Finessing Feedback Practices

A Practical Workshop

Welcome!

Built Environments Learning + Teaching (BEL+T)

I acknowledge that we are working and learning together today on the unceded lands of the Wurundjeri people of the Kulin Nations.

I pay my respects to their Elders, past, present and emerging, recognising their enduing connection to country and their sovereignty.

By the end of this workshop, we will …

- Understand how to **take a strengths-based approach** to deliver **student-centered feedback**.

- Understand how **feedback impacts student-teacher relationships** and influence students' learning experiences.

- Recognise communication **roadblocks**.

- Further develop **feedback literacy** towards composing effective feedback.

- **Develop meaningful connections with ABP Teaching Colleagues.**

Additional Workshop Agenda:
To Create a "Wobble"

This means that this workshop also intends to:

- Create a little uncertainty and discomfort to trigger critical awareness of where there is a gap. (Fecho, 2011)

- Embracing the "wobble" fosters innovation within the classroom, to avoid perpetuating outdated modes of practice and thought. (Fecho, 2013)
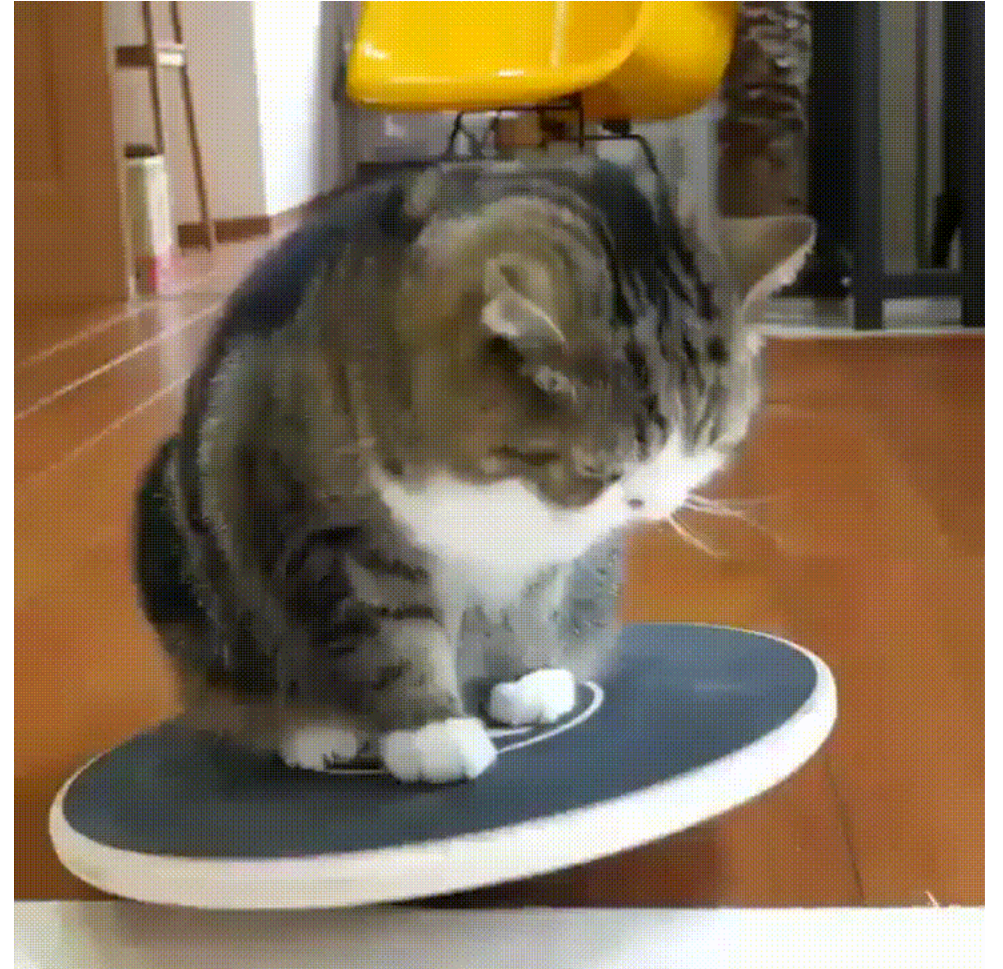
Workshop expectations and conduct …

- This workshop will discuss topics that may be triggering. Please always priorities your wellbeing and take a breather/break should you feel the need to.

- This is a safe and supportive learning environment where everyone will be treated with respect and let their voices be heard.

- Honour confidentiality.

- Take some risks to challenge yourself but not too far out of your comfort zone

- **Have fun and get to know one another!**

Schedule for the next 2 hours …

Topic	Duration	
Impacts of Feedback on Student-Teacher Relationships: Key Concepts Introducing Communication Roadblocks	15min	11:35am-11:50am
Activity 1 – Role Play (paired activity)	20min	11:50am-12:10pm
Break	5min	12:10pm-12:15pm
Recognising Roadblocks to "Let Learners Learn"	10min	12:15pm-12:25pm
Activity 2 – Shared Experiences & Reflection (group discussion)	20min	12:25pm-12:45pm
Bringing It into Practice: Anatomy of Student-Centred Feedback	10min	12:45pm-12:55pm
Activity 3 - Feedback Dissection (group activity)	20min	12:55pm-1:15pm
Wrap Up + Q&A	15min	1:15pm-1:30pm

The Role of Student-Centered Feedback on Student-Teacher Relationship

So why is it important to consider feedback through a student-centered lens as a contributing factor to student-teacher relationships?

FEEDBACK as …

… the transmission of performance-oriented information from an agent (e.g. a teacher) to a learner…

'Feedback, thus is a "consequence" of performance"'

(Hattie and Timperley, 2007)

Student-Centered Approach Lens

FEEDBACK

The role of feedback as a **mode of interpersonal communication** that impacts **student-teacher relationships**.

(Molloy et al., 2020)

When we look within our faculty student-teacher relationships involve several types of interactions (i.e. lectures, tutorials, design studios, one-on-one consultations, etc.)

And as educators you are all already practicing feedback. So it isn't about developing new skills or adding something completely new to your repertoire.
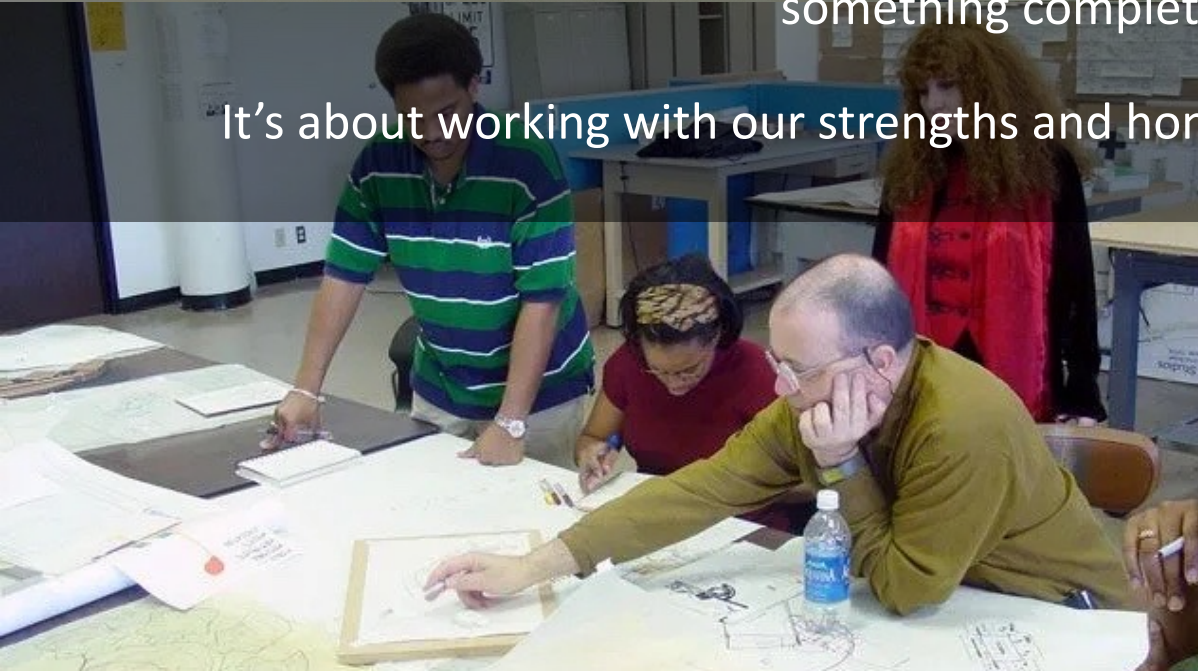
It's about working with our strengths and honing existing skillsets to make ourselves even sharper.

… Student-Teacher Relationships …

... what is it?!

