

Action Research Colloquium



CAMBRIDGE



40
YEARS

englishaustralia.com.au

Celebrating **40 years** of quality and innovation in ELICOS

Action Research in ELICOS Program

- English Australia initiative since 2010
- Run in partnership with Cambridge
- Anne Burns - key academic reference person
- Open to any ELICOS teacher in Australia



CAMBRIDGE

Outcomes for teachers and ELICOS sector

Raise levels of teacher professionalism through:

- Active involvement in classroom research;
- Development of national peer networks;
- Formal professional development;
- Publication in Cambridge Research Notes.



Anne Burns

- Professor of TESOL, School of Education, University of NSW
- Emeritus Professor, Ashton University, Birmingham
- Honorary Professor, University of Sydney and Education University, Hong Kong



- A self-reflective, systematic and critical approach to enquiry
- Participants are also researchers
- Aim to identify ‘problematic’ situations or issues
- Bring about critically informed changes
- Underpinned by democratic principles

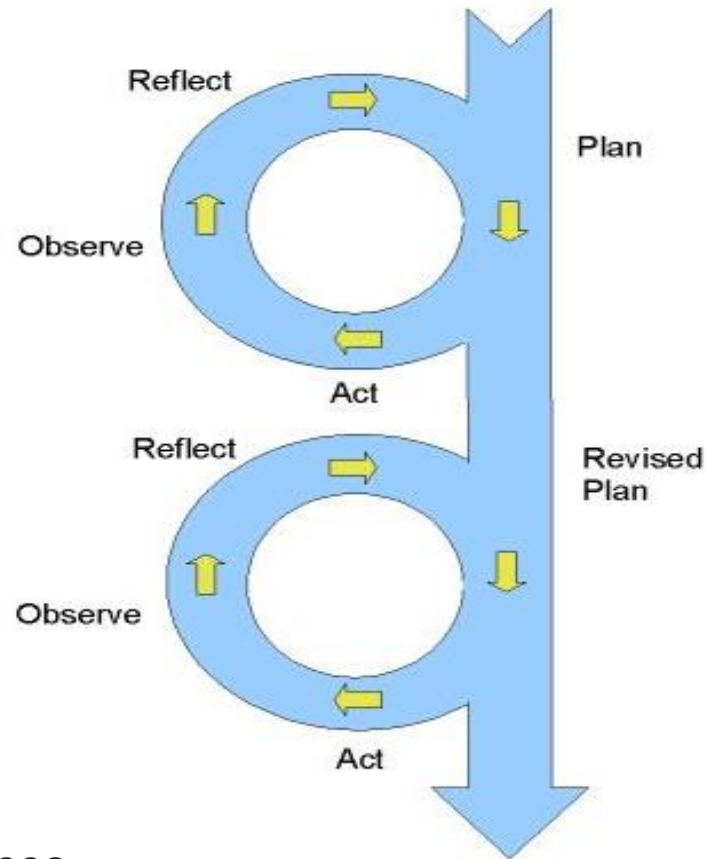
(Burns, 2010)

Processes of action research

- **Plan** - develop a plan of critically informed action to improve what is already happening
- **Act** - act to implement the plan
- **Observe** - observe the effects of the critically informed action in the context in which it occurs
- **Reflect** - reflect on these effects as the basis for further planning, subsequent critically informed action, [etc.] through a succession of stages.

(Kemmis & McTaggart, 1988, p. 10)

Action research cycle



Kemmis & McTaggart 1998

Participants



Feedback in Task Based Language Teaching



PENELOPE MAIN

BRENDA TORIO

ENGLISH LANGUAGE CENTRE

UNIVERSITY OF NEW
ENGLAND

Context

Who are we and what do we offer?

English Language Centre, UNE

Task-based language teaching (TBLT)
curriculum

Four strands for each daily lesson:

- Fluency (60 mins)
- Input (60 mins)
- Output /Task (60 mins)
- Focus on Form (60 mins)

Participants

- 14 students (12 EAP3 and 2 EAP4)
- Diverse origins: Nepal, China, India and Saudi Arabia
- Diverse pathways
- Some off shore students
- Hybrid delivery mode

Sample Rubric

EAP3_W3_D5_AT3 Writing Rubric

Task: Write an academic essay that answers a set question

Assessed Learning Outcomes: Upon completion of this unit, students will be able to:

(5) write clear, concise and detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources

(7) demonstrate a highly functional range of ability and application of vocabulary knowledge across all modalities

(8) demonstrate a relatively high degree of grammatical control

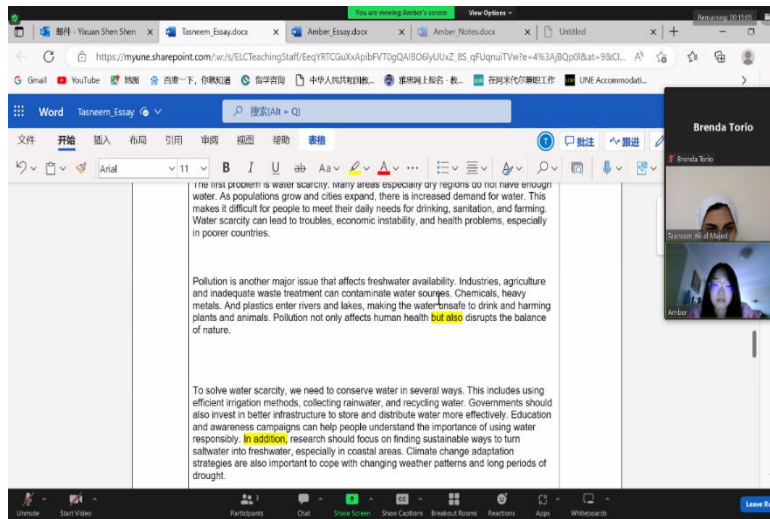
Marking Criteria:	5	4	3	2	1
<p><i>Did the student answer the question using relevant information from the text as well as their own ideas where appropriate?</i></p> <p>5.2</p>	<p>-a sophisticated and articulate response to the essay question.</p> <p>-ideas from the text are relevant and well paraphrased.</p> <p>-they have also used their own ideas.</p>	<p>-a clear and articulate response to the essay question.</p> <p>-ideas from the text are mostly relevant and well paraphrased.</p> <p>-they have also used their own ideas.</p>	<p>-a sound response to the essay question, but there may be some issues with relevance.</p> <p>-ideas from the text are used and paraphrased, but there are some minor problems with relevance.</p> <p>-they have also used their own ideas, but these may not always be relevant.</p>	<p>-an insufficient response to the essay question. The answer is off-topic.</p> <p>-ideas from the text are irrelevant, not used or not paraphrased.</p> <p>-they have only used their own ideas.</p>	<p>No attempt / non-serious attempt</p>
<p><i>Did the student write a clear academic essay which includes all the important essay components?</i></p> <p>5.3</p>	<p>-a clear and well-structured academic essay that demonstrates all the required components</p>	<p>-a structured academic essay, but there are some minor problems</p>	<p>-a structured academic essay, but there are some noticeable issues</p>	<p>-an academic essay that is missing most of the required components</p>	<p>No essay structure demonstrated</p>
<p><i>Did the student use a wide range of vocabulary flexibly and accurately?</i></p> <p>7.1</p>	<p>-an extensive range of vocabulary is used both flexibly and accurately</p>	<p>-a broad range of terms is used mostly flexibly and accurately</p>	<p>-a good range of vocabulary is used</p> <p>- minor issues may occur due to inaccuracy and lack of flexibility</p>	<p>- the vocabulary used impairs communication of ideas due to inaccuracies</p>	<p>- the limited range of vocabulary significantly impairs communication of ideas</p>
<p><i>Did the student use a variety of suitable language structures?</i></p> <p>8.1</p>	<p>The writer has demonstrated an excellent application of a range of relevant language structures.</p> <p>Little to no problem with expression.</p>	<p>The writer has demonstrated a very good application of a range of relevant language structures, although there are some minor problems.</p> <p>Problems with expression are minimal.</p>	<p>The writer has demonstrated a fair application of relevant language structures, but there are noticeable problems.</p> <p>Clarity of expression is affected in several places.</p>	<p>The writer has demonstrated a limited and insufficient application of a range of relevant language structures.</p> <p>There are considerable problems with clarity of expression.</p>	<p>The writer has demonstrated a limited application of relevant language structures.</p> <p>There are significant problems with clarity of expression.</p>

Research Question

How can we improve engagement in the feedback process?

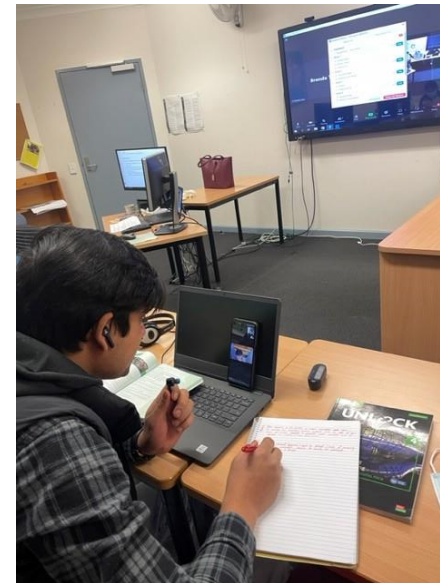
- **Feedback Process:**
 - Task submission
 - Teacher modelling
- Whole class practice feedback
 - Peer-feedback
 - Forum Post
 - Resubmission

Feedback Sessions in Action



ONLINE STUDENTS DISCUSS A
TEXT

BREAK-OUT ROOMS IN A HYBRID CLASS



Findings: Weeks 1-5

Engagement in:

- Feedback discussions – half quite passive;
- Forum posts – low number;
- Resubmissions – disappointing (55 => 43 => 20)
- **More questions:**

Do students understand the feedback process?

