

NE714 Feedback for learning

Ways to use feedback: gifts, ping-pongs and loops

Feedback Analogy	Role of Teacher and Goals of Teaching	Feedback Discourse
A Gift	<ul style="list-style-type: none"> • Expert • To impart new knowledge, concepts and skills. • Students as passive recipients. 	<ul style="list-style-type: none"> • Traditional discourse in which 'expert' gives information to others to help them improve. • Primary goal to evaluate. • Feedback is a gift.
Ping-pong	<ul style="list-style-type: none"> • Expert • To facilitate discovery of new knowledge, concepts, skills. • To help make connections, discover meaning and gain new insights. • Students participate, teacher still in control. 	<ul style="list-style-type: none"> • Expanded discourse in which 'expert' enables other to gain new understandings, make sense of experiences and make connections by the use of open questions and shared insight. • Primary goal to describe and discuss. • Feedback is a two-way process – ping-pong.
Loops	<ul style="list-style-type: none"> • More equal power dynamic • Teacher is viewed and views himself or herself as a learner. • To facilitate discovery of new knowledge, concepts and skills. • To help make connections, discover meaning and gain new insights. • To practise self-reflection and facilitate a reflexive process in others about learning through collaborative dialogue. 	<ul style="list-style-type: none"> • Expanded discourse involving a reciprocal process of talking about learning. • Primary goal to illuminate learning for all. • Feedback is a dialogue, formed by loops connecting the participants.

Adapted from: Askew, S. & Lodge, C. (2000). Gifts, ping-pong and loops - linking feedback and learning. In S. Askew (ed.). Feedback for Learning. pp.1-17. London: Routledge Falmer.