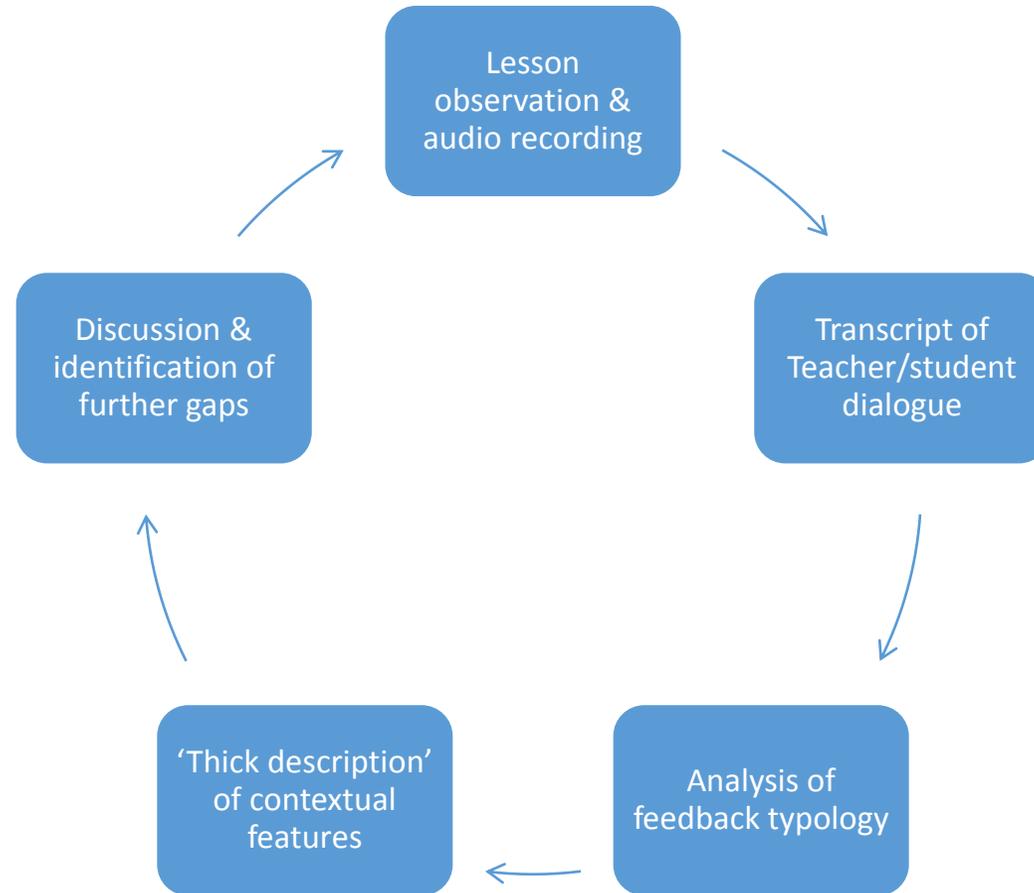
# The Gap

Research would therefore need to shift the focus from what strategies work to an exploration of the climate in which feedback actions are effective (Charteris 2016)

Where there has been a more contextual approach there is a history of bias towards the context of “core” subjects (Howe and Aberdin 2013)

Institutional structural changes to enhance feedback practice are documented but a lack of research-based analyses of the effectiveness of such initiatives (Yang and Carless 2013)