?

What is preventing students from contributing to the forum and resubmitting their work?

Why are students not following what they are writing in the Forum?

?

Week 6 we added a Feedback Checklist

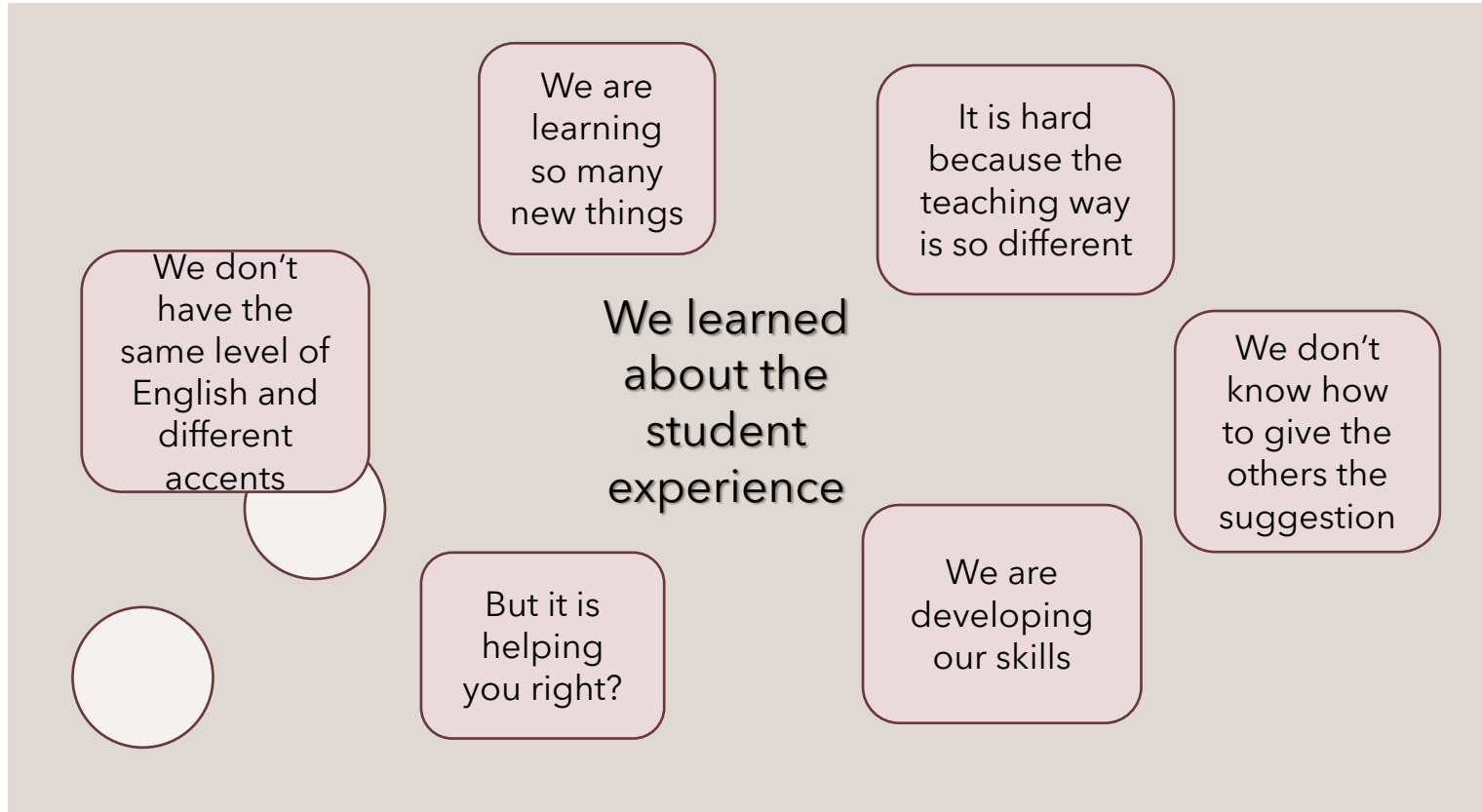
Essay Checklist

Name: _____

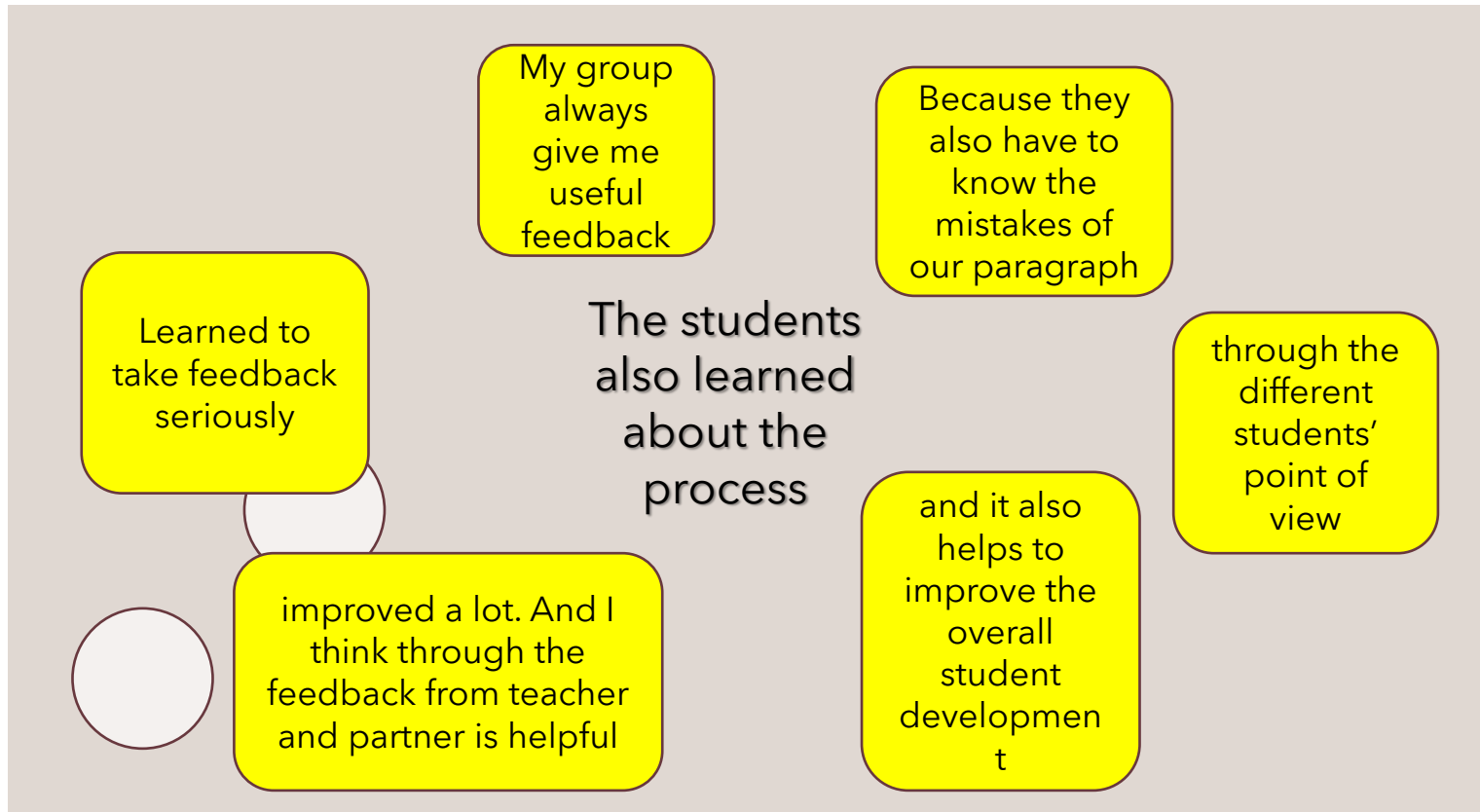
Use the checklist to evaluate your classmate's essay.

Criteria	Yes	No	???	Comment (examples of helpful and limited comments)
Indicator 5.2 <i>Did the student answer the question using relevant information from the text as well as their own ideas where appropriate?</i>				
Ideas from the text used are relevant to answer the essay question	yes			
Ideas from the text are paraphrased	yes			
Student's own ideas are evident	yes			
Indicator 5.3 <i>Did the student write a clear academic essay which includes all the important essay components?</i>				
The introduction provides clear background information	yes			The background is good
The thesis statement is effective and answers the question	yes			The thesis statement is good, but I think it's better to add the specific problems. For example: add " <u>in</u> terms of"
The topic sentences are clear and related to the thesis statement		no		The <u>word</u> "another problem" in top sentence in paragraph 3 should remove to paragraph 2.
The supporting points are clear and related to the topic <ul style="list-style-type: none"> Supporting points are introduced by transition signals 	yes			He mentioned the problems and solution. However, he should write more signal words
The concluding paragraph: (should include at least 2) <ul style="list-style-type: none"> Restates the thesis statement Summarises the main points Gives a comment 	yes			He restated the thesis statement but I don't understand the last sentence.

