

360 degree feedback: A case study of a classroom blog

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UHI Assessment and feedback symposium: Inclusive
assessment

The Context

- ❖ I teach educational psychology to three undergraduate groups, each group consisting of approximately 200 students, two hours a week.
- ❖ Negligible opportunities for formative assessment

The Gap

A lack of real opportunity for students to be able to actively interact with their peers, reflect on their own learning, on the course content and on the teacher instruction

The classroom blog was considered as a natural option to facilitate feedback processes, and transform students from passive final exam assesseees to formatively active actors

Edu-Psychology x +

← → ↻ eduppsychology1.edublogs.org

