In this "Innovation in Teaching" course for trainee teachers, a diverse body of student research and produce a paper (over the course of 10 weeks) about learning and teaching. With the help of digitized content and digital tools, efforts were made to streamline the learning experience through, for example, integrating activities into an application, called Microsoft Teams.

The instructor started using FeedbackFruits in this course in order to stimulate the learning process and feedback dialogue. The Assignment Review tool was chosen to allow for feedback to be given to students’ handed in work according to a set of predetermined criteria, as well as to provide a straightforward overview of how students completed the activity and processed their feedback.

ConSTRUCTIVE ALIGNMENT

Learning objectives

- Students can use scientific theories about learning and teaching for the analysis of practical problems that they encountered with their own.
- Students can make a connection between the theory and their own educational practice.

Learning activities

Students identify and research a problem in education which they want to write about. First, they find peer reviewed articles about their chosen topic and elaborate on two or three aspects with a supervisor’s feedback, after which they compile possible applications in practice, asking the question "How can I improve my teaching?" The instructor used a more autonomous system of feedback, whereby students could choose for themselves which moment to ask for feedback (up until the middle of the course), either centrally or formatted. As well as handing in their paper, students completed a self-evaluation. As a follow-up assignment, students rewrote a paragraph of their choice based on the feedback. The instructor made a document which included the original paragraph, feedback, and new paragraph, and discussed this in pairs.

Learning outcomes

- Students can use scientific theories about learning and teaching for the analysis of practical problems that they encountered with their own.
- Students can make a connection between the theory and their own educational practice.

Notable outcomes

The overview of student progress at the top of the activity was found to be an effective way of Keeping track of how students had encountered the activity, showing who had delivered their work as well as who had received and read their feedback.

The combination of feedback criteria and what was also being able to make in- line comments was found to be a useful way of streamlining the feedback process.

Being able to choose whether a comment refers to the whole document, a particular section, or a specific part of the text helped to structure feedback comments.

The instructor mentioned that, now students' work and the rubric could be visible in the same interface and on the same screen, time was saved by not having to switch between different windows.

In this assignment the feedback dialogue was a crucial part of the activity - the feedback students found most useful was actionable, detailed feedback, rich with examples. As well as digital processing this feedback, discussing it in person further internalises the learning process for students.

The role of the instructor

The instructor chose to make a screen recording of how to use Assignment Review to ensure students knew where and how to hand in their work, and this video was shared before the activity began.

The instructor included instructions inside of Assignment Review about how and when students should hand in their work, including the self-evaluation rubric, as a document attachment inside the instructions box.

After students handed in their work with a requested feedback moment, the instructor used a qualitative form to assess students' work.

Added value of technology

The student progress overview not only meant more insight into the class progress, but also allowed the instructor to download and view statistics in the form of a spreadsheet (low file). This offers the possibility for analytics and insights to be generated from the data. The students could also download each other work inside Assignment Review, without being able to change it, was found to be a useful feature for the instructor, since it further catalyzed the group learning process.