Week 6: AR Discussion Session 1



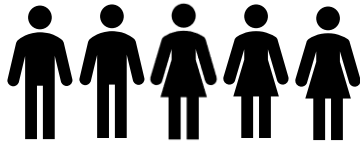
Week 9: AR Discussion Session 2



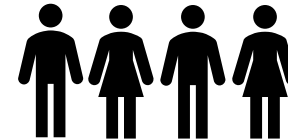
The impact of our intervention

First Cycle: Weeks 1-5

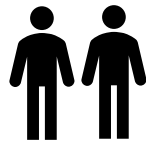
Second Cycle: Weeks 6-9



First submission



Forum Posting



Improved submission



Conclusions

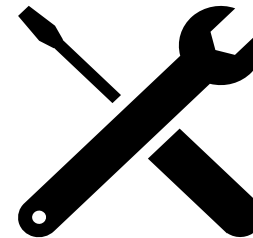
Aim: Improving student engagement in the feedback process

Student Challenges



Receiving
Providing &
Implementin
g feedback

Tools to support students



Scaffolding, Forum posting &
Opportunities for reflecting on
the process

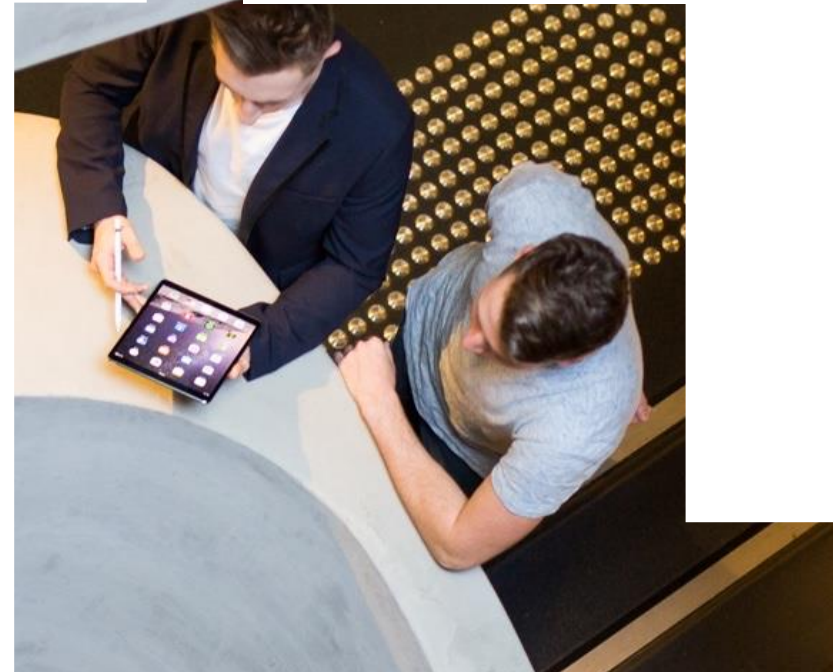
Feedback

The timing of student feedback –

Before or after _____?

Terri Lowe

Anne Burns Action Research in ELICOS



Problem ~~ is feedback too late????

Key **problems** identified regarding feedback

Final summative assessments

- Do student **read** the feedback?
- Do students **act** upon feedback?
- Do student **regulate** their study habits based on feedback provided by the teacher?

Feedback...

“refers to the process whereby students receive information mainly from their teachers on their assessment for the purpose of improving their future performance”.

(Hattie and Timperly, 2007)

Research Questions

- To what extent does the **early delivery of feedback** during the course enhance students' understanding of **course content** and hence enable students to meet **learning outcomes**?
- To what extent does the **predicting of potential errors** that relate to the writing assessment improve the **quality of final submissions**?

Diploma Program Direct Entry English

- English is the mode of instruction
- 11 weeks - 4 subset skills:
 1. Reading
 2. Listening
 3. Writing
 4. Speaking
- **Research & reflection**
- **Critical thinking**
- **Independent learner**



Schedule – weekly tutorials

I attend **tutorials A & B = 2.5 hours/week** **Student centric learning**

The students are required to complete about 12 hours pre and post tutorial work

Pre-tutorial	Tutorial A	In-between tutorials A & B	Tutorial B	Post tutorial
At home	In class	At home	In class	At home
4-6 hours	1.5 hours	2-4 hours	1.0 hour	2 hours

The group discussions in tutorials



- Students peer teach one another
- Students clarify concepts
- Students unpack misunderstandings

Note: permission obtained from the students for inclusion on this PPT

First 8 weeks – intervention – discussion groups

week	Skill	INTERVENTION -	Purpose – change feedback ~~~~~process
1	Reflection	Introduced the linguistic features chart (Early delivery of feedback)	To familiarize the students with feedback language that will appear on their final assessments
2	Research		
3	Reading		
4	Reading		
5	Reading		
6	Writing	(Introduced the predicting of errors chart)	Predict the potential errors that may arise in academic writing and encourage students to regulate their study habits before final submission
7	Writing		
8	Writing		

Linguistic features

- Answer each others questions
- **Argue** your point
- Ask questions – classmates
- **Be explicit**/convincing
- Counter argue
- Do not say I agree or yes/no
- **Explain your answer**
- **Incomplete** answer
- **Insufficient** details
- **Identify** the issue
- **Justify** your answer
- **Locate** the main ideas
- Post comments to the Q & A
- **Provide** evidence



Predicting the errors

Academic writing

INTRODUCTION	BODY PARAGRAPHS	CONCLUSION
Thesis statement unclear/missing Preview – use of complex language	Topic sentence not-connected to RQ and main point Unclear	Thesis statement not paraphrased
	Evidence none to support argument in the topic sentence No intext citation No reporting verbs or used incorrectly	Main points From body paragraph not paraphrased or summarised very poorly
		Recommendation missing Future direction missing

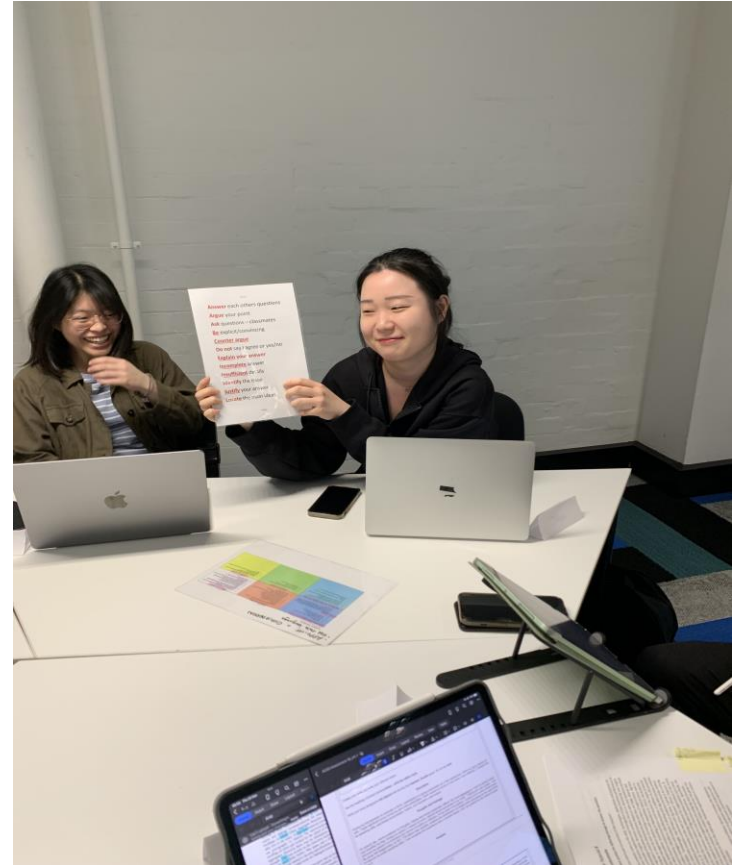
Data collected - Summary

Method	Key points
Surveys	Most students valued and desired early feedback
Observations of group discussions	Most students actively engaged ~~~~~ linguistic features Most students utilized the predicting of errors in academic writing during those tutorials – very popular document
Observations & videos	At risk students – seeking clarification on the predicting of errors for academic writing
Interviews/notes	Student: “I used this error table to help me correct the mistakes, for example the topic sentences, because you keep telling us”.

Qualitative feedback of successful intervention

This student found the linguistic language useful in terms of providing more detailed responses in group discussions.

Note: permission obtained from the students for inclusion on this PPT



Qualitative feedback of successful intervention

Students working on academic writing in groups using the predicting of errors chart on their laptops.

Note: permission obtained from the students for inclusion on this PPT



Quantitative Results (Post Intervention)

Class 1 Final Results – 20 students

Assessment	HD	D	C	P	F	No submission
1	0	7	7	2	4	0
2	1	6	6	4	2	1
3	2	3	6	6	2	1
4	3	5	10	1	0	1

Class 2 Final Results – 20 students

Assessment	HD	D	C	P	F	No submission
1	1	3	6	8	2	0
2	0	3	8	6	3	0
3	1	0	9	7	3	0
4	2	12	4	0	1	1

Results indicate that the intervention was successful

References

Boud, D. Y., & Molloy, E. (Eds.) (2013). *feedback in higher and professional education: Understanding it and doing it well*. London: Routledge, 240 pp. *Estudios Sobre Educación*, 189.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.

Chong, S. W. (2022). The role of feedback literacy in written corrective feedback research: From feedback information to feedback ecology. *Cogent Education*, 9(1).

Hattie, J., and Timperley, H., (2007), "The power of Feedback." *Review of Educational Research* 77 (1): 81-112.

Henderson, M., Phillips, M., Ryan, T., Boud, D., Dawson, P., Molloy, E., Mahoney, P. (2019). Conditions that enable effective feedback. *Higher*

Education Research & Development, 38(7), 1401–1416.

Thanks

Q&A



Teacher feedback practice: Overcoming barriers to producing effective written feedback

FILIP BIGOS & KAPIL SHARMA
ILSC SYDNEY



Focus and Context

ELICOS school in Sydney CBD, the researchers' workplace.

Satisfactory feedback is challenging to produce.

What do students expect?

How to overcome the barriers to produce effective feedback?



Focus and Context

International body of students and teachers.

4-week sessions.

SPRs (Student Progress Reports) created by teachers at the end of each 4-week session for each student.

Key components of SPRs - grades for skills, level promotion decision and comments exploring areas of achievement and improvement.



Research Questions

01

What are student expectations with regards to written feedback on their progress?

02

What are the barriers to writing effective student progress reports, and how can these be overcome?



