

Taking account of social and cultural influences of feedback for learning

A/Prof Rola Ajjawi
CRADLE, Deakin University
@r_ajjawi
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Acknowledgement of country

I acknowledge the Traditional Custodians, the Wurundjeri people of the Kulin nations, and Elders – past, present and emerging – of all the land we work and live on, and their Ancestral Spirits, with gratitude and respect.

Image credit: Ms Kiri Wicks and Dr Jenny Murray Jones, *Connected to Country, a discussion with community.*

Outline

Problem with feedback

Relational models

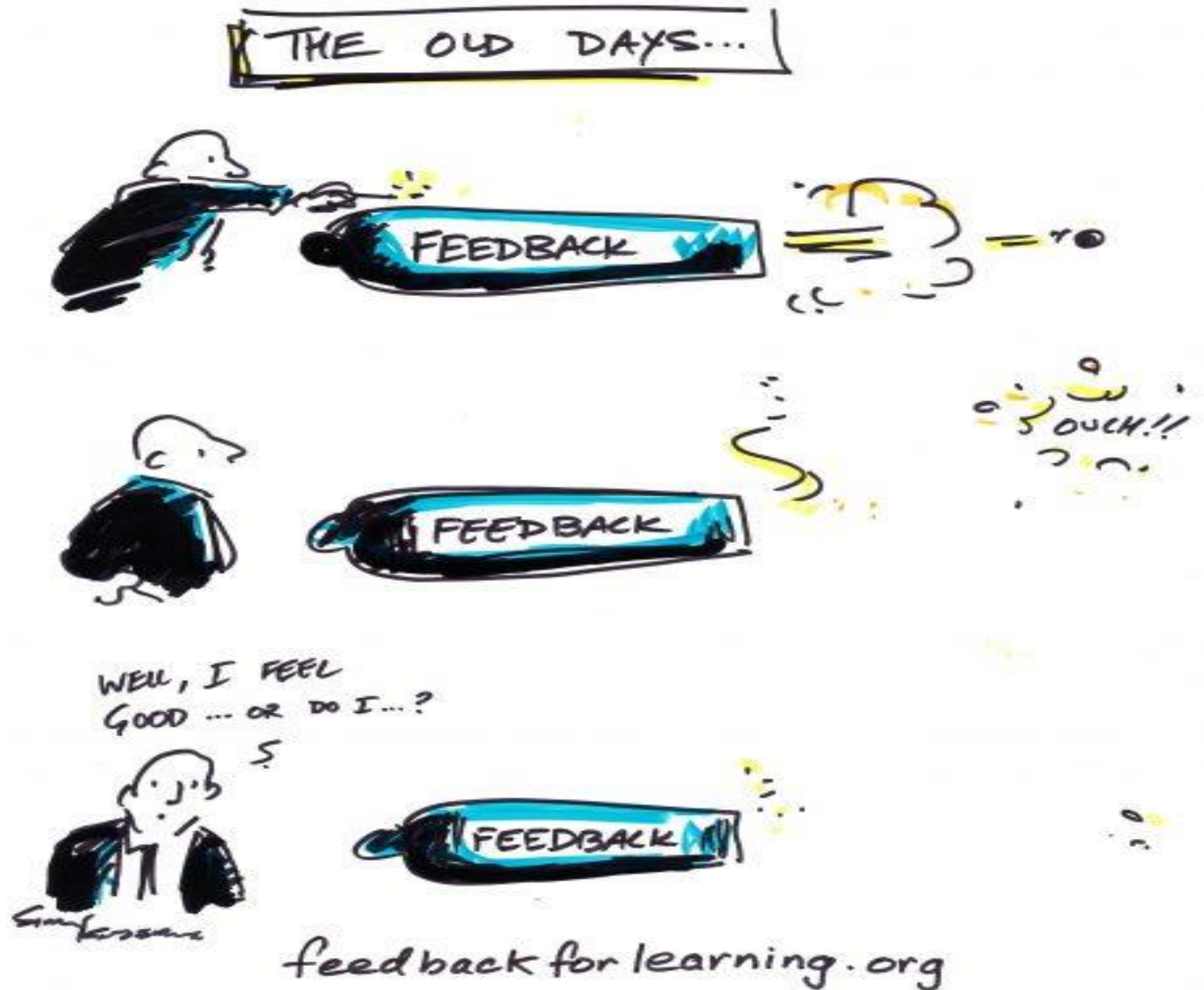
Feedback cultures