Student-Teacher Relationships are defined as "the generalised interpersonal (i.e. social association, connection, or affiliation) meaning(s) students and teachers attach to their interactions with each other." (Wubbels et al., 2014, p. 364)
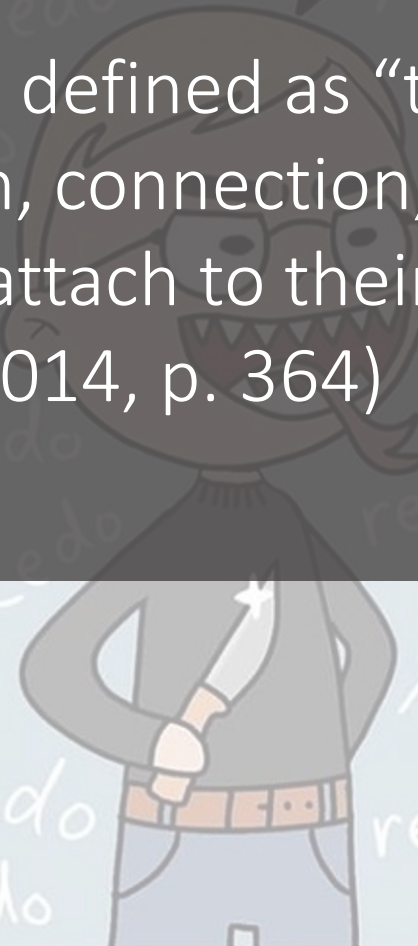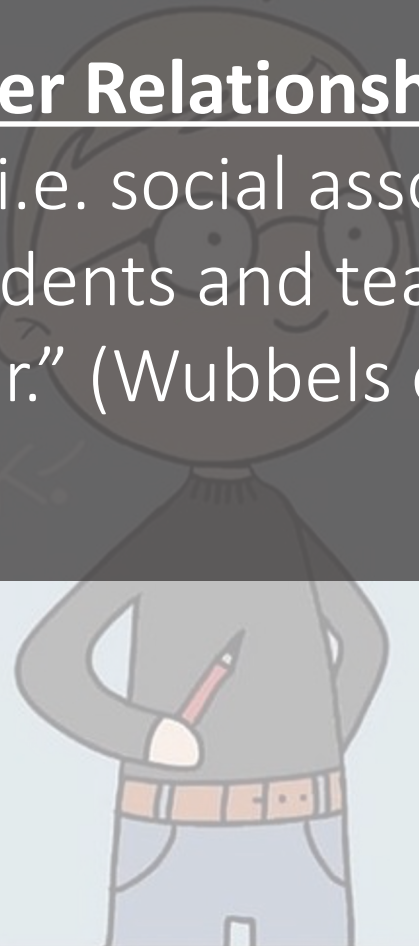
Research demonstrates positive student-teacher relationships are attributed towards student's **engagement** in their learning (van Uden et al., 2014) and **academic achievements** (Hattie, 2008).

Student-Teacher Relationships and Higher Education Students' Learning…

- Positive student-teacher relationships are **more important for older students** as students' naturally **become less engaged as they grow older** (McDermott et al., 2001; Roorda et al., 2017)

- Positive student-teacher relationships are a fundamental contributor in **preventing greater academic risk** due to low engagement in older students (Hamre & Pianta, 2001)

When you make eye contact with your teacher in public

Student-Teacher relationships **take time to nurture and develop** and involves an **accumulation** of student-teacher interaction and communication (Evans et al., 2019; Lawes et al., 2018)

… realities of university teaching …

Student Contact Hours in a Week…

	Monday	Tuesday	Wednesday	Thursday	Friday

Primary / Secondary Schools
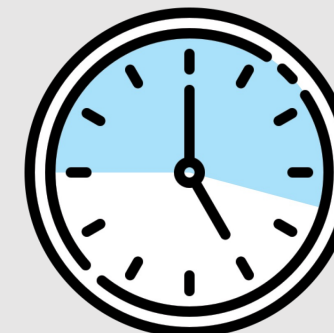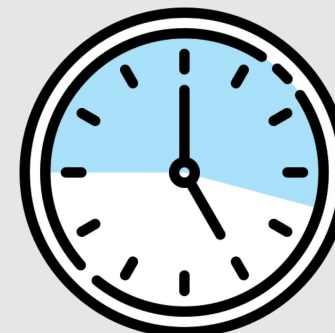
Design Studios
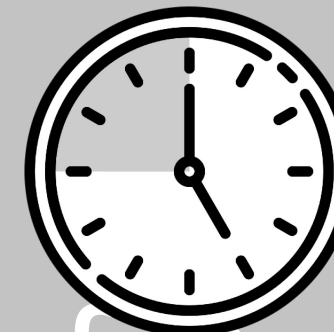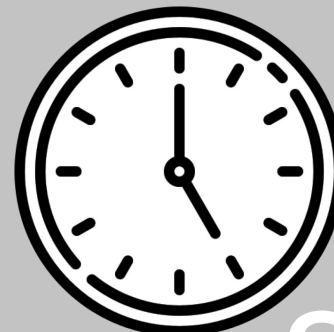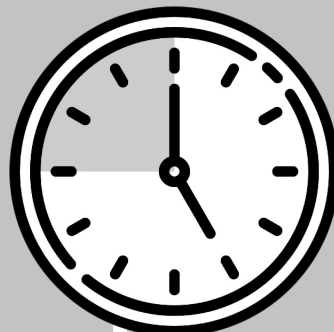
Tutorials
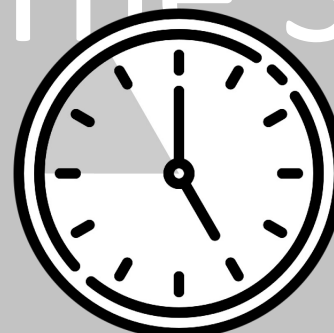
Melbourne School of Design