Methodology and interventions

Student expectations

Interviews (anonymity maintained)

Audio recordings

Interviews coded and analysed

Open-ended questions



Student interview questions

The interview questions focussed on

01

Students' idea of effective feedback

02

What's more productive? Areas of Achievements or areas of improvement?

03

Detailed or generic feedback?



Findings

- Detailed and personalised feedback preferred.
- F2F verbal feedback more effective than written.
- More focus on specific areas of improvement.
- Feedback providing practical ways to improve English in real life situations.
- Lack of awareness amongst students about the role of SPRs in the language learning process.

Methodology and intervention 2

Teacher workshop steps

01

Recognising barriers.

02

Analysis of previous SPR samples and categorisation of them into effective and ineffective SPRs by the participants in groups.

03

Brainstorming solutions.



Methodology and intervention 2

Barriers enlisted by teachers

01

Time constraints: four weeks (total of 12 teaching days, each day of four hours)

02

Institutional constraints: hard to incorporate writing SPRs within the admin hours of lesson planning and other administrative tasks.

03

Lack of awareness amongst students about the value of SPRs in their learning process.



Feedback Tutorial

01

Pre-tutorial questionnaire to gauge students' expectations of session-end feedback and their past experiences.

02

Feedback tutorial in class, student-led, simultaneous writing of SPRs.

03

Post-tutorial questionnaire to study students' feedback of the tutorial feedback.



Findings

- Students found the tutorial constructive and effective.
- The tutorial seemed to offer potential solutions to the barriers and constraints faced by teachers.
- No extra admin work as it was integrated into the usual lesson plan and class.



Action Research

Enhancing Student Feedback Literacy
through Peer Feedback

Vicky Chang



Research Background

Past Experience
with Peer Reviews

PhD Research
Findings

Peer Reviews at
CQUEnglish

Enhance peer feedback practices to increase student
feedback literacy

Student Feedback Literacy Framework

Carless & Boud, 2018

Appreciating
Feedback

Making
Judgements

Managing
Affect

The understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies (Carless & Boud. 2018, p.2)

Taking Action

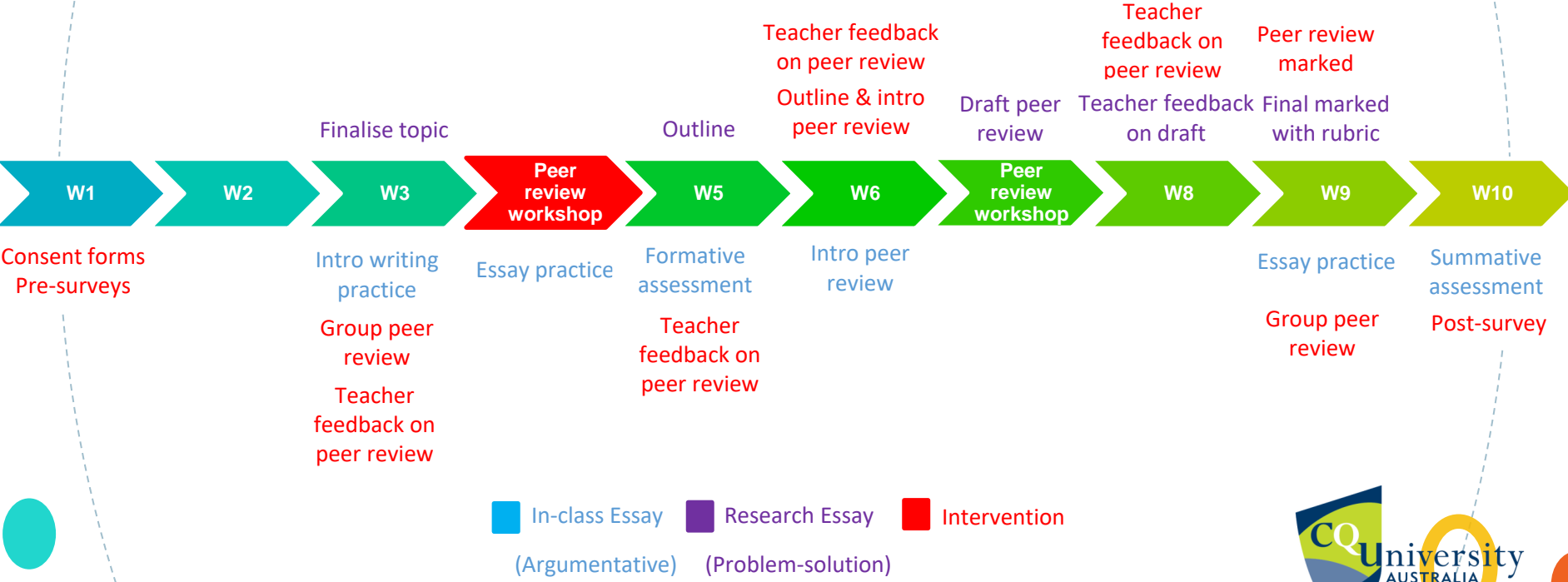


Research Question

In what ways could features of student feedback literacy be enhanced through multiple engagements of peer reviewing?



Course Structure & Intervention



Data Collection

Comparison of perceptions on peer reviews

Pre-/post-surveys

Comparison of peer review capability (oral & written)

Peer Review Recordings

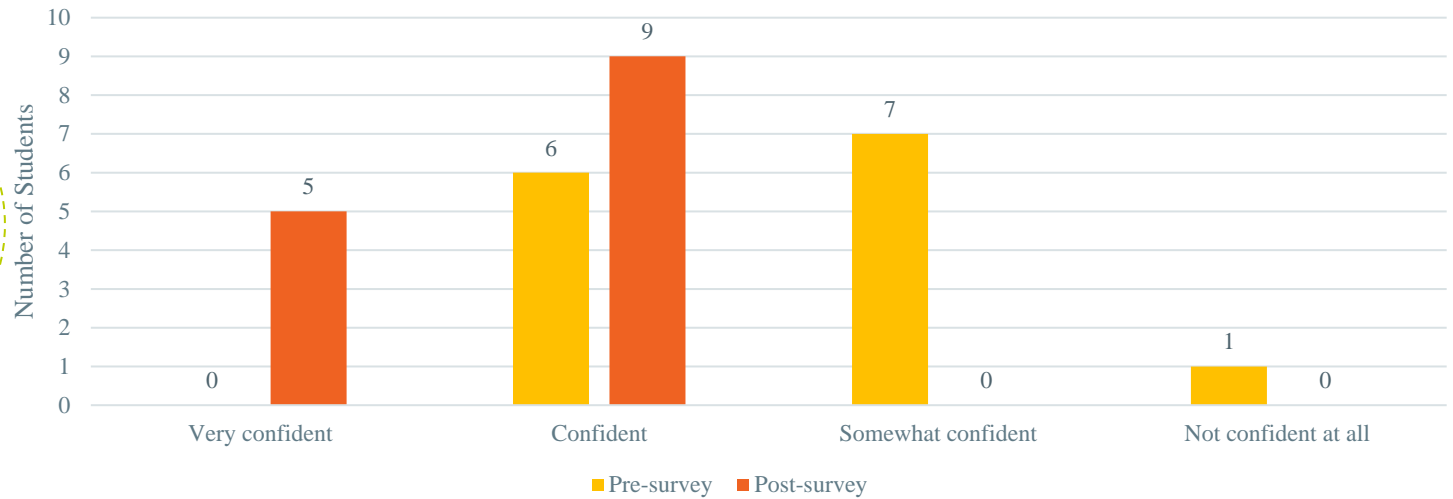
Peer Feedback Worksheets & Writing

Survey Findings

- ✓ Novice with peer reviewing in both native language & English
- ✓ Students, continuing from EAP1, were more familiar with the concept

Shift in Self-confidence

How confident are you in your ability to provide feedback on peer's writing?



Change in Perceived Value

How valuable do you think your peer's feedback would be for your writing?



Transformation in Capability

Initial Peer Review		Final Peer Review	
Open-ended item #1			
What are some strengths of this introduction?			
Group 1	Background and thesis statement	Group 1	The strengths of the introduction is more complete from background info up to the thesis. However, the outlining sentence is not clearly grammatically correct and the outline parallel is not used.
Group 2	Closely selected	Group 2	- Have the strong background information - Try to make parallel outlined sentence
Group 3	Outline	Group 3	- Lead in is good - Thesis statement is good
		Group 4	- Clear outline sentences
Open-ended item #2			
What are some parts that could be further developed for this introduction?			
Group 1	Clear lead-in statement	Group 1	Can write the whole word so that audience understand clearly the words
Group 2	NA	Group 2	- Need to clear lead-in and thesis statement - Need to add more idea
Group 3	- Introduction - More specific about the topic	Group 3	- Background - Outline not match thesis
		Group 4	- Need background, thesis statement and clear argument

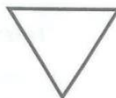
Writer : Arthur
Reviewer : Aurora



Task 5: Read and evaluate the first draft of your peer's research essay.

INTRODUCTION

- The introduction has a general statement related to the topic. (Y/N)
- It has provided a background to the topic. (Y/N)
- There is a thesis statement. (Y/N)
- The main idea is clearly stated in the thesis in one sentence. (Y/N)
- An outline of the problems & solutions is provided. (Y/N)



6. Can you suggest how the writer could improve the introduction?

- Outline, too long not clearly and make it to parallel sentence.