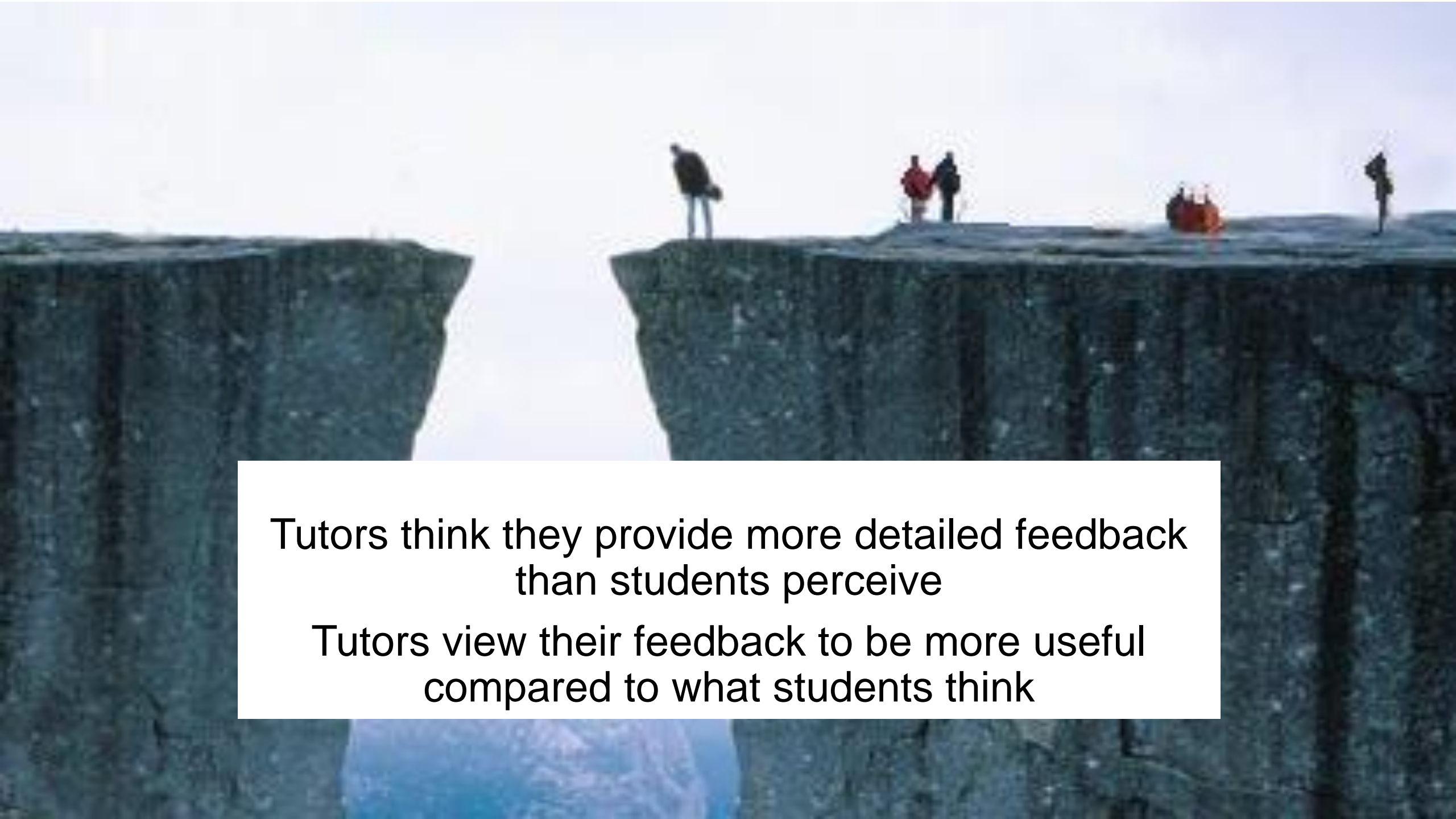
Practical strategies with
large classes

Caveat: not peer learning



Old ideas about feedback





Tutors think they provide more detailed feedback
than students perceive

Tutors view their feedback to be more useful
compared to what students think

A critique of information transmission



- Does not guarantee student reads, interpret, use it
- Purpose oriented towards correction at task level or justifying the grade
- Ignores the role of the learner and context
- Creates dependency on teacher
- Activates a psychological immune response – avoidance and discounting
- High teacher effort — low efficiency (not satisfying)
- *Hopefully* useful