TEACHERS JUGGLE MULTIPLE CHALLENGES IN THE CLASSROOM

Uncooperative IT

Engage the Class

Absent Students

Subject Content

Assessment Requirements

Tutorial/ In Class Activities

TEACHER

THE AMOUNT OF ENERGY

I HAVE LEFT THIS SCHOOL YEAR
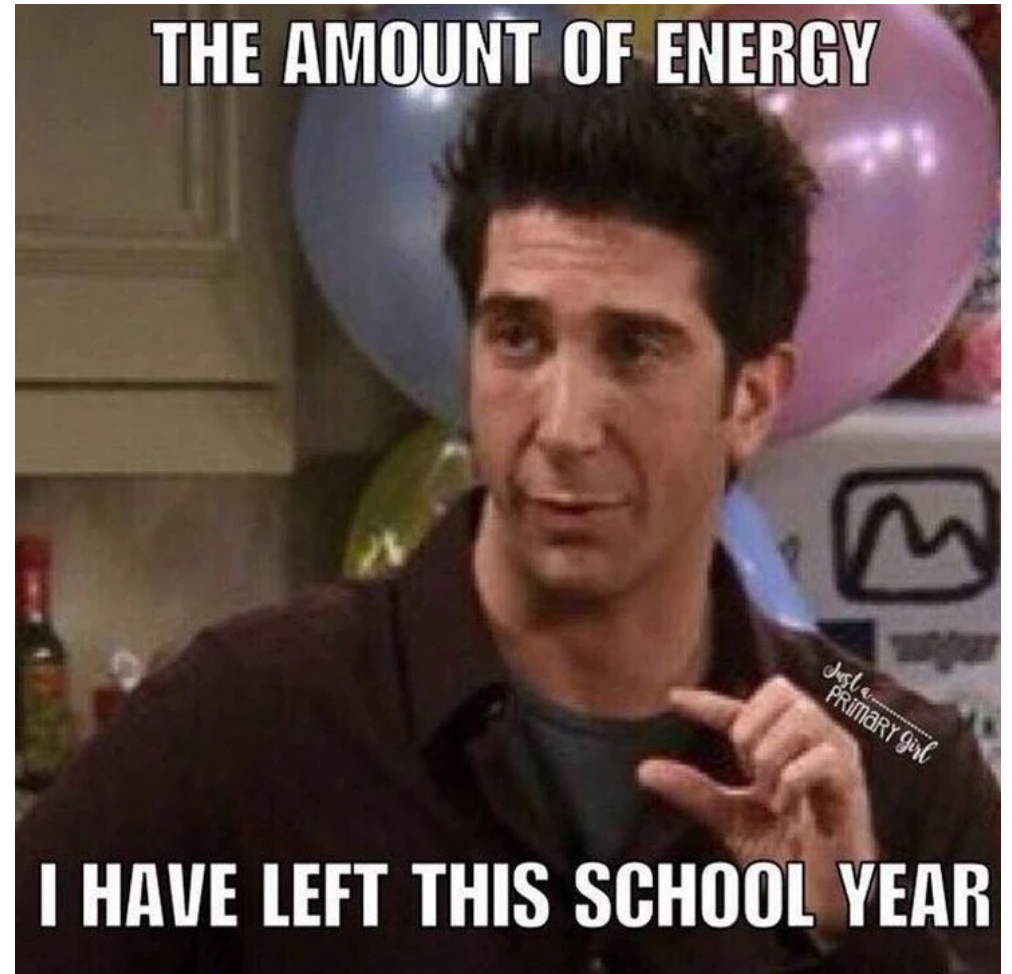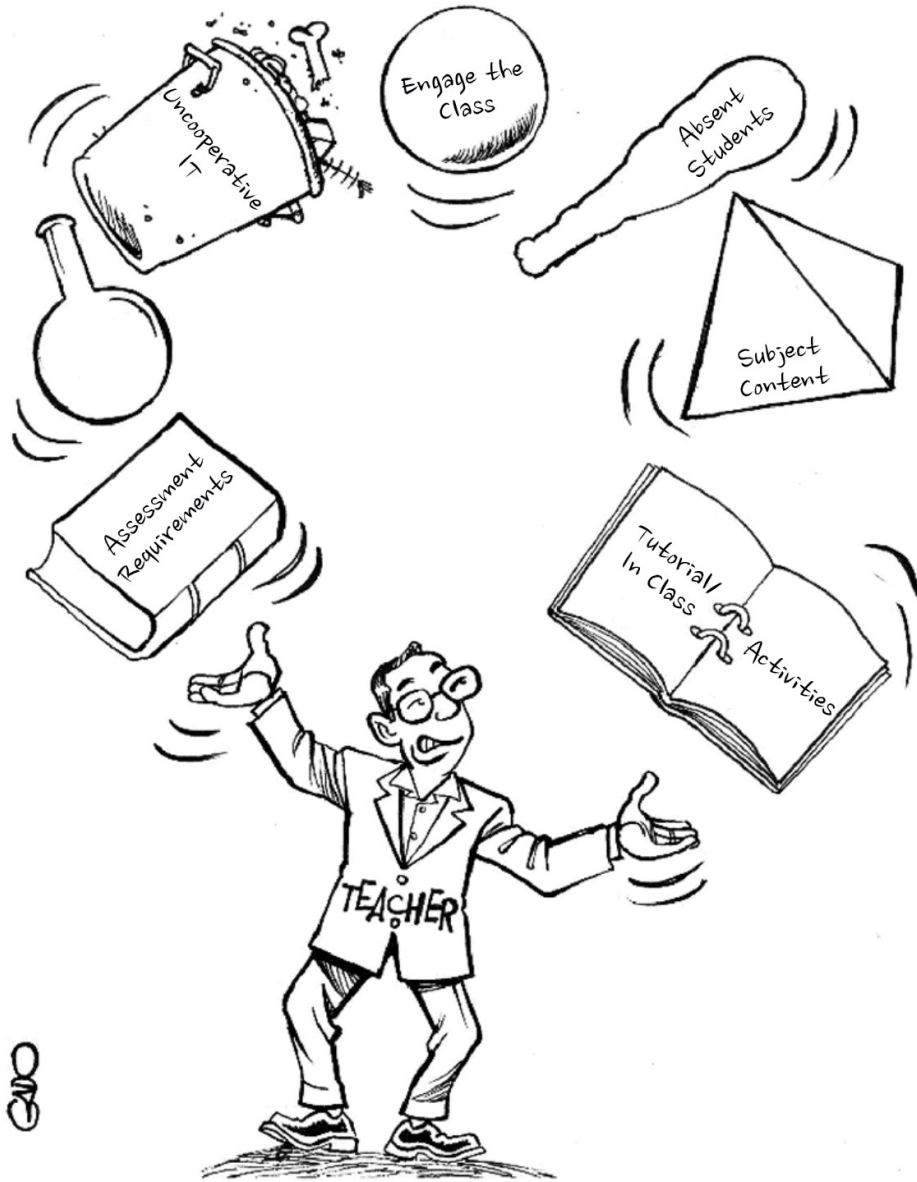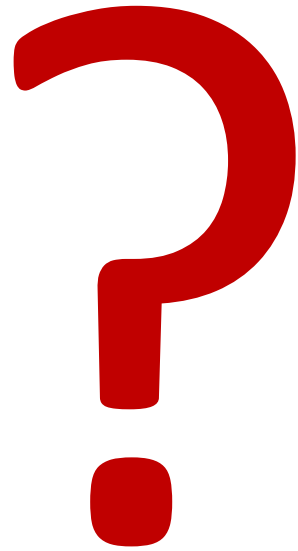
WHERE IS THE TIME!
And what can I do to support my relationship with students?
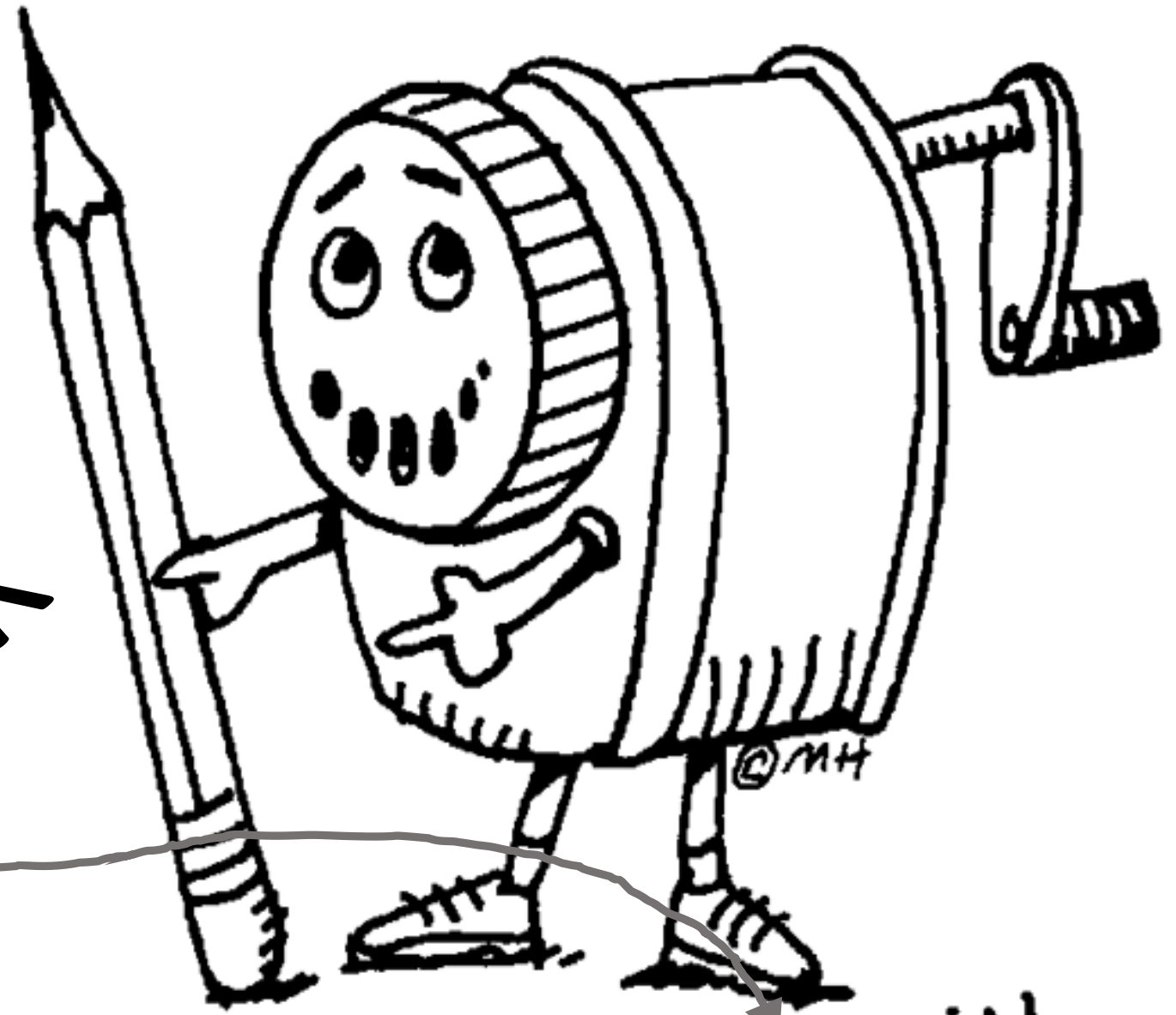
FEEDBACK

Sharpen Your Skills

Strengths-Based approach towards Student-Centered Feedback
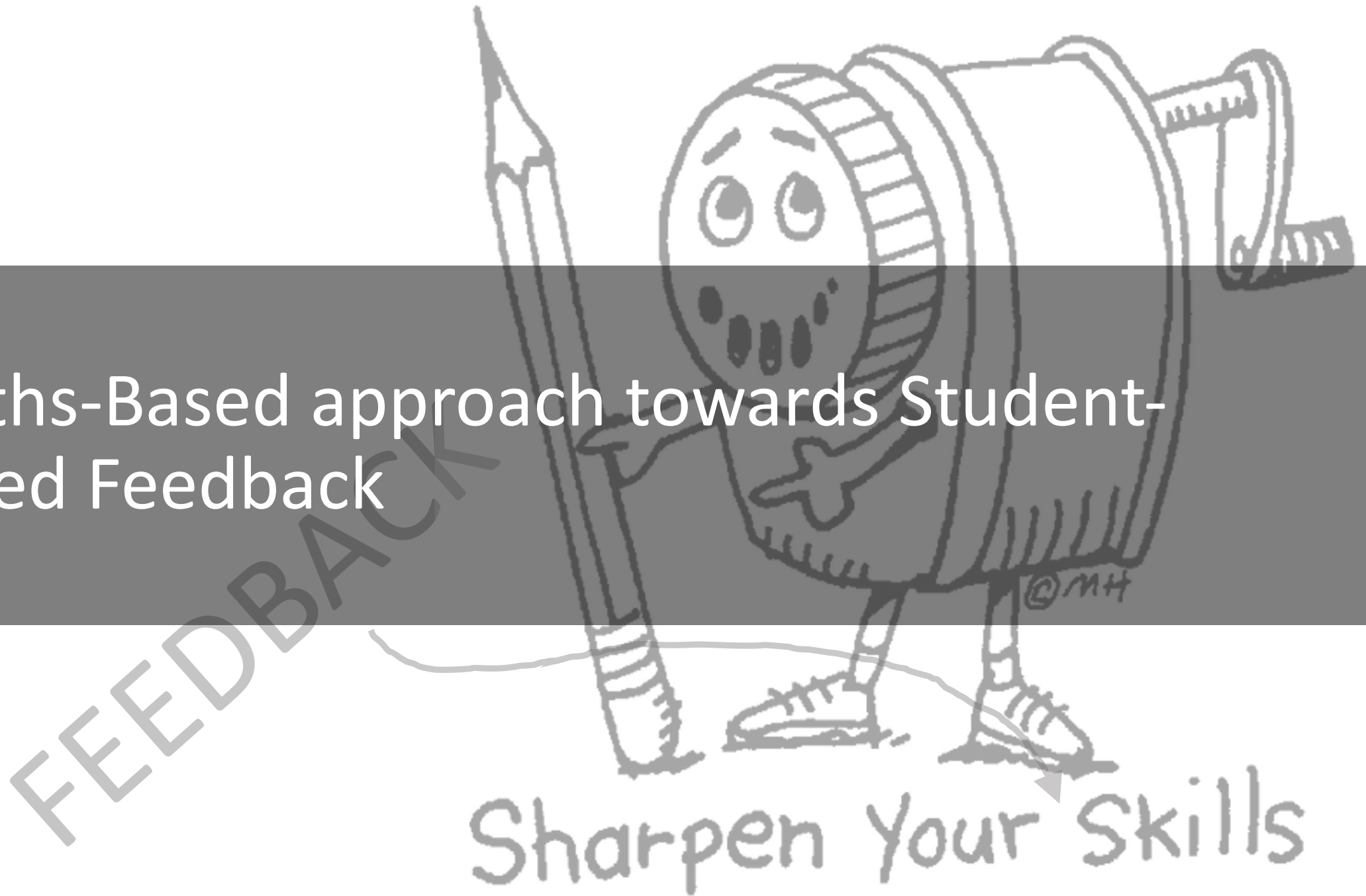
FEEDBACK