- Add citation in introduction

BODY PARAGRAPHS

- The topic sentences directly connect to the introduction. (Y/N)
- The supporting points directly connect to the topic sentence. (Y/N)
- At least one citation has been provided per paragraph. (Y/N)
- The author has analysed/evaluated the citation provided. (Y/N)
- There is a summary/transition sentence at the end of the paragraph. (Y/N)

6. Is there a logical flow between supporting points or is more detail needed? Can you make any recommendations?

- Some of citation, it's too long

- More explanation

Academic language qualities

1. Provide examples of reporting verbs
discuss claim argue according to

2. Provide examples of hedging language used in the essay
could may can

3. Provide examples of transition signals (linking words) used between or within

Topic/Title: Problems and solutions of system optimization in engineering companies in India.

In the recent times, there has been much debate about system optimization in engineering companies of India. Optimization is the process of achieving the best result or profit under certain conditions. Management solutions based on optimization are desirable from the point of view of creating and designing a formal structure to transform a functional need into a system that provides a specific level of efficiency. This essay discusses some problems and their solutions about the system optimization in engineering companies. In India, most of company does not have upgraded equipment and technology, as well as they do not have skilled employees and most of them not know how to manage finance for system optimization. As a solution, they need to use several types of skims, better level of education and each company needs to offer training session.

In India, the most widespread problem in engineering industry is the lack of upgraded equipment and latest technology. One of the most notable issues in India is about the safety management of all employees. According to Unnikrishnan et al. (2015), industries lack advanced technology, an organised workplace, and safety and health procedures. Workers must frequently endure unpleasant working conditions in a certain industry. Accidents, injuries, and product losses result from this. Moreover, lack of upgraded equipment also effects the system of industry. Automation is latest technology of engineering but as a developing country, its cost is not affordable to every companies. Automation with robot is expensive and need more skilled employees. India has numerous small-scale industries. Therefore, upgraded equipment is big problem in India.

For recover a problem of upgraded equipment and latest technology, companies need to use government schemes as well as private loans. As specified by Unnikrishnan et al. (2015), as much as it is reasonably practical, every employer has a duty to take reasonable steps to protect each employee's health and safety while they are at work. The impression a worker makes will reveal how highly they regard safety in the workplace. The adoption of safety-enhancing systems and the creation of a safety-focused culture are frequently the responsibility of top management. Furthermore, Government of India established one important scheme in 2015 'Start-up India, stand up India' for financing help for small scale industries and allocated budget around 1000 Cr INR as a scheme of 'Self Employment and Talent Utilization (SETU)' (Jain,2016). Moreover, there are so many private banks are available to provide loan to engineering industries. Financial engineering, which many analysts perceive to be classic, asset-derived sources of value from privatisation, can affect asset valuation more than these traditional sources (Ashton et al.,2012). This way industries can upgrade their system, that could be save employee's life and may help to improve profit. Hence, these types of schemes are useful to develop upgraded equipment and install latest technology.

Another big problem in engineering companies of India is shortage of skilled employees. As per Suter et al. (2023), engineering firms reported skill shortfalls in 73% of cases in the world. That is due to poor education and less knowledge about ongoing technologies. All regions are affected by the skill shortage in engineering, which is expected to last for the next ten years. Leading businesses are realising how crucial it is to make engineering professions more appealing to attract top talent in a competitive labour market (Suter et al., 2023). Many companies suffer from production timing due to unskilled employees, as a result companies are affecting losses and that regress the system. Suter et al.

Eric – A Student Example



Pre-intervention

Somewhat
Confident

Silent

Post-intervention

Very
confident

Dominant

Challenges & Implications



Supportive culture



Aligned focus



Collective effort

← Back

Group Info

Edit



EAP 2 family 🤝

Group · 14 participants



audio



video



search





Thank You

Enhancing Student Feedback Literacy
through Peer Feedback

Vicky Chang

v.chang@cqu.edu.au



Peer Feedback in Process Writing Instruction: Reflective practice for ESL General English Writing Classes

Jiaqi Li & Zhaobin Dong

Discover English

Melbourne, Victoria



Context and participants



Context

Discover English

Intermediate and Upper-intermediate level GE class

Intermediate descriptive writing; Upper-intermediate persuasive writing



Participants

15-17 ESL learners in each class

Adult learners aging from 19 to 32

Thai, Colombian, Brazilian, Japanese Vietnamese, Chinese, Russian, Indonesia

Participant information	Jiaqi's Upper Intermediate Class		Zhaobin's Intermediate Class	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Number of students (Pre-survey)	8	13	18	19
Number of students (Post-survey)	10	10	11	15
Age range	19-32		19-32	
Nationality	Thai; Colombian; Russian; Vietnamese; Indonesia		Thai; Colombian; Brazilian Japanese; Vietnamese, Chinese	

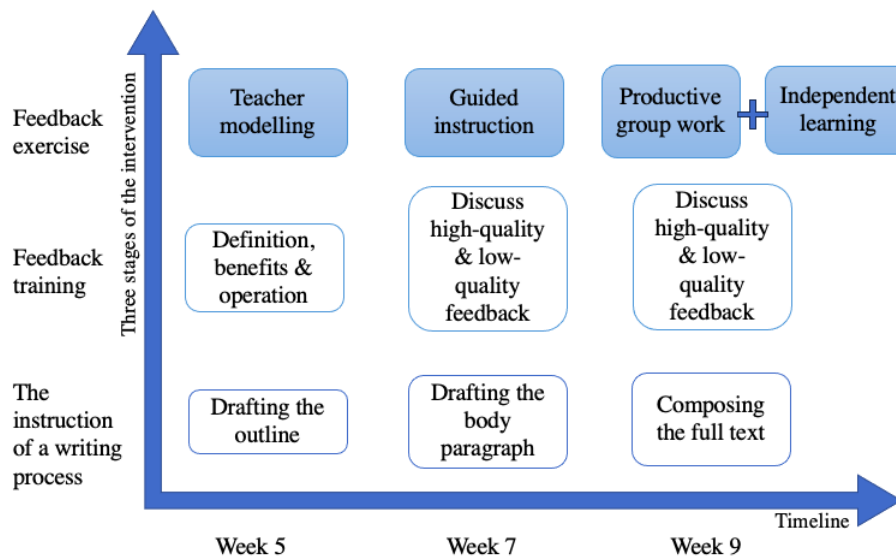
Participation information in two levels

*Due to the nature of the GE course at Discover, here may be a disparity in the number of students participating in pre- and post-surveys

Research questions

- What are the enablers and barriers for ESL students with different cultural backgrounds to provide feedback to their peers in ESL writing classrooms?
- What kinds of tasks or strategies will effectively equip students from different levels with writer and reader awareness?

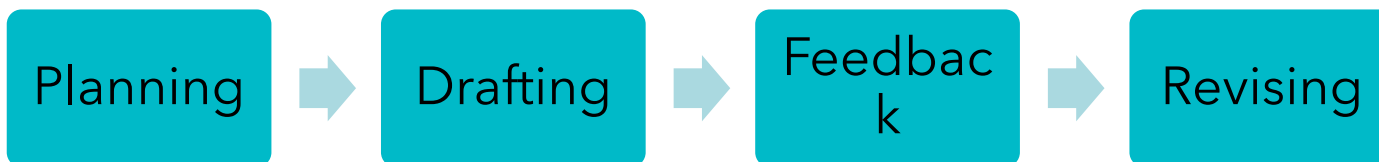
Intervention process – Peer feedback



- 5-week teaching cycle
- 3 main stages of intervention
- It follows a non-linear model of writing approach named *process writing*.

Motivated by Fray & Fisher (2013)

Intervention process – Writing



Modification

Jiaqi's upper-intermediate class	Zhaobin's intermediate class
Feedback training delivery	Feedback training delivery
	More scaffolding on writing activities