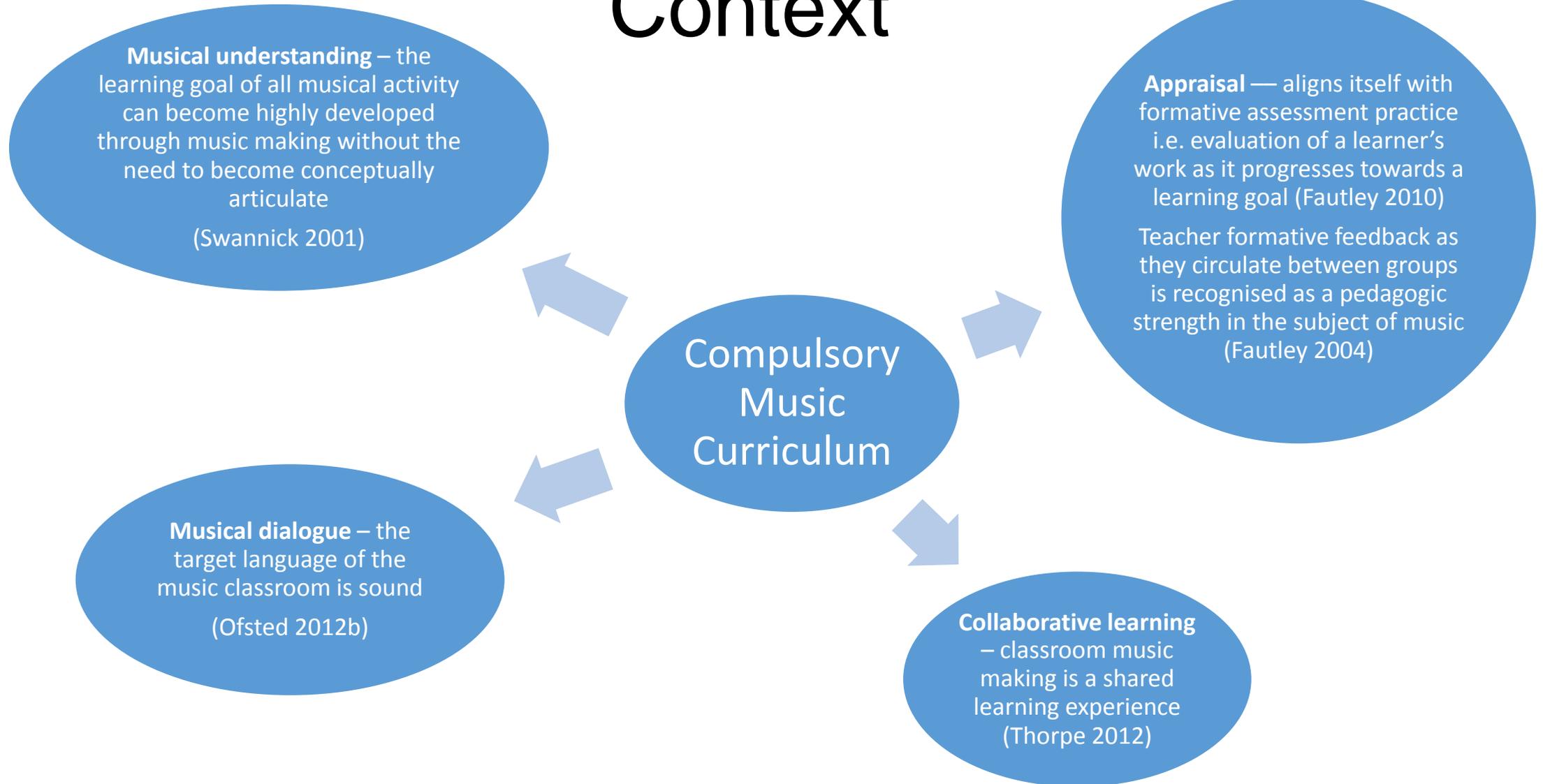
# Research Design



# Research Questions

- What are the examples of effective feedback actions in the context of music?
- Why are certain feedback actions effective in this context?
- What are examples of good practice in other curriculum contexts?
- How have feedback actions been modified or influenced by the curriculum context?

# Context



# “To be effective, feedback needs to be...”

- “...clear<sup>1</sup>, purposeful<sup>2</sup>, meaningful<sup>3</sup> and compatible with pupils’ prior knowledge<sup>4</sup>, and to provide logical connections<sup>5</sup>. It also needs to prompt active information processing on the part of the learner<sup>6</sup>, have low task complexity<sup>7</sup>, relate to specific and clear goals<sup>8</sup>, and provide little threat to the person at the self level<sup>9</sup>. The major discriminator is whether feedback is clearly directed to the various levels of task, processes, or regulation<sup>10</sup>, and not directed to the level of ‘self’<sup>11</sup>.”

(Hattie, 2008, p. 178)