Sharpen Your Skills

Strengths- based educational models represent a return to basic educational principles that **emphasize the positive aspects of student effort and achievement**, as well as **human strengths**. (Lopez & Louis, 2009)

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal

"I stick to what I know"

PEOPLE
SKILLS — ROBERT BOLTON PH.D.

How to assert yourself,
listen to others, and resolve conflicts

"Although interpersonal communication is humanity's greatest accomplishment, **the average person does not communicate well**."
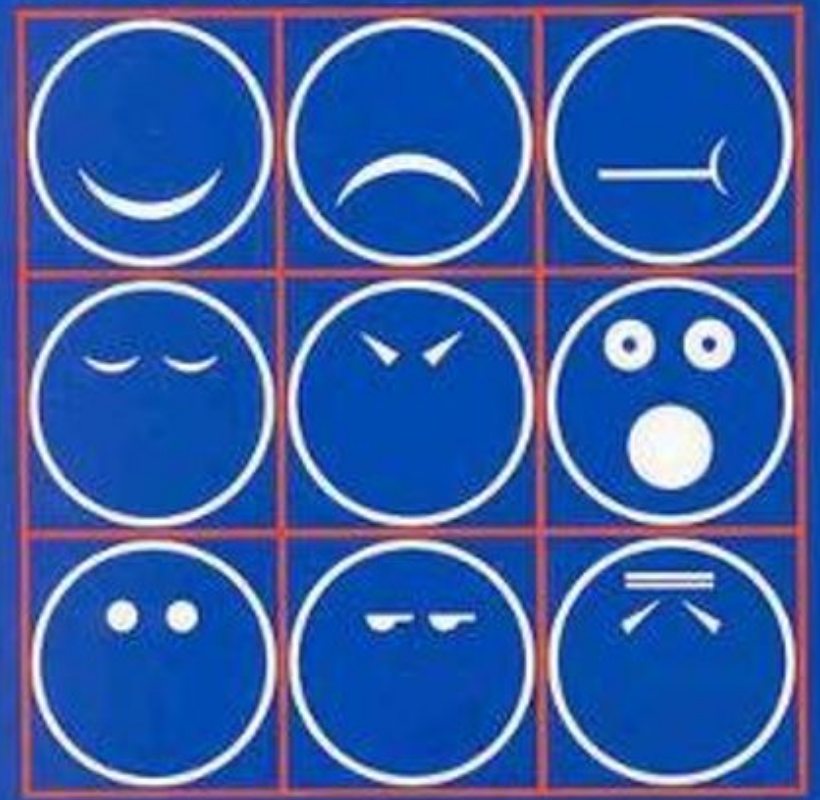
(Bolton, 1986)

"At any period of life, **the average person of sound mind and determination can learn** improved ways of communicating."

(Bolton, 1986)
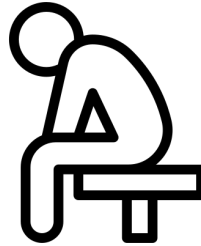
Introducing Communication Roadblocks

What is a Roadblock?

… Communication Roadblocks are ***high-risk responses*** - a **response** that frequently (though not inevitably) impacts communication negatively …

diminished
self-esteem

defeat
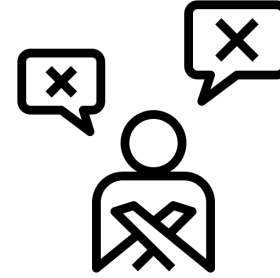
defensive

... impacts of receiving roadblocks ...

resentment
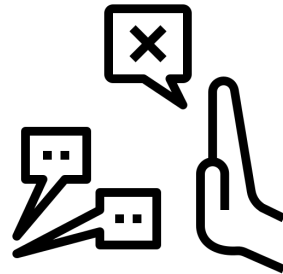
resistance

withdrawal

... do any of these seem familiar?

Why is it important to feedback practices?

FIRST DAY OF CLASS

Studying at university is ultimately a high stress endeavor and classes are high stress environments for both students and tutors.

EXAM WEEK

Findings from an RIBA study of over 3500 survey responses from architecture students.
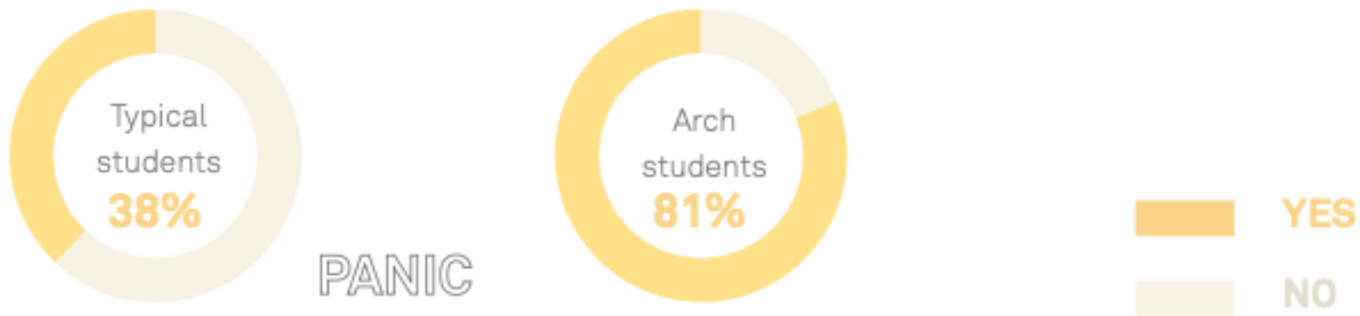
Have you ever experienced any of these during the time you have spent throughout your architectural education?

Figure 13.

Typical students
38%

Arch students
81%

PANIC

YES
NO

… Roadblocks are more likely to be destructive when one or more persons who are interacting are under stress …

ANXIETY

Do you think any of the following elements of the student experience have contributed to your feelings of mental distress throughout your architectural education?

Figure 15.

Typical students
15%

Arch students
42%

INSENSITIVITY OF A LECTURER / TEACHER

Have you ever experienced any of these during the time you have spent throughout your architectural education?

Figure 12.

Typical students
55%

Arch students
86%

ANXIETY

YES
NO
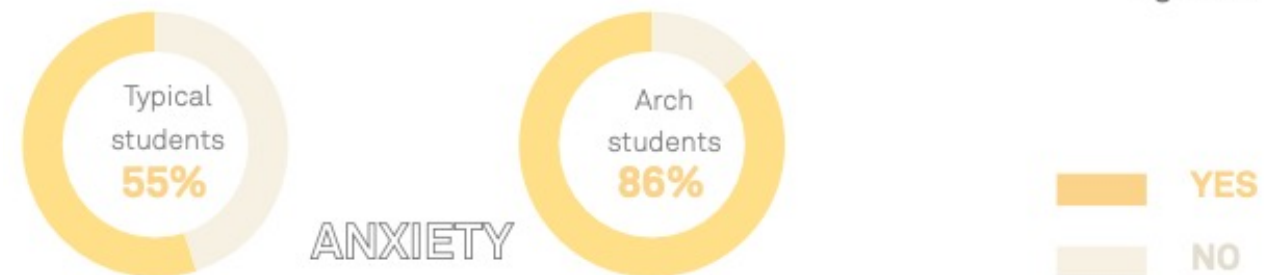
… because communication roadblocks carry a high risk of fostering negative feelings their **repeated and continued use** can **cause permanent damage** to a relationship …