(Sadler 1989, 2010; Hattie 2009; Nicol 2010; Boud & Molloy 2013)

Relational view of feedback




Photo by [Patrick](#) on [Unsplash](#)



New definition of feedback

“a dynamic and co-constructive interaction in the context of a safe and mutually respectful relationship for the purpose of challenging a learner's (and educator's) ways of thinking, acting or being to support growth.”
(Ajjawi and Regehr 2018)



Tenets central to co-construction: ‘... solving the problem collaboratively, and constructing and maintaining a joint problem space. Both activities require constant negotiations and recreations of meaning’ (Reusser and Pauli, p. 914).

“one participant described a feedback experience where his supervisor opened with ‘you did it all wrong’ but he had a positive emotional response as a result of a strong alliance with his supervisor, who he described as wanting the best for him and really caring (Interview 2).”
(Telio et al., 2016)

The therapeutic working alliance

1. *Bond*: the feelings of liking, caring and trusting the participants share
2. *Goals*: clear mutual understanding of the purpose or goal of the working relationship
3. *Tasks*: clear mutual understanding by the participants about how to work toward that goal and the activities involved

(Bordin 1983)

ARTICLES



Outline



Download



Cite

The “Educational Alliance” as a Framework for Reconceptualizing Feedback in Medical Education

Telio, Summer MD; Ajjawi, Rola PhD; Regehr, Glenn PhD [Author Information](#) ☑

Academic Medicine: May 2015 - Volume 90 - Issue 5 - p 609-614

doi: 10.1097/ACM.0000000000000560



medical education

Feedback | [Free Access](#)

Feedback and the educational alliance: examining credibility judgements and their consequences

Summer Telio, Glenn Regehr, Rola Ajjawi ✉

First published: 26 August 2016 | <https://doi.org/10.1111/medu.13063> | Citations: 72

Bond

- Trust (Carless, 2013)
- Students' judgements of the teacher's intent (Steen-Utheim and Hopfenbeck, 2019)
- Being recognised
- Feeling personally known by their teachers
- Feeling that teachers cared about their learning (Ajjawi et al., 2021)
- Video/audio feedback (Mahoney et al., 2020)



Goals - Where are we going?

Clear mutual understanding of the purpose or goal of the supervisory relationship

- goals are multiple and varied
- goal conversation needs to be initiated early
- requires negotiation but can focus the conversation

(Farrell et al., 2017)



Tasks

Scaffolded tasks make a difference

- Optional tasks
- Nested or sequenced tasks
- Dialogue
- Action plans
- Feedback proformas and/or reflective tasks

(Ajjawi et al., 2021)