Data collection



1. Pre-survey and post-surveys.

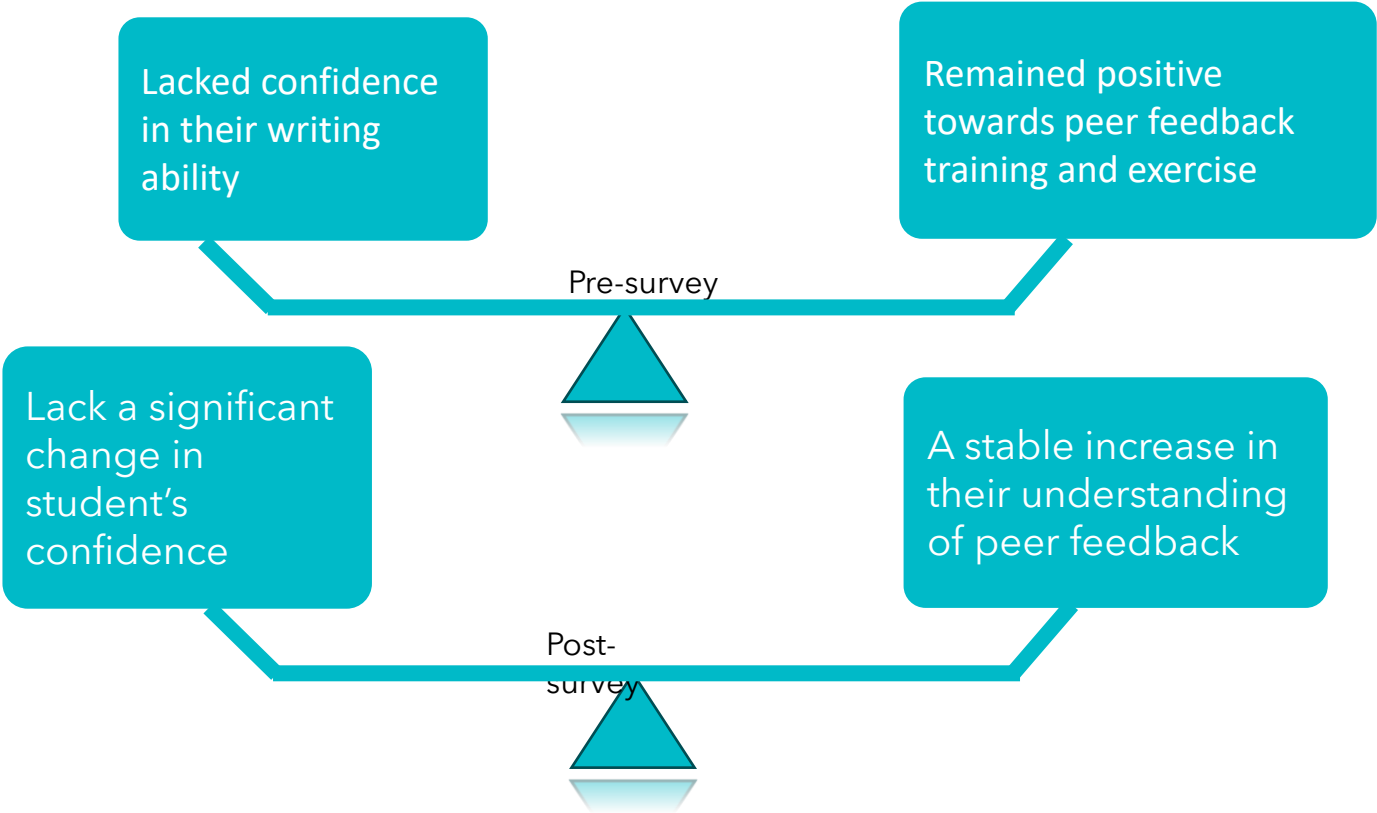


2. Field notes.

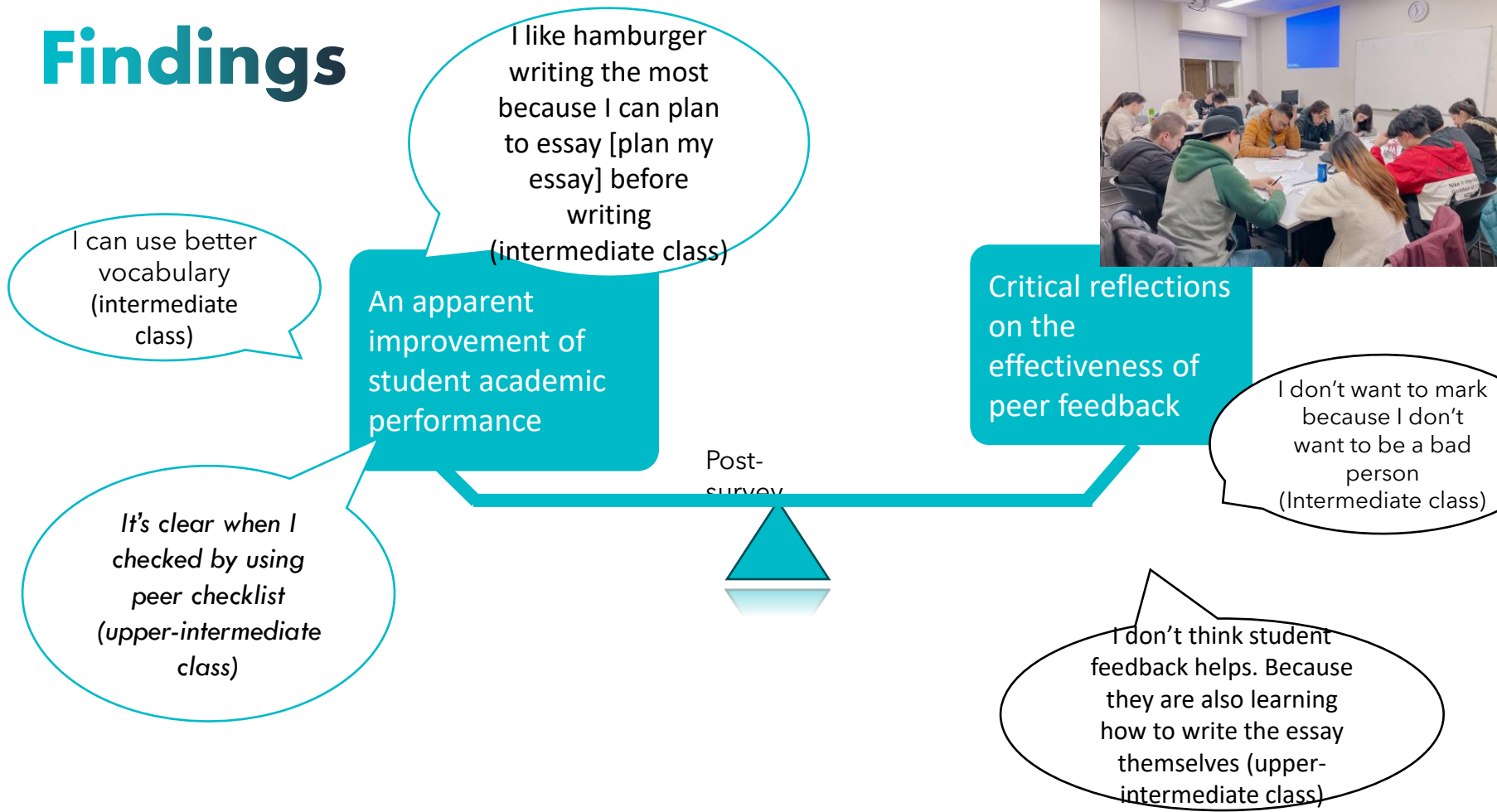


3. Students' writing results.

Findings



Findings



Some take-away



Table 3: Response to Research Question 1 (What are the enablers and barriers for ESL

		Upper-Int	Int
Enablers	Similarities	<ul style="list-style-type: none"> • Teacher consistent scaffolding; • Rapport and familiarity among participants 	
	Differences	Maintained motivation because of witnessing the progress in writing by means of peer feedback	Limited changes in student's confidence, yet with a stable increase in their understanding of peer feedback
Barriers	Similarities	<ul style="list-style-type: none"> • Their preference to receive teacher feedback • Their lack of understanding the rationale for using peer feedback 	
	Differences	Misconception of considering peer feedback as criticism	Different needs on grammar (e.g. word order for South American students; plural/singular for Asian students)

students with different cultural backgrounds to provide feedback to their peers in ESL writing classrooms?)

Some take- away



	Upper-Int	Int
Similarities	<ul style="list-style-type: none">● Visualising the object;● Applying essay outline;● Introducing 1 checklist (e.g. outline; develop ideas or use of grammar and punctuation) in each workshop.	
Differences	Related spoken and written peer feedback not only to the classroom but also future lives as well as workplaces	Detailed scaffolding based on each criterion of the rubric


Table 4: Response to Research Question 2 (What kinds of tasks or strategies will effectively equip students from different levels with writer and reader awareness?)

References



Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge.

Fray, N & Fisher, D. (2013). *Reading 3: Gradual Release of Responsibility Instructional Framework*.



The use of visual feedback for active listening skills

Liz Potarzycka



THE UNIVERSITY
of ADELAIDE

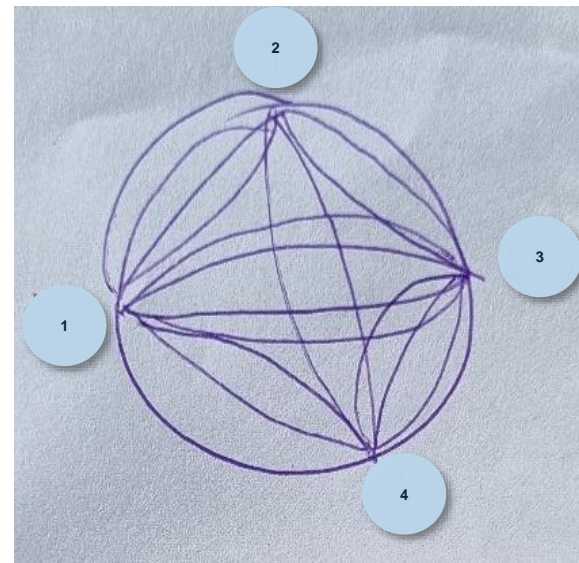
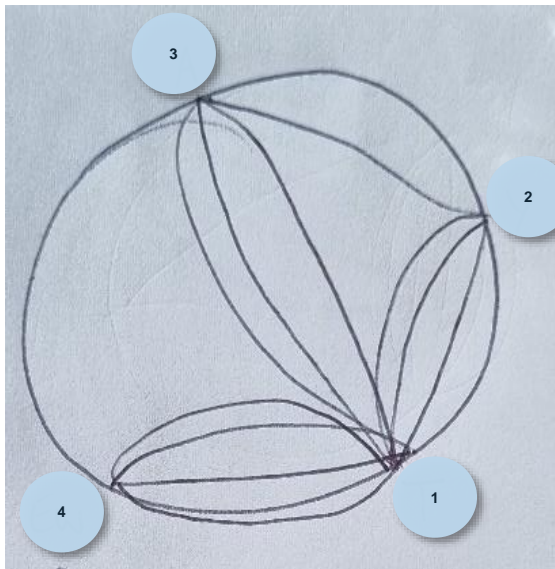
Research focus

- Active listening skills:
'showing the listener you are listening'
- Why?
 - COVID
 - Culture
 - Neurodiversity
- Assessed but not taught



Research focus

Conversation maps (based on Symmons 2020)