12 Roadblocks

Roadblock	Description	Example…
Judgment Statements		
Criticizing (negative criticism)	Making a negative evaluation of the student, their actions, or attitudes.	"You've brought this on yourself …" "You've got nobody else to blame for the mess you are in."
Name-calling (shaming, ridiculing, labeling)	"Putting down" or stereotyping the student. Prevents students from getting to know themselves and other individuals: there is no longer a person before the person - only a type.	"What a dope!" "You are just like a [insert stereotype]" "How typical, just like a [insert stereotype]"
Diagnosing	Analysing why a student is behaving as they are; playing amateur psychiatrist. Often called "playing emotional detective" where students' are probed for hidden motives, psychological complexes and the like.	"I can read you like a book - you are just doing that because you have poor time management skills." "Just because you were top of your class in higher school doesn't mean you're the best in class."
Praising Evaluatively	Making a positive judgment of the student, their actions, or attitudes.	"You are always such a good student!" "You are a great designer!"
Sending Solutions		
Ordering	Commanding the other person to do what you want to have done. Ultimately a solution sent coercively and backed by force. Orders can imply the student's judgment is unsound and thus can undermine their self-esteem.	"You need to write 500 words by tomorrow and send it through to me by 3:00pm. That's my final instructions."
Threatening	Trying to control the student's actions by warning of negative consequences that you will instigate. The solution is sent with an emphasis on the punishment that will be forthcoming if the solution is not implemented.	"You need to do this or else…" "Stop that noise right now or I will keep the whole class after school."
Moralising	Telling students what they *should* do. Preaching at the other. An attempt to back one's ideas with the force of social, moral or theological authority. Often these statements contain "shoulds" and "oughts". It can fosters anxiety, arouses resentment, can prevent honest self-expression, and invites pretense.	"You shouldn't do that style for your drawings like that, it's such an outdated trend." "You should be putting all your attention onto your university work, since you're only a student at the moment and that's your job."
Excessive/Inappropriate Questioning	Closed-ended questions are often barriers in a relationship; these are those that can usually be answered in a few words - often with a simple yes or no. The risk is that it becomes a conversation-stopper	"When did it happen?" "Are you sorry that you did that?" "Are you sure you tried hard enough?"
Advising	Giving the student a solution to their problem(s). In a negative context, it can be a basic insult to the intelligence of the student. It implies lack of confidence in the capacity of the student with the problem to understand and cope with the challenges.	"If I were you, I'd do this…" "That's an easy one to solve! First of all…"
Avoiding the Other Person's Concerns		
Diverting	Pushing the student's problems aside through distraction.	"Oh don't dwell on this, lets have a look at something that you have done well." "You think that's hard! Let me tell you what it's like in the real world!"
Logical Argument	Attempting to convince the other with an appeal to facts or logic, usually without consideration of the emotional factors involved.	"Look at the facts, if you had actually done the readings then you know the answer to this question."
Reassuring	Trying to stop the student from feeling the negative emotion they are experiencing.	"Don't worry, this mark isn't all that bad and other people did worse!" "It's not a big deal, it's only worth a small amount of marks and in the it'll be alright."

Activity 1: Role-play

15 minutes

Activity 1: Paired Role-play

This task is designed to put you in the mindset of being a student as you receive feedback containing roadblocks from their tutor.

Each person in a pair will take turns to act as a student and act as a tutor providing feedback.

Activity 1: Paired Role-play

LET'S BEGIN!

Turn to your neighbour and say hello! 👋
You are now a pair!

In front of you should see 2 x sets of paper slips. As you grab a set …
DON'T SHOW YOUR NEIGHBOUR THE CONTENTS OF THOSE SLIPS!

Activity 1: Paired Role-play

Each set will have 4 x slips of paper shaded with four different colours written as an "F" or "S".

There should be 2 x "F" slips and 2 x "S" slips:

	YOU	PARTNER
	Set 1	**Set 2**
	F	S
	F	S
	S	F
	S	F

Activity 1: Paired Role-play

Each colour represents a scenario where "F" is the feedback being given and "S" is the situation the student is facing

	YOU	PARTNER
	Set 1	**Set 2**
	F	S
	F	S
	S	F
	S	F

Activity 1: Paired Role-play

Select a colour and read the content on the slip. Don't tell your partner what is written.

	YOU	PARTNER
	Set 1	**Set 2**
	F	S
	F	S
	S	F
	S	F

Activity 1: Paired Role-play

When you have both read the content, whoever is holding the "F" slip will **read out loud** to their partner with the "S" slip.

If you have an "S" slip you are NOT to tell your partner what is written on your scenario.

YOU	PARTNER
Set 1	**Set 2**
F	S
F	S
S	F
S	F

Activity 1: Paired Role-play

Once the first round is completed, move to the next colour, and so on.

YOU	PARTNER
Set 1	**Set 2**
F	S
F	S
S	F
S	F

Activity 1: Touching Base

5 minutes

How did the feedback you receive make you feel?
Can you imagine receiving that comment in a high stress situation?

… because communication roadblocks carry a high risk of fostering negative feelings their **repeated and continued use** can **cause permanent damage** to a relationship …

Recognising Roadblocks

Do roadblocks happen all the time?

Common reaction to roadblocks by teachers, a bit of a "come to "Jesus" moment.
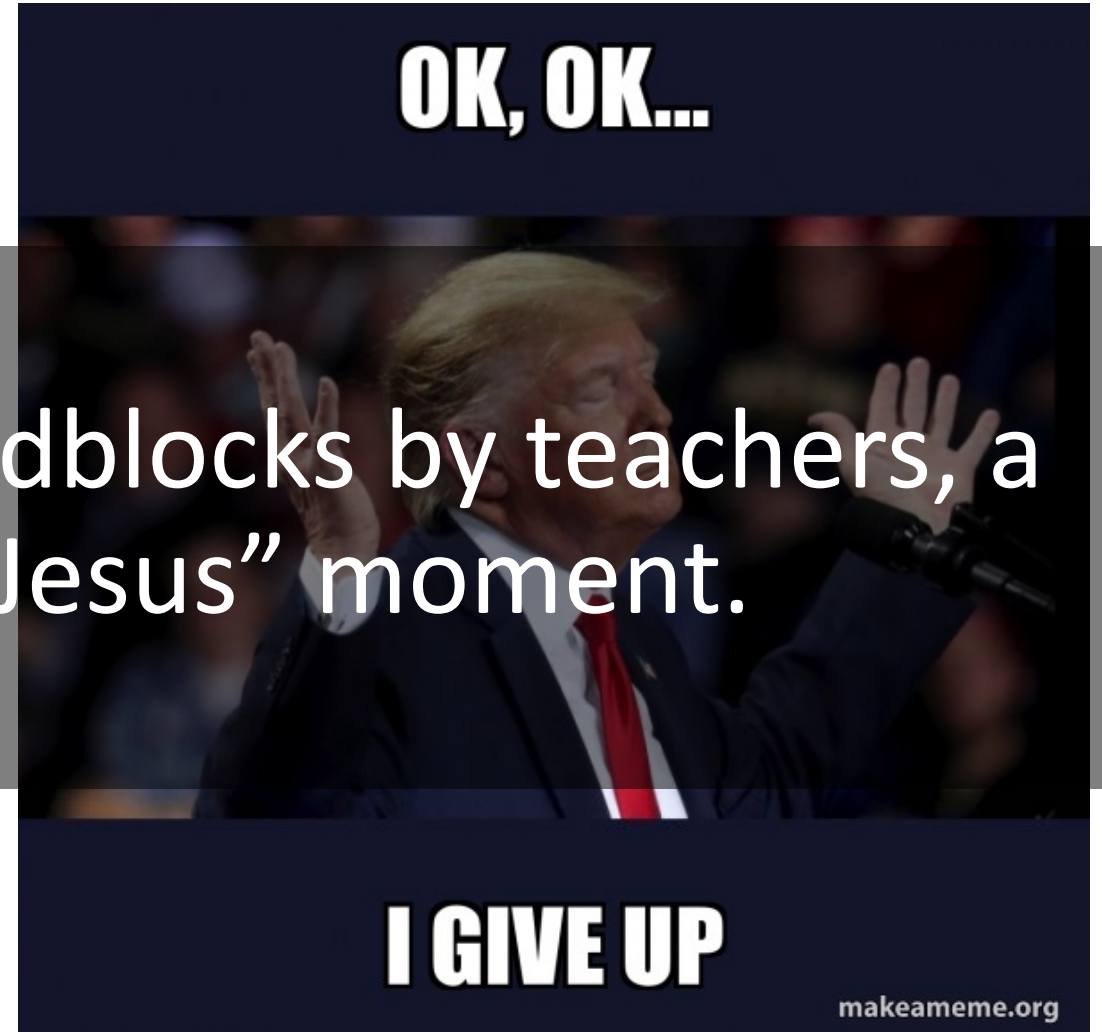
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… Roadblocks are more likely to be destructive when **one or more persons** who are **interacting are under stress** …

What is a Roadblock?

… Communication Roadblocks are high-risk responses
- a response that frequently (**though not inevitably**)
impacts communication negatively …

Student: Why do you have coffee every day? Will you die without it?

Me:

"No... but you might." boredpanda.com

This means that when educators are under stress, we are more prone to respond with communication roadblocks.
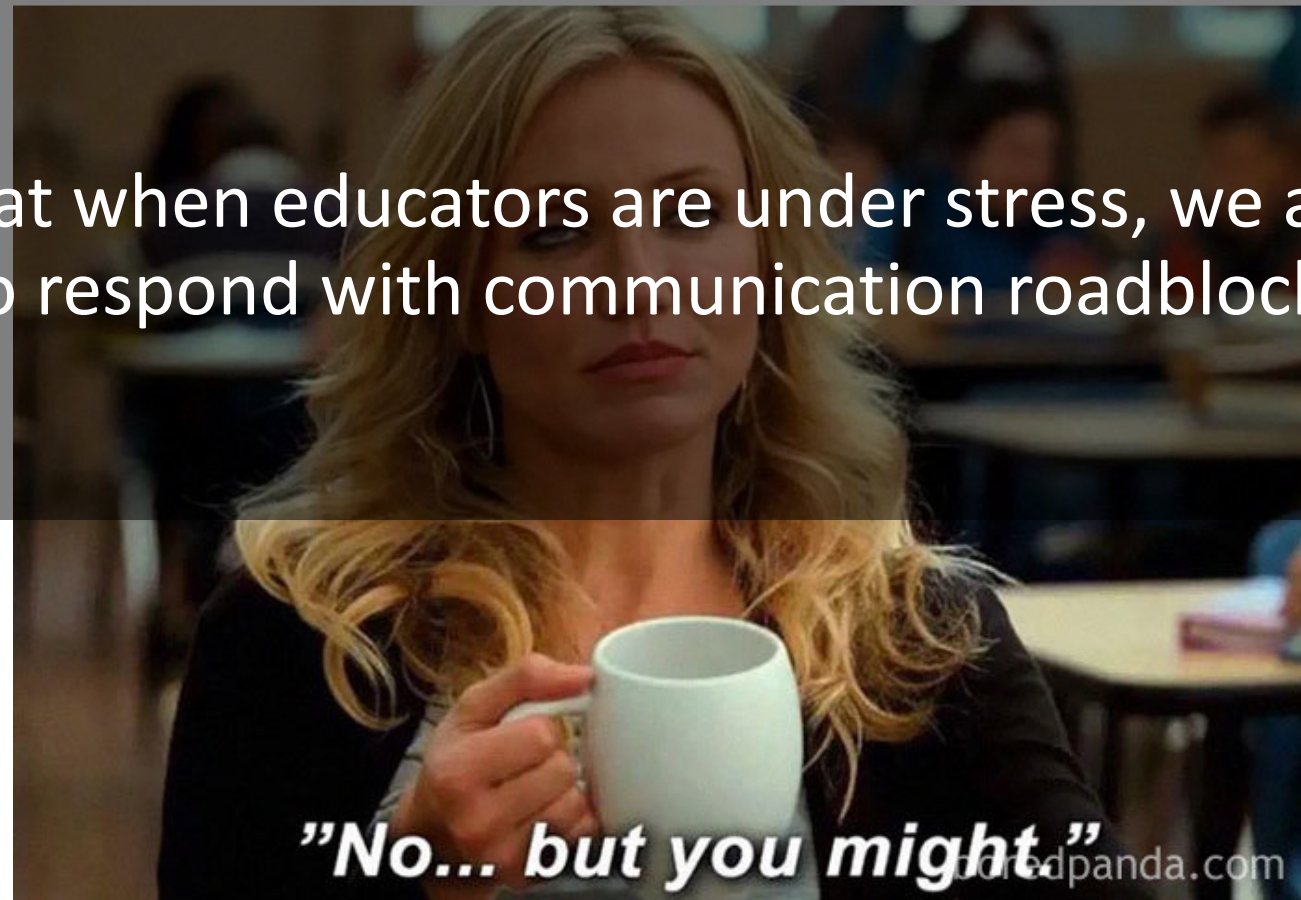
Are all roadblocks all bad?

… at times people use these responses to little or no obvious effect …

… because communication roadblocks carry a high risk of fostering negative feelings their repeated and continued use can **cause permanent damage** to a relationship …

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It has been estimated that **roadblocks are used over 90% of the time** when one or both parties to a conversation has a **problem to be dealt with** or a **need to be fulfilled**…

How do you recognise impacts of roadblocks in students?

Sometimes, the signs aren't always what they appear to be, and it requires teachers to observe their students and behaviours they demonstrate within the class and how they engage/disengage with their learning.

diminished
self-esteem

defeat
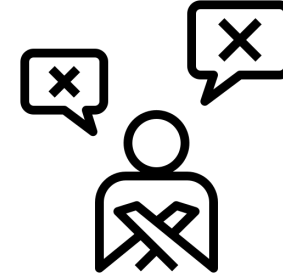
defensive

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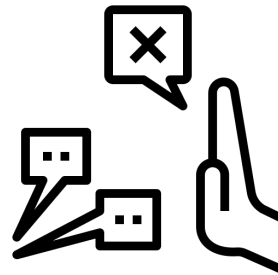
resistance

withdrawal

You may have observed your students exhibit the above ...

Reactions to roadblocks …

FIGHT	FLIGHT	FREEZE
Yelling, Screaming, Using Mean Words	Wanting to Escape, Running Away	Shutting Down, Mind Goes Blank
Hitting, Kicking, Biting, Throwing, Punching	Unfocused, Hard to Pay Attention	Urge to Hide, Isolates Self
Blaming, Deflecting Responsibility, Defensive	Fidgeting, Restlessness, Hyperactive	Verbally Unresponsive, Says, "I don't know" a lot
Demanding, Controlling	Preoccupied, Busy with Everything But the Thing	Difficulty with Completing Tasks
"Oppositional", "Defiant", "Noncompliant"	Procrastinating, Avoidant, Ignores the Situation	Zoned Out, Daydreaming
Moving Towards What Feels Threatening	Moving Away From What Feel Threatening	Unable to Move, Feeling Stuck
Irritable, Angry, Furious, Offended Aggressive	Anxious, Panicked Scared, Worried, Overwhelmed	Depressed, Numb, Bored/Apathetic, Helpless

WholeHearted School Counseling

Activity 2:
Shared Experiences & Reflection

15 minutes

Activity 2: Shared Experiences & Reflection

This activity is an opportunity to share your own experiences, both as a student receiving feedback and as an educator providing feedback.

In your groups, recount a time when:

- You **received feedback** with one of the twelve roadblocks as a student. How did you react to those comments and how did it impact your ability to engage in the learning?

- You **provided feedback** with one of the twelve roadblocks to a student. How did the student react? Did their reaction align with any of the ways mentioned?

Activity 2: Touching Base

5 minutes

Activity 2: Touching Base

5 minutes

Did anyone have a moment where they felt "ah! I've done that too!

Bringing It into Practice: Anatomy of Student-Centered Feedback

… because communication roadblocks carry a high risk of fostering negative feelings their **repeated and continued use** can cause permanent damage to a relationship …

# Are all roadblocks all bad?

… at times people use these responses to **little or no obvious effect** …

Feedback Guide for ABP Educators

Students & Feedback

A significant part of teaching involves providing feedback to our students. In truth, majority of how tutors communicate with students during and outside of tutorial/studio sessions is through the feedback we deliver. Whether this involves written text or spoken directly to the students during tutorials, feedback is critical for supporting students to continue developing their knowledge and skills towards achieve the subject's intended learning outcomes. This means that impactful constructive feedback requires a deliberate approach in its construct and design. The following guide is designed to provide design studio tutors with key considerations to keep in mind when formulating effective feedback efficiently (it is so easy to let time slip away when putting together feedback for our students) and also mindfully.

Anatomy of Constructive Feedback

Impactful constructive feedback follows a clear structure as demonstrated in the table below table:

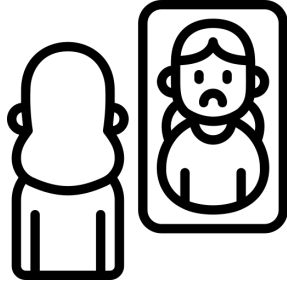| Component	Description	Practical Strategies
Part A	**Identify** specific part of the work you'd like the student be aware of.	• describe an aspect of the student's task *e.g. legibility of documentation, criticality of analysis, coherency of their panel layout etc.* • describe the overall performance of the task **in relation to the assessment criteria as stated in the rubric**. *e.g. "It is clear you have a successfully responded to the studio objectives through your concept diagrams, which effectively describe your goals to tackle the current housing issues through 3 key strategies."* • comment on the students abilities and efforts, etc. This strategy is particularly effective in encouraging students to actively engage with the feedback *e.g. "I can tell that you have actively engaged with the feedback provided by the guest crits and have improved the quality and clarity of your drawings."*
Part B	**Describe** the impact the currently quality of the work is having in demonstrating their learning.	• convey information that specifically justifies the mark that the student has received in accordance to the assessment requirements and rubric. This can be effectively achieved by utilising **language from both the assessment requirements and rubric**. *e.g. the following feedback has been composed in reference to the Concept Design rubric: "You have demonstrated your ability to research through the data and information collected from credible sources, however, your own thoughts and analytical insights are missing in your submission."* • describe how the current work is demonstrating the student's learning *e.g. "The fourth concept diagram is not providing much additional information which has already been covered by the first three and is occupying a significant portion of the panel."*
Part C	**Direct** through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task	• provide actionable information to help students improve their knowledge and skills to demonstrate in future assessment tasks or in other subjects *e.g. "For you next assessment, be sure to set aside enough time to edit your panels and review your initial layout. It is important to include editing time as part of your design process."* • encourage students to take an active role in the feedback by further discussing their work with you • provide information of resources other than yourself as their tutor that students can access (i.e. Academic Skills, CAPS, Subject Coordinator, etc.) • encourage students to engage in further independent study *e.g. I recommend you research the following precedents if you are interested in modular design.*

Table 1. Constructive Feedback Structure (adapted from Ryan et al., 2021)

All the Parts Together...

The following are examples of how the three parts (Part A + Part B + Part C) come together to provide students with clear directions to ***where they are going***, ***how they are going*** and ***where to next*** in regards to the subject and relevant assessment tasks.

Part A
Part B
Part C

Example 1.

Your site analysis is heading in right direction, it can be easily read and highlights the key characteristics of the project site you have observed to be unique and of importance to your own concept. Rather than overlaying multiple forms of information on a single plan you may consider clustering certain forms of information into themes to create clarity in the analytical information you are presenting.

Example 2.

Good job with your plan and 3D render, I think you could show a bit more variation in line weights in your 3D. More hierarchy would result in a more delicate and sophisticated drawing. Looking at images of the project online you also see how the big terraces are occupied with tables, bikes, plants etc. Including this would have enlivened the 3d a lot.

Example 3.

The concept of exploring the suburb from the perspective of crowd density is obviously very relevant now with the pandemic. However the analysis is quite sparse, more layers would have been helpful to populate the context map (e.g. looking into the following qualities...)

Example 4.