Effects of a strong educational alliance

Having a sense of a strong participation and uptake of feedback information

More likely to seek feedback and help

Dampens the psychological immune response

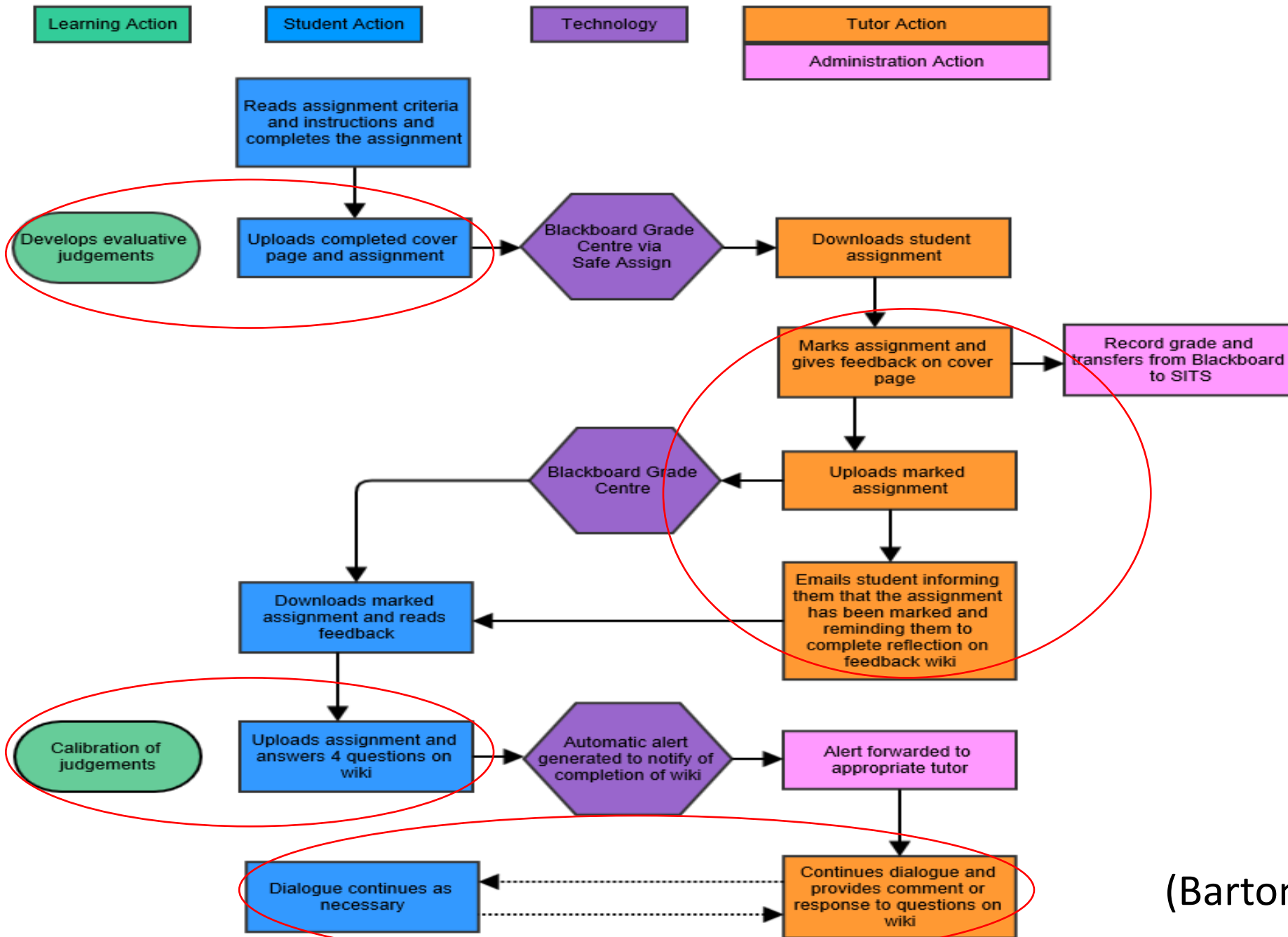
Absence of feedback leads to reduced safety for novice trainee

"What is the bravest thing you've ever said?" asked the boy.