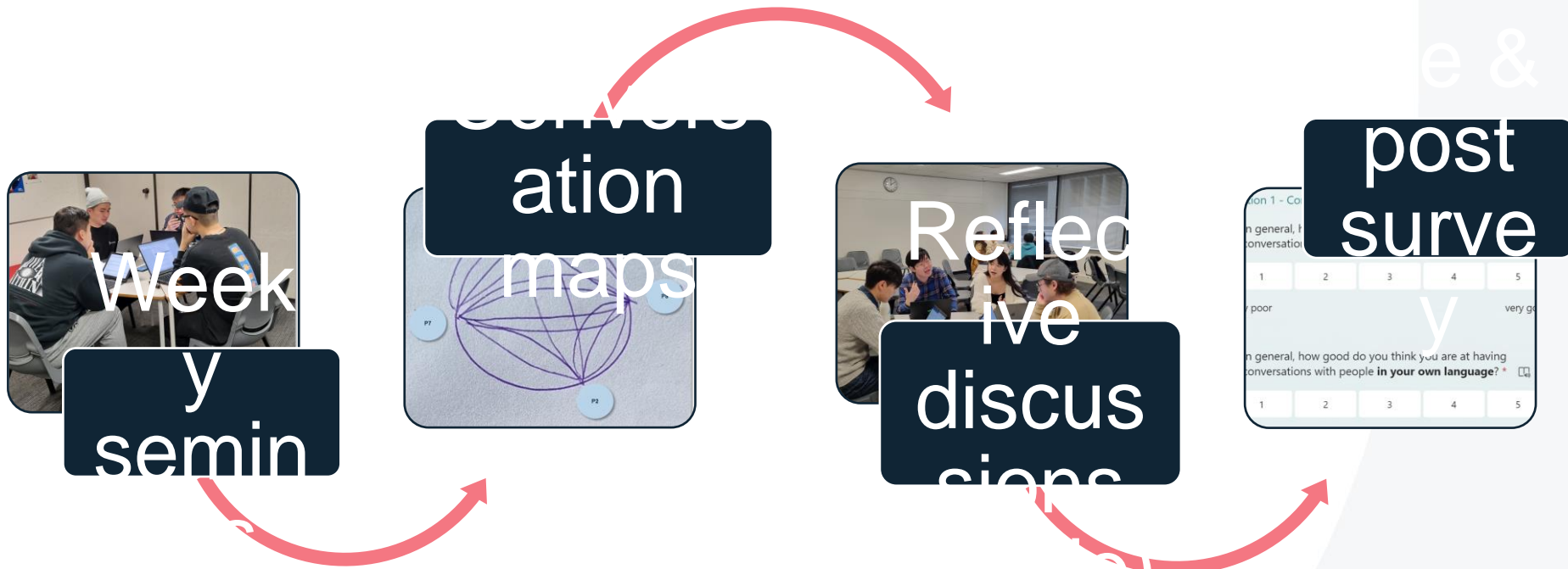
How can visual feedback impact active listening skills?

Background

- 10-week direct-entry program
- Exit level IELTS 6.5
- Range of UG & PG programs at UoA
- Age 20-36
- Majority China + Hong Kong, Vietnam, Japan & Mexico



Research process



How did students react to conversation maps?

Initial reaction

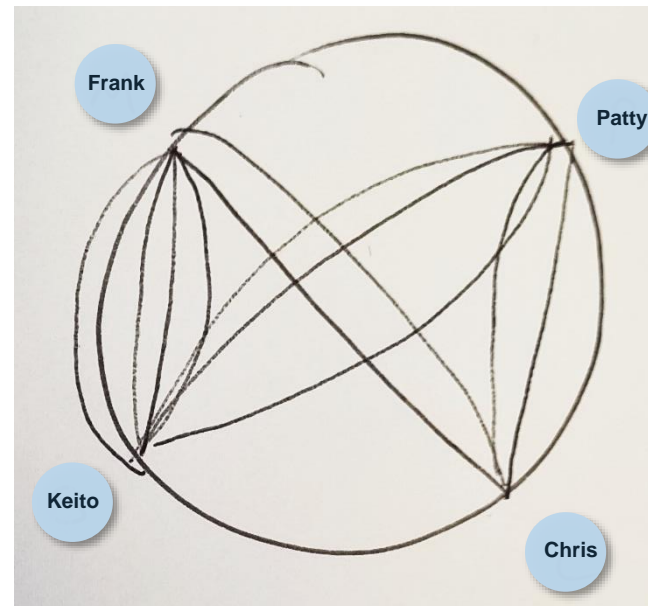
'Looks like I have talked a lot with Chris, but not with Patty, actually this is very interesting'

Begin to analyse

'OK, so why we don't talk?'

Reflect

-Individual skills -Group skills
-Peer feedback -Identify needs



Key discussion themes

‘For one question, we need all of us to share our opinions... it's not only answering the question’

Keito

‘I think the leader had better give more explanation or elaboration of the answer’

Sidney

‘It's not my duty to give you the full answers and you shouldn't copy that’

Mei

**Balancing
interaction**

**Leader's
role**



Key discussion themes

‘When you speaking we should interrupt you... in China, it's impolite’

Patty

‘You need to have lots of brave to do that’

Frank

‘Could you be more specific’ and ‘I don’t quite follow’, it’s very useful for me... sounds like professional’

Harry

Cultural norms

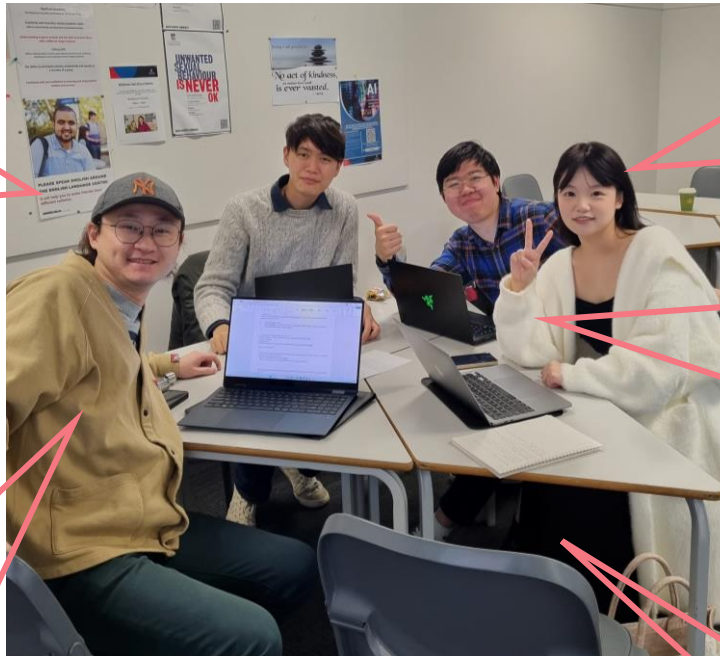
Language use



Key theme: Positivity, pride & motivation

'Look at this beautiful, beautiful one'

Keito



'We make obvious progress'

Han

'We get better than before'...
'Yeah we improve every time'

Howard & Zhang

'We can do better'... 'Yeah, the second one will be better, I believe that'

Sam & Martina

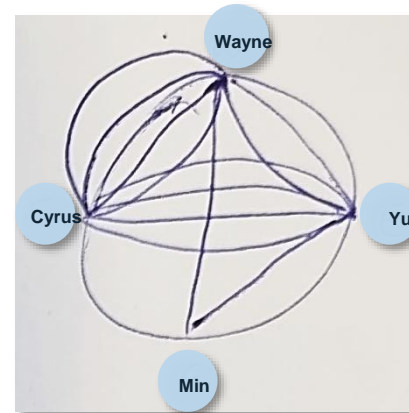
'I think my efforts is worthwhile'

Sidney

Key theme: Positivity, pride & motivation

Assessment Rubric for Seminars - FORMATIVE TASK (weeks 1-20) & SUMMATIVE TASK (weeks 21-25)(ONLINE)

Area	CRITERIA	F	P2	P	C	D	HD
Explanatory and Evidence	<ul style="list-style-type: none"> Demonstrates knowledge of topic (e.g. use of notes, materials) making it interesting (optional) Discusses main ideas & relevant details Communicates meaning related to subject content, question and materials. 	<ul style="list-style-type: none"> Little demonstration of knowledge of the topic Focuses on ideas and details discussed Seems to frequently struggle 	<ul style="list-style-type: none"> Some demonstration of knowledge of the topic Some main ideas and details discussed Seems to struggle with some aspects 	<ul style="list-style-type: none"> Subsatisfactory demonstration of knowledge of the topic Many main ideas and details are discussed Seems to struggle with some aspects 	<ul style="list-style-type: none"> Good demonstration of knowledge of the topic Many main ideas and details discussed Seems to struggle with some aspects 	<ul style="list-style-type: none"> Very good demonstration of knowledge of the topic All main ideas and details discussed Seems to rarely struggle 	<ul style="list-style-type: none"> Excellent demonstration of knowledge of the topic All main ideas and details discussed Seems to rarely struggle
SEMINAR SKILLS							
Communicative, meaning relevant and accurate	<ul style="list-style-type: none"> Uses appropriate association, expansion & cross-reference (as needed) Uses appropriate pronunciation Uses appropriate volume, pace & intonation 	<ul style="list-style-type: none"> Poor association, expansion & cross-reference Poor pronunciation Poor use of voice 	<ul style="list-style-type: none"> Some appropriate association, expansion & cross-reference Some appropriate pronunciation Some appropriate use of voice 	<ul style="list-style-type: none"> Subsatisfactory association, expansion & cross-reference Appropriate pronunciation Appropriate use of voice 	<ul style="list-style-type: none"> Good association, expansion & cross-reference Appropriate pronunciation Appropriate use of voice 	<ul style="list-style-type: none"> Very good association, expansion & cross-reference Highly appropriate pronunciation Highly appropriate use of voice 	<ul style="list-style-type: none"> Excellent association, expansion & cross-reference Highly appropriate pronunciation Highly appropriate use of voice
Personal presentation	<ul style="list-style-type: none"> Interacts appropriately with group members (e.g. looks, asks, listens, responds, offers help) Uses appropriate body language (e.g. gestures, movement, position of body) Displays use of materials (e.g. making eye contact with group members) 	<ul style="list-style-type: none"> Poor interaction with group members Poor body language Poor balance between use of materials & eye contact 	<ul style="list-style-type: none"> Some appropriate interaction with group members Some appropriate body language Some appropriate balance between use of materials & eye contact 	<ul style="list-style-type: none"> Subsatisfactory interaction with group members Subsatisfactory body language Subsatisfactory balance between use of materials & eye contact 	<ul style="list-style-type: none"> Good interaction with group members Good body language Good balance between use of materials & eye contact 	<ul style="list-style-type: none"> Very good interaction with group members Very good body language Very good balance between use of materials & eye contact 	<ul style="list-style-type: none"> Excellent interaction with group members Excellent body language Excellent balance between use of materials & eye contact
Task Fulfillment	<ul style="list-style-type: none"> Did both a and b) 	<ul style="list-style-type: none"> Insufficient evidence of preparation (e.g. poor reading, notes) Prepares questions for group with no main question (language only) Doesn't question to participants at least 20 lines prior to seminar Keeps notes on hand and group notes more on focus for your own seminar, and make sure your group don't speak Chinese! Completes to be reviewed with the responsible teacher. 					
Explanation of information and ideas	<p>P2</p>	<p>P2</p>	<p>P2</p>	<p>P2</p>	<p>P2</p>	<p>P2</p>	<p>P2</p>
Teacher's signature: Liz Polarczyk	Date: 16/9/23						Y / N



