Pedagogy 2.0 and e-portfolio in training. Feedback

Feedback

Feedback may be obtained in a number of ways:

- casual conversation
- reading articles and editorials in the paper
- **Formal feedback**
  - Personal interviews
  - Phone surveys
  - Written surveys or questionnaires

Obtain Feedback

- What do you want to know?
- Who do you want to ask?
- How many people would you like to ask?
- How do you want to ask people?

Questions

Listen to the opinions of people you know, researchers at planning agencies, people who work in the same or a similar field, and anyone else you can think of

- Suggestion boxes
- Noting chance meetings or comments in a log
- Feedback forms on publications such as brochures or on an agency newsletter
- Comment logs by the phone
- Designated "critique times at meetings"

A formal survey: either by personal interviews, a phone survey, or a written survey

An oral survey (in person, on the phone) is often less formal, and may be easier to initiate and conduct. However, the body language or tone of the interviewer may affect the respondent's answers, and of course, anonymity is not an option for spoken interviews. Further, responses from an oral interview are more likely to be vague and rambling, taking up valuable time as well as being difficult to chart.

A written survey may be formal and exact, and thus in the long run more efficient. However, it may be more difficult to convince people to respond to a mailed written survey than to respond orally, despite the real amount of time involved. Just think: if someone called and asked you to answer a few questions, you'd probably say yes, unless you were really pressed for time. However, if you got the same list of questions in the mail, you might think about answering them, and then forget, or misplace the letter, or just throw it away.) To get around this barrier, consider giving a survey to a "captive audience," such as a group at a meeting or in a class.

Types of Feedback

Constructive feedback

information specific, issue-focused and based on observations

4 types of constructive feedback:

- Negative feedback — corrective comments about past behavior. Focuses on behavior that wasn't successful and shouldn't be repeated
- Positive feedback — affirming comments about past behavior. Focuses on behavior that was successful and should be continued
- Negative feedforward — corrective comments about future performance. Focuses on behavior that should be avoided in the future
- Positive feedforward — affirming comments about future behavior. Focused on behavior that will improve performance in the future

Praise

positive statements about a person. Most employees will respond to praise with an increase in self-esteem, self-efficacy and/or confidence

Criticism

an opinion, judgment or negative statement about the person or their behavior. Criticism is destructive feedback and is generally not effective at increasing performance in the workplace

Feedback during and after learning/training

- **Feedback during learning** — Feedback during learning allows students to take feedback on board immediately and to try to realise improvement during the learning process.
- **Feedback after learning** — Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.

Evaluative feedback

Peer feedback and self-feedback

- **Peer feedback** — he use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading
- **Self-feedback (reflection/evaluation)** — This is the ultimate goal of feedback for learning.

360° Feedback for educators

- Parents
- Support staff
- Teachers
- Community members
- School board members
- Students
- Administrators
- Principals

Pedagogy

Pedagogy informs teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.

Spanning a broad range of practice, its aims range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

Principles of pedagogy

- The main actor in the learning process is the learner. The trainer is the facilitator and supporter of the learning process.
- Study plans, curricula and knowledge content are based on the expertise and development needs that are validated by the working life.
- The structures enabling study are flexible.

Pedagogy 2.0

Pedagogy 2.0 also acknowledges that in a networked society, powered by a range of high-speed technologies, learners have access to ideas, resources, and communities to support their learning, are driven by personal needs and choice (personalization), and are able to develop self-regulatory skills.

Effective pedagogies

- give serious consideration to pupil voice
- depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and belief (why teachers act as they do)
- involve thinking about longer term learning outcomes as well as short term goals
- build on pupils' prior learning and experience
- involve scaffolding pupil learning
- draw on a range of techniques, including whole class, structured group work, guided learning and individual activities
- focus on developing higher order thinking and meta-cognition, and make good use of dialogue and questioning in order to do so
- embed assessment for learning (AfL)
- are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account

ePortfolio (electronic portfolio)

ePortfolio Concept

- aggregation when create social networks or learning communities
- owners to exploit personal assets (competencies, knowledge, networks)
- planning, reflection, feedback, accreditation of prior learning
- managers to manage their organizational assets (talents, competencies, networks, subcontractors)
- accreditation of prior learning, offer a job, annual review, competency development, managing learning quality

Stages of Electronic Portfolio Development

1. Defining the Portfolio Context & Goals
2. The Working Portfolio
3. The Reflective Portfolio
4. The Connected Portfolio
5. The Presentation Portfolio

ePortfolio Storage

Benefits of ePortfolio

- Recognizing learning
- Recording learning
- Reflecting on learning
- Validating learning
- Planning new learning
- Assessing learning

ePortfolio and reflection

ePortfolio helps in the construction of knowledge, and promotes a critical and reflexive process in learning, training and professional development.

ePortfolio pedagogy

- **Reflective Pedagogy** — Reflection prompts students to connect and make meaning from diverse learning experiences. Helping students deepen and integrate their learning, reflection is the core of powerful ePortfolio practice.
- **Social Pedagogy** — Social Pedagogy engages students in communication intensive tasks where the representation of knowledge for an authentic audience is central to the construction of knowledge. Social pedagogy transforms ePortfolio learning from a solitary experience to one in which students engage with a community of learners.
- **Integrative learning** — the ability of students to connect and apply their learning across disciplines and semesters, linking academic and lived curricula.

Feedback

By obtaining feedback, we simply mean asking questions to determine something you want to know.

Formal feedback

data that you can measure

Questions

http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/obtain-constituent-feedback/main

Evaluative feedback

http://www.ssgt.nsw.edu.au/documents/1types_feedback.pdf

Evaluative feedback, in the form of grades or brief general comments, (e.g. “well done”), provides some information about learning, but does not convey the information and guidance that students can use to improve.

ePortfolio (electronic portfolio)

ePortfolio for learning has the function of knowledge valuation, achievement presentation, and personal developmental. It shows the learners journey over time using digital platform.

ePortfolio pedagogy

ePortfolio pedagogy highlights the compound potential of reflective and social pedagogies to advance integrative learning

Pedagogy

Pedagogy is the discipline that deals with the theory and practice of teaching.

Pedagogy 2.0

http://www.isetl.org/ijtlhe/pdf/IJTLHE395.pdf

Pedagogy 2.0 is a framework that aims to focus on desired learning outcomes in order to exploit more fully the affordances and potential for connectivity enabled by Web 2.0 and social software tools.

Effective pedagogies

http://dera.ioe.ac.uk/22157/1/What_makes_great_pedagogy_and_great_professional_development_final_report.pdf