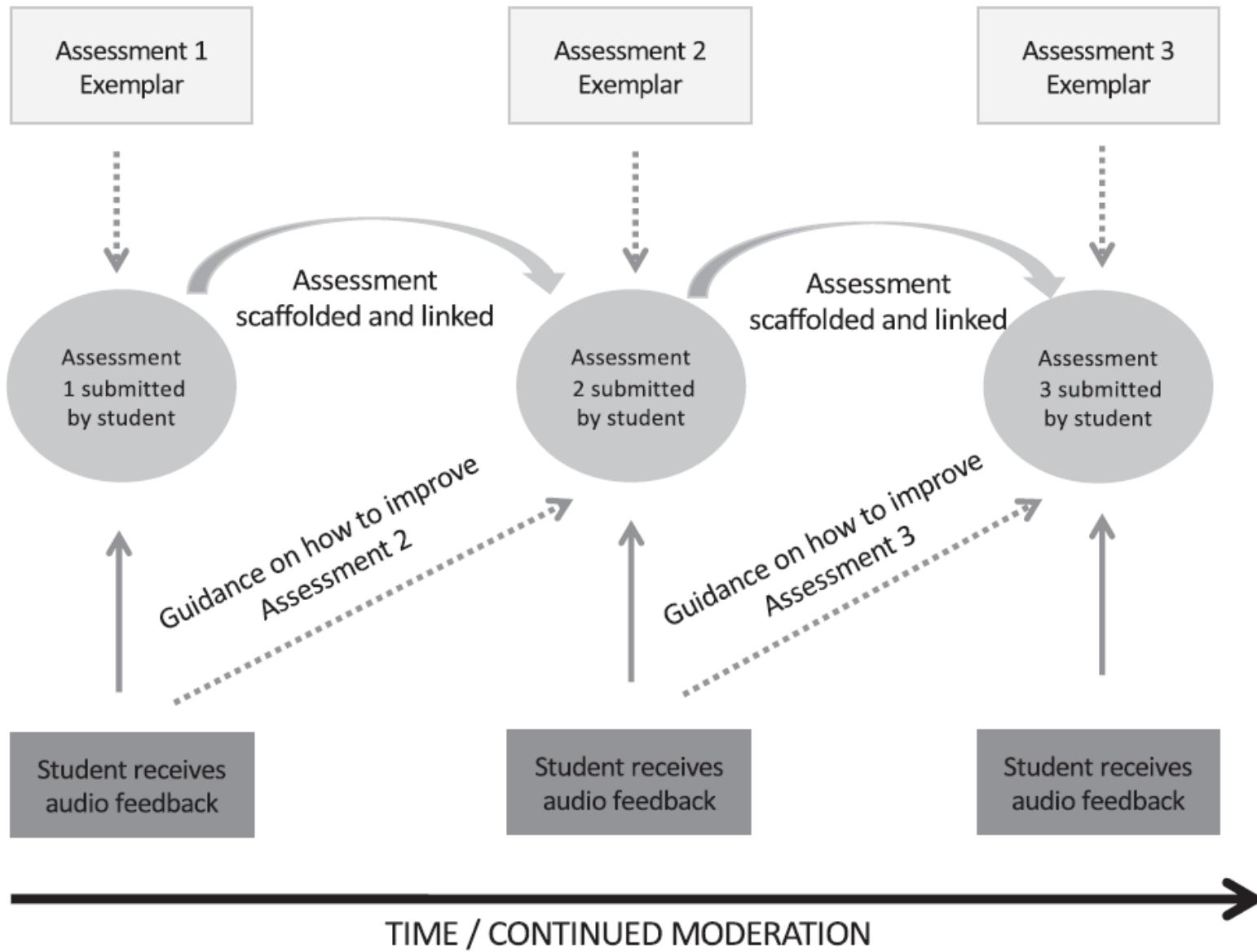


"Help," said the horse.

Charlie Mackesy: The Boy, the Mole, the Fox and the Horse



(Barton et al., 2016)



(Broadbent et al., 2018)

Time

Photo by [noor Younis](#) on [Unsplash](#)

Feedback Cultures



Photo by [Paul Skorupskas](#) on [Unsplash](#)

- meta review of research into teachers' expectancies and other behaviours reported by Harris and Rosenthal (1985), which suggested that classroom climate was strongly related to performance.
- (Esterhazy)

Feedback cultures



Photo by [Wes Hicks](#) on [Unsplash](#)



Photo by [Alliance Football Club](#) on [Unsplash](#)

(Ajjawi et al., 2017)