Traditional feedback

- Delayed
 - Academic language
 - Evaluative
 - Increased anxiety
 - Decreased agency
- (William 2014)

Visual feedback

- Immediate
 - Accessible
 - Neutral
 - Increased positivity
 - Increased agency
- (Hattie 2015)

Student feedback: positives

‘Useful tool, I can according the map to improve my language skill next time’

Frank



‘Conversation map could be a guide to join in the discussion, helping to find the areas where improvement is needed’

Min

‘Is interesting to know the interaction between the participants and realize which areas are important to improve’

Patty

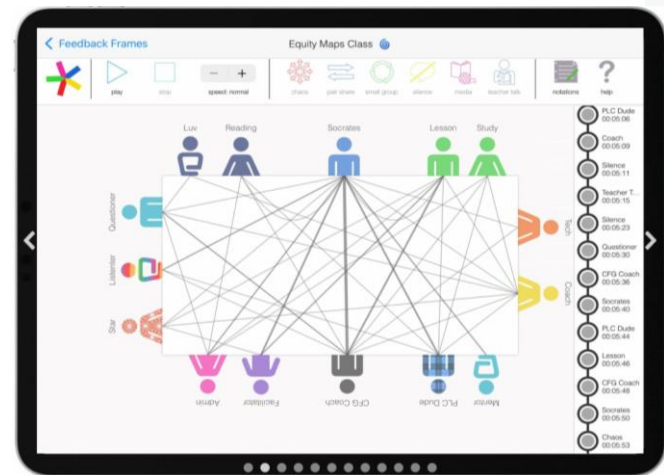
Student feedback: limitations

‘There should be someone keeps recording from beginning to end. Rather than recording just only few moment’

Cyrus

‘Maybe our teacher don't hear about that... maybe when the teacher was not here’

Chris



Equity Maps app
(<https://equitymaps.com/>)



Conclusion

- The explicit teaching of active listening skills is useful for students
- Conversation maps provide non-evaluative, accessible feedback which promotes reflection
- Reflection increases awareness of skills and needs

'Sometimes I just feel a little boring but I also know how to pretend I am listening...' Sam



References & Resources

Hattie, J (2015) *Feedback for Learning: Infographic*, available online: <https://visible-learning.org/2015/02/infographic-feedback-for-learning/>

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Tovani, C (2012) Feedback is a two-way street, *Feedback for Learning* 70 (1), available online: <https://www.ascd.org/el/articles/feedback-is-a-two-way-street>

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Active listening skills

(adapted from Julian Treasure 2021)

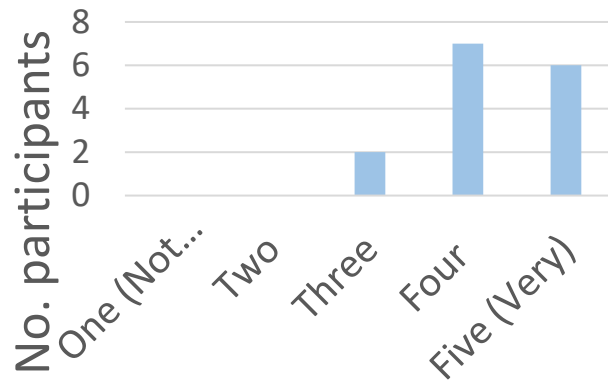


Receive	Appreciate	Summarise	Ask
-Give full attention -Make eye contact	-Body language (Nod/smile/shake head/shrug) -Utterances (Uhuh/Mm/Right/Uhh/OK/Sure)	-Ask for clarification, check understanding So you're saying...? So what you mean is...? So it sounds like...?	-Extend So why do you think that? Why is that then? So what do you think about...?

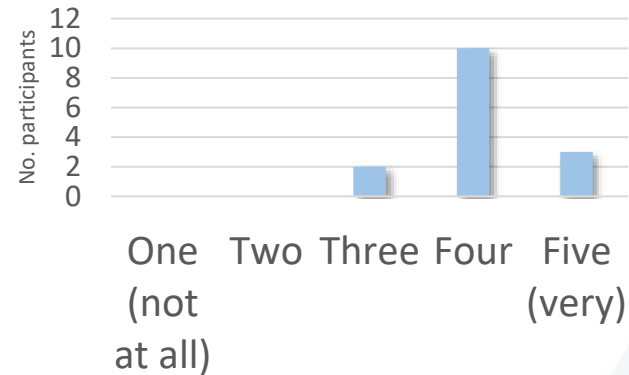


Research findings

FINAL SURVEY
How useful has it
been to study
specific active...

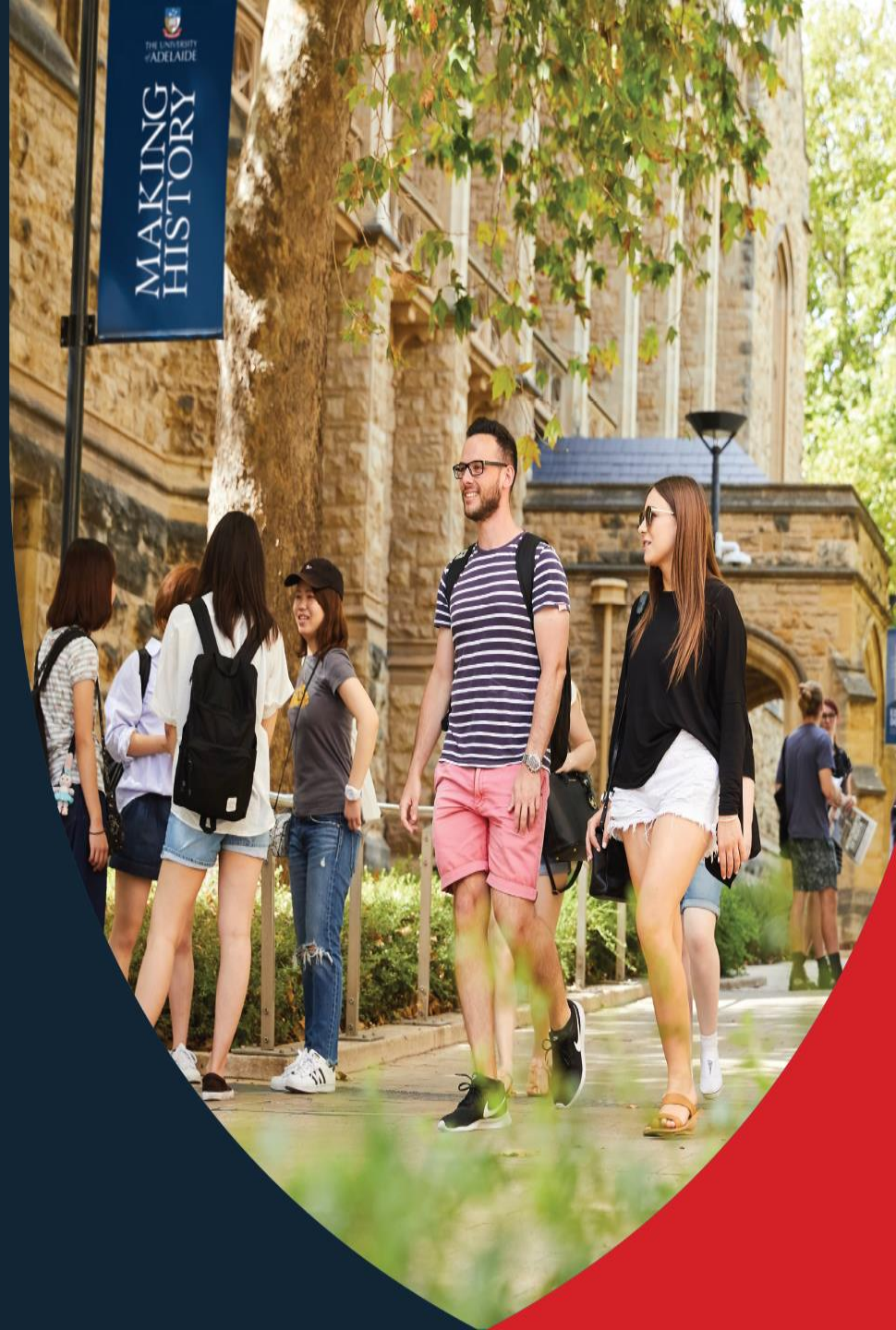


FINAL SURVEY
How useful has it
been to reflect
on
your active...





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Thanks for attending



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