The analysis is quite basic and doesn't provide us with further insight into your precedent beyond what we can already read in existing design websites - can go deeper into details e.g. what is the public and semi-public space you are labelling? What is unique about this project compared to detached homes or standard apartments?

NOTE:
As you can see from the above examples your feedback does not necessarily have to follow a sequential order of A,B,C . However, it is encouraged that all three parts are included in every item of feedback you provide, though some situations may call for an exclusion of Part B (as demonstrated in Example 5). The important element is to ensure that our students are provided with clear guidance and direction so that they are able to continually improve and develop their design knowledge and skills.

Further Resources

If you are interested in examining further topics around feedback practices please feel free to examine the below sources on:

Feedback Literacy
The learned skill that enable students to comprehensively engage with feedback. A detailed guide is available for tutors to access via this link.

Feedback Modes
Tutors who are interested in alternative modes of delivering feedback through alternative modes (e.g. audio recordings) further information is available via this link.

Anatomy of Constructive Feedback

Impactful constructive feedback follows a clear structure:

PART A

Identify specific part of the work you'd like the student be aware of.

+

PART B

Describe the impact the currently quality of the work is having in demonstrating their learning.

+

PART C

Direct through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task

Anatomy of Constructive Feedback

PART A

Where they are going…

+

PART B

How they are going…

+

PART C

Where to next…

The three parts come together to provide students with clear directions to…

Anatomy of Student-Centered Feedback
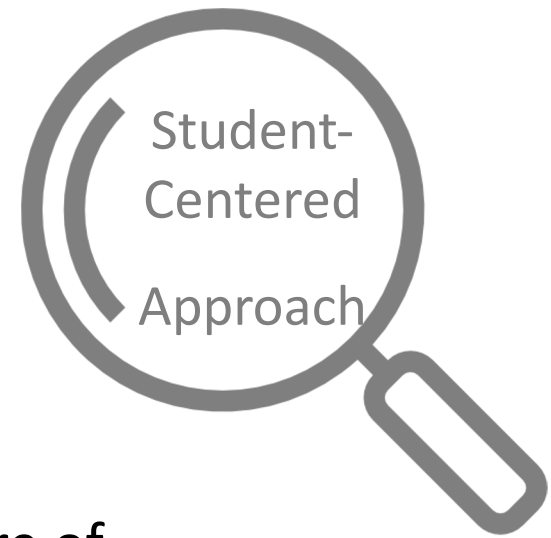
Student-Centered Approach

PART A

Identify specific part of the work you'd like the student be aware of.

+

PART B

Describe the impact the currently quality of the work is having in demonstrating their learning.

+

PART C

Direct through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task

Anatomy of Student-Centered Feedback

Student-Centered Approach

PART A

Identify specific part of the work you'd like the student be aware of.

+

PART B

Describe the impact the currently quality of the work is having in demonstrating their learning.

+

PART C

Direct through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task

Being aware of potential Roadblocks in your feedback content.

Anatomy of Student-Centered Feedback

Student-Centered Approach

Impactful constructive feedback follows a clear structure:

PART A

Identify specific part of the work you'd like the student be aware of.

+

PART B

Commonly where roadblocks are found ...

Describe the impact or the reality of this work on the student demonstrating their learning.

+

PART C

Direct through explicit suggestions and/or instructions what the student could do next time to further develop their current knowledge/skills to demonstrate this development in their next assessment task

Anatomy of Student-Centered Feedback

Impactful constructive feedback follows a clear structure:

Student-Centered Approach

PART A

Identify specific part of the work you'd like the student be aware of.

+

PART B

Describe ~~the impact~~ in ~~neutral terms~~ ... ~~are interpenetrating their~~ learning.

Commonly where roadblocks are found ...

+

PART C

Direct through explicit suggestions and ~~instructions what the student could do next~~ time to further ~~develop their current knowledge/skills to demonstrate this development in~~ their next assessment task

What students are seeking for from their educators ...

... but is the most commonly missing part in the feedback provided.

NEGATIVE	POSITIVE
WRONG	REVEALING
BAD	NOT THERE YET
WORK HARDER	SET GOALS
MISTAKE	ITERATION
COMPETITORS	PEERS
CRIT	REVIEW
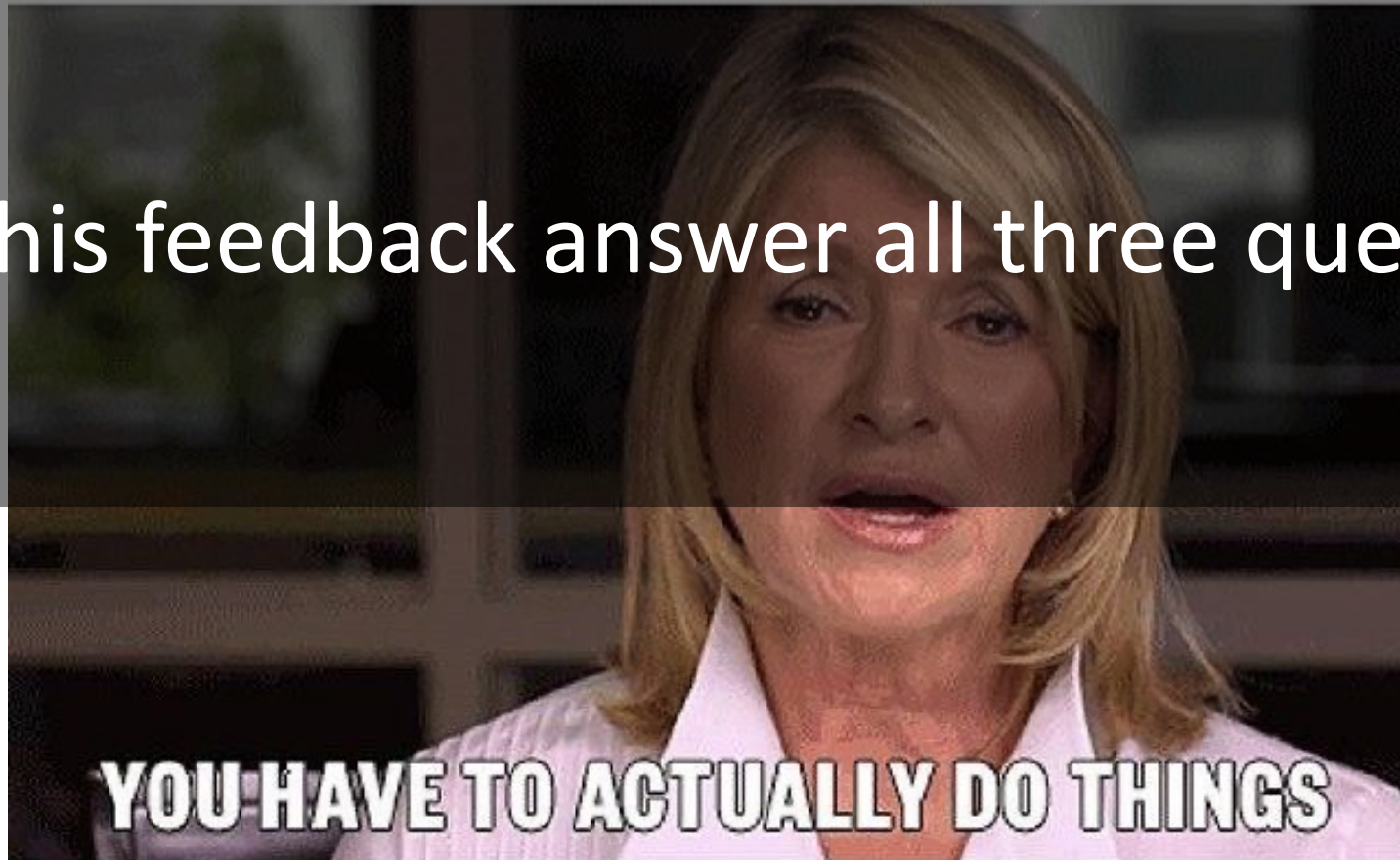
Figure 17.
Negative vs positive language that can be used by tutors when communicating with students.
Design is a revealing process, rather than a series of mistakes.