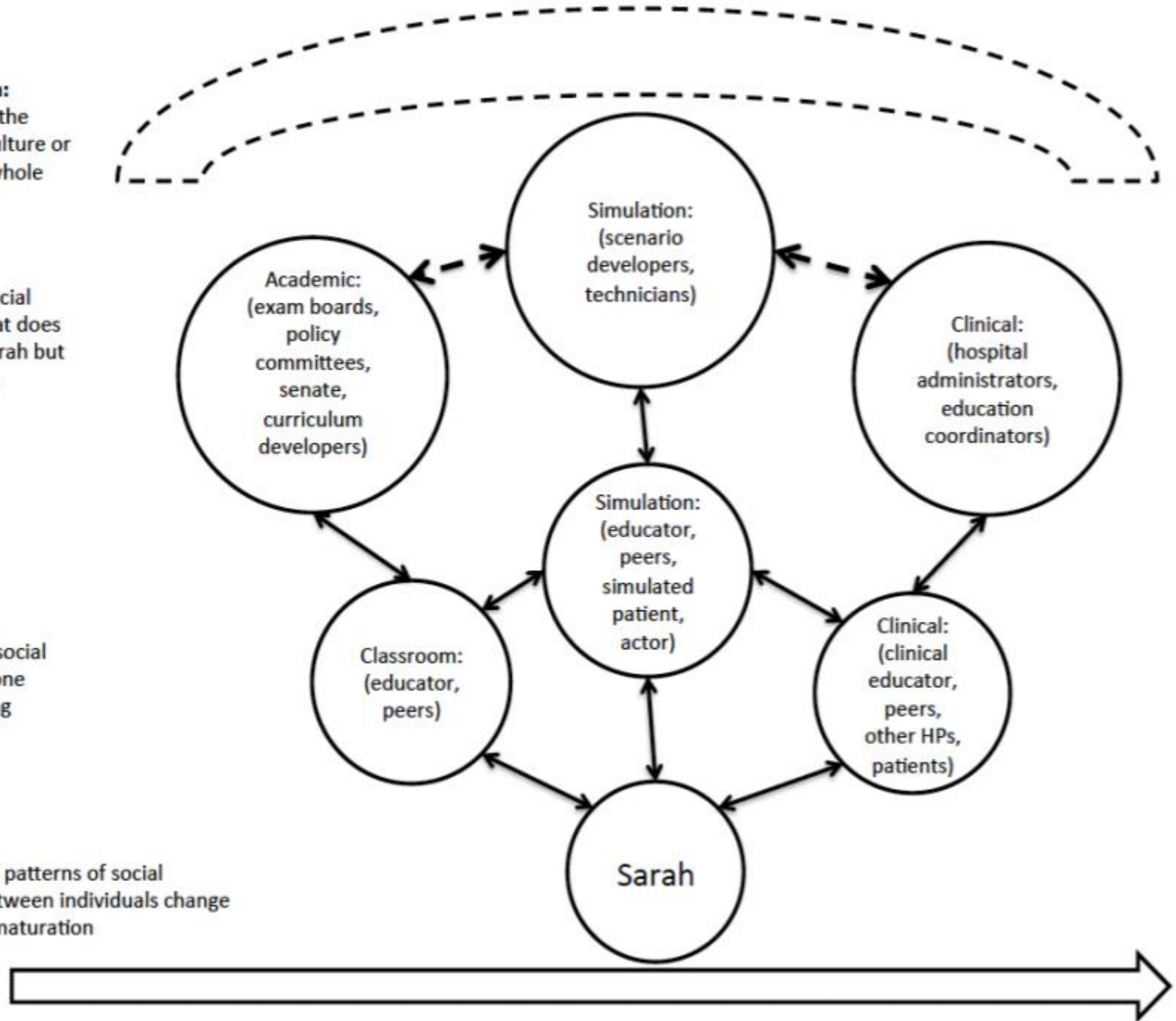
Macrosystem:
influences at the level of subculture or culture as a whole

Exosystem: social interaction that does not include Sarah but influences her

Mesosystem: interrelations between microsystems

Microsystem: social interaction in one setting involving Sarah

Chronosystem: patterns of social interactions between individuals change over time e.g. maturation



Sociocultural perspective of feedback

- Feedback processes as emerging meaning-making trajectories, along which student groups move to pursue a shared understanding
- Anchored within disciplinary and professional knowledge
- Involves movement between local context and the wider disciplinary context
- Serves to induct into the profession
 - bridge between formal and workplace

(Esterhazy and Damsa 2017)



Educational Alliance

Relational scaffolding

- Bond

Cognitive scaffolding

- Goals

- Tasks

Fading of scaffolding – evaluative judgement

As trainees move through workplace curricula toward practicing without supervision, they are using feedback and PRI to develop their own interpretations of what good practice looks like. A trainee's capacity to identify quality of work is what we, and others, refer to as "evaluative judgment" (Bearman et al., 2021)



Photo by [David Travis](#) on [Unsplash](#)

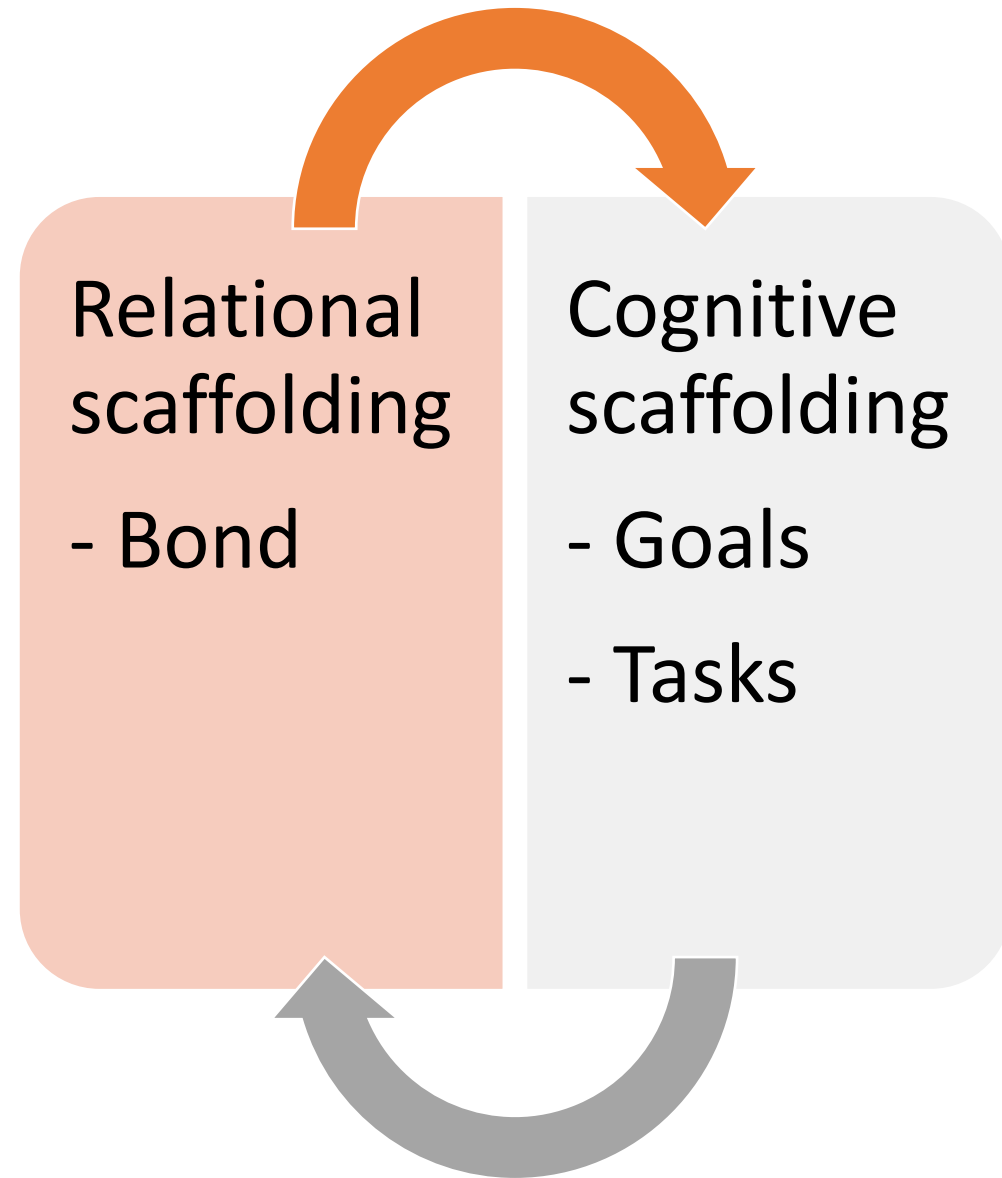
Implications
of social
and cultural
constructions
of feedback

feedback

Moving feedback

“... from one of information transmission (from supervisor to trainee) to one of negotiation and dialogue occurring within an authentic and committed educational relationship that involves seeking shared understanding of performance and standards, negotiating agreement on action plans, working together toward reaching the goals, and co-creating opportunities to use feedback in practice”
(Telio et al, 2015, 612)

Educational Alliance



Relational scaffolding

Relational scaffolding

- Bond

- Can be initiated in both short and longer term relationships
- Promotes safety and trust
- Can be used to 'flatten' hierarchy but it is still there and will influence what ground can be traversed
- Fragile and dynamic
- Is not enough but creates conditions for cognitive and behaviour change

Cognitive scaffolding

- Follow goals across multiple occasions
- Recurring iterative feedback conversations
- One of the goals negotiated is about developing trainees' evaluative judgement
- Deliberate design
- Cognitive scaffolding strengthens the bond

Cognitive scaffolding

- Goals
- Tasks



Rola Ajjawi

Photo credit: [Got Credit](#)

Centre for Research in Assessment and Digital Learning (CRADLE)
Deakin University

rola.ajjawi@deakin.edu.au

@r_ajjawi

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Questions