Rubrics as a source for clear descriptive language...
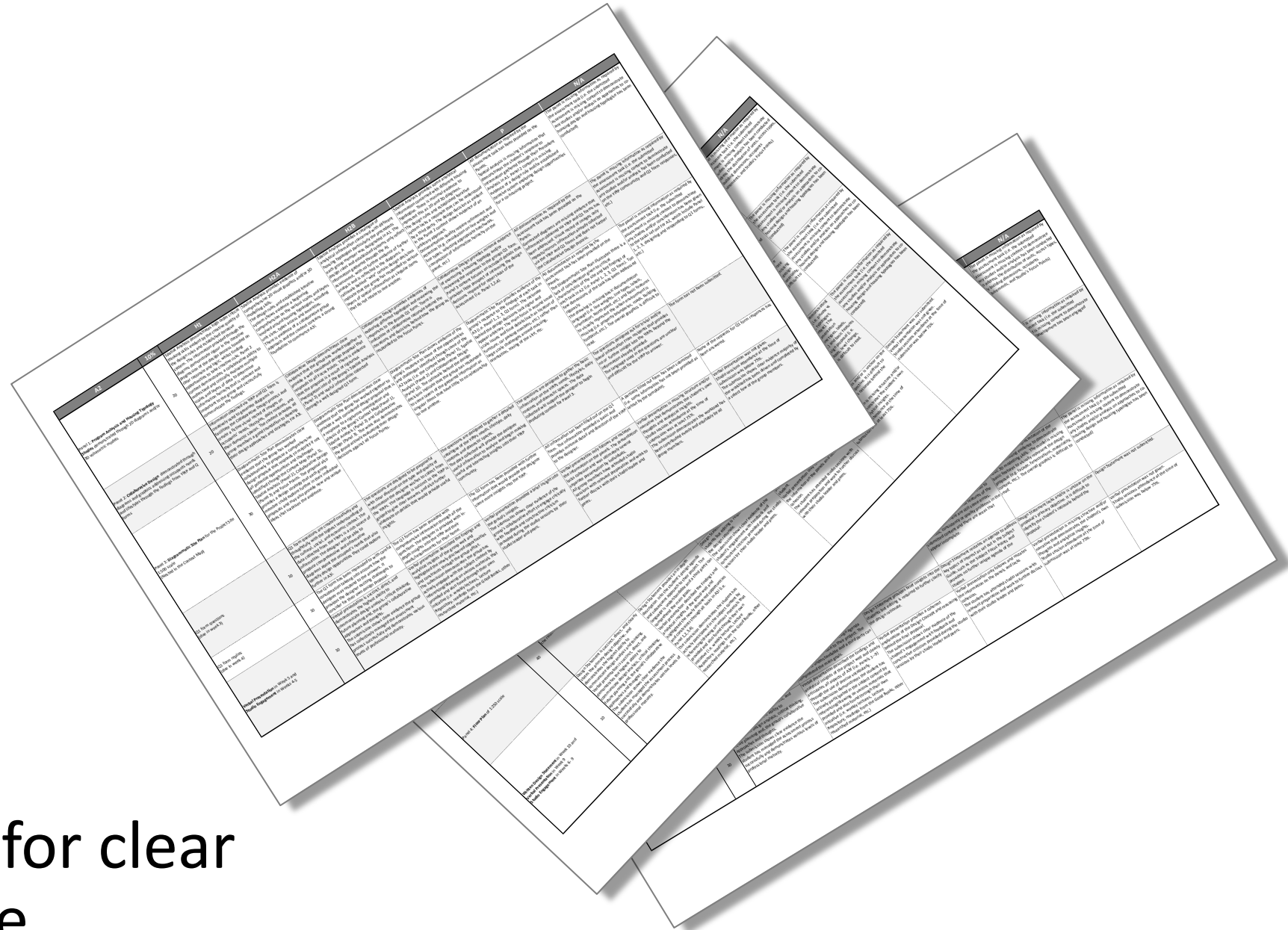
Activity 3:
Feedback Dissection

15 minutes

Activity 3: Feedback Dissection

This activity is an opportunity to apply the 3-part feedback framework and all that has been covered on Roadblocks as you review and reflect on the feedback sample you were tasked to bring along for this session.

In your groups:

- explain to each other how the feedback you brought along achieves the parts and/or answers the feedback prompts to provide constructive feedback to your student(s)

- Highlight each line of the feedback you brought along as you talk about each of these to your group members.

- Do you see a potential roadblock anywhere in your feedback? Circle the Roadblock if you see one.

Wrap up ...

- Understand how to **take a strengths-based approach** to deliver **student-centered feedback**.

- Understand how **feedback impacts student-teacher relationships** and influence students' learning experiences.

- Recognise communication **roadblocks**.

- Further develop **feedback literacy** towards composing effective feedback.

- **Develop meaningful connections with ABP Teaching Colleagues.**

Q&A

Taking a Student-Centered Lens on Feedback...

A focus on **what students do** in the feedback process

(Dawson et al., 2020; Winstone and Carless, 2020)

The role of feedback as a mode of communication that impacts **student-teacher relationships**.

(Molloy et al., 2020)

the discovery of an objective ontological reality.

expressive constructivism

radical constructivism

social constructivism

experiential education

Millwood

constructivism

genetic epistemology

zone of proximal development

Dewey

von Glasersfeld

Piaget

expansive learning

bel

ri

Vygotsky

scaffolding

Engeström

discovery learning

Design

Cybernetics

Bruner

Philosophy

meaningful learning

Linguistics

Ausubel

Psychology

Gardner

multiple intelligences

Education

Bloom

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Learning Theory

Knowledge as mental representation:
1a. Knowledge is not passively received either through the senses or by way of communication;
1b. Knowledge is actively built up by the cognising subject;
2a. The function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability;
2b. Cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality.

The learner is not a passive recipient of knowledge but that knowledge is 'constructed' by the learner.

Groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings.

Knowledge is distributed across a network of connections to people and information - learning consists of the ability to construct and traverse those networks.

A human being develops cognitively from birth throughout his or her life through four primary stages of development: sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11-). Assimilation is incorporation of new experiences into existing mental schema, accommodation changes mental schema.

Principles:
1. Mixed age classrooms, with classrooms for children aged 2 and a half or 3 to 6 years old;
2. Student choice of activity from within a prescribed range of options;
3. Uninterrupted blocks of work time;
4. A Constructivist or "discovery" model, where students learn concepts from working with materials, rather than by direct instruction.

A preschool educational approach based on playing, singing, practical activities.

The process that occurs between a teacher and student that infuses direct experience with the learning environment and content.

The area of capabilities that learners can exhibit with support from a teacher or peer.

The learning of new forms of activity as they are created, rather than the mastery of putative stable, well-defined, existing knowledge and skill.

Teacher types: lion-tamer, entertainer and new romantic. The problem of self-judgment in assessment.

An educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.

Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Learn naturally if given the freedom to follow own interests and a rich assortment of resources.

Learners obtain knowledge by forming and testing hypotheses.

School is damaging to education: "The pupil is thereby 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new."

New knowledge to acquire is related with previous knowledges.

Optimal learning demands that students receive instruction tailored to their learning styles.

We have several different ways of learning and processing information, but these methods are relatively independent of one another: leading to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities.

Knowledge is continuously gained through both personal and environmental experiences. The learner must:
1. be able to reflect on the experience;
2. use analytical skills to conceptualize the experience; and
3. make decisions and solve problems to use the ideas gained from the experience.

The students are helped to master each learning unit before proceeding to a more advanced learning task.

Taxonomy of learning objectives that educators set for students in three "domains": Cognitive, Affective, and Psychomotor. Learning at the higher levels is dependent on achieving lower levels. Designed to motivate educators to focus on all three domains, creating a more holistic form of education.

Modifying the goal of learning activity in the light of experience or possibly even reject the goal. Single-loop learning is the repeated attempt at the same problem, with no variation of method and without ever questioning the goal.

A characteristic of an adaptive organization that is able to sense changes in signals from its environment and adapt accordingly.

Teachers takes a central role and transfer their knowledge directly to students through presentations.

Learning as a process of forming associations between stimuli in the environment and the corresponding responses of the individual. Reinforcement strengthens responses and increases the likelihood of another occurrence when the stimulus is present again.

An organization is created and defined by communication. communication "is" the organization and the organization exists because communication takes place.

A cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to 'knowing'.

Learning is a social process whereby knowledge is co-constructed and is situated in a specific context, embedded within a particular social and physical environment.

Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Nodes

constructionism · connectivism · social constructivism · radical constructivism · expressive constructivism · constructivism · genetic epistemology · zone of proximal development · experiential education · Dewey · Millwood · von Glasersfeld · Piaget · expansive learning · Montessori education · kindergarten · interpersonal relations · scientific pedagogy · Fröbel · Montessori · Hargreaves · Vygotsky · Engeström · scaffolding · critical pedagogy · Freire · Design · Cybernetics · discovery learning · Bruner · meaningful learning · homeschooling, unschooling · Holt · Philosophy · Ausubel · de-schooling society · Illich · Linguistics · Gardner · multiple intelligences · learning styles · Fleming · Education · Psychology · Bloom · mastery learning · experiential learning · Honey & Mumford · Organisation · Theology · educational objectives · Skinner · double loop learning · Kolb · The church · Argyris & Schön · instructivism · radical behaviourism · organisational learning · Nonaka & Takeuchi · text & conversation theory · Taylor · Social anthropology · conversation theory · Pask · Lave & Wenger · situated learning · communities of practice

Legend

- **Key concepts**
- **Learning paradigms or 'world views'**
- **Learning theorists**
- **Scientific disciplines**

Learning Theory is a hypertextual concept map of established learning theories.

It is necessarily a reduction of a complete picture of learning theories and overlaps with educational theories, but nevertheless it attempts to map and link the key concepts and paradigms with scientific disciplines and theorists.

This is v7 updated 22 July 2021. It was first created by Richard Millwood on 30 April 2013 as part of deliverable D2.2.1 for the HoTEL European Union project carried out in 2012-14. http://hotel-project.eu/

Further detail – blog.richardmillwood.net/2013/05/10/learning-theory/
Contact – richardmillwood@mac.com

Feedback is…

Constructivist approach …

- the transmission of performance-oriented information from an agent (e.g. a teacher) to a learner (Hattie and Timperley, 2007)

    'Feedback, thus is a "consequence" of performance"'

Feedback is…

Social-Constructivist approach…

- "a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies" (Henderson et al., 2019, p. 1402)

Feedback is…

Social-Constructivist approach…

- "Feedback is a process whereby learners obtain information about their work in order to appreciate similarities and differences between the appropriate standards for any given work, and the qualities of the work itself in order to generate improved work" (Boud and Molloy, 2013, p.6)

Developing Interpersonal Skills and Role of Roadblocks

Strengths-based Approach to Feebdack…

- Current discourse in education reference theories from positive psychology (i.e. helper) towards a strengths-based approach as best practice in teaching practice, including feedback

- Approaching Feedback as a mode of interpersonal communication where feedback is capitalised to not only support students' learning but strengthen student-teacher relationships at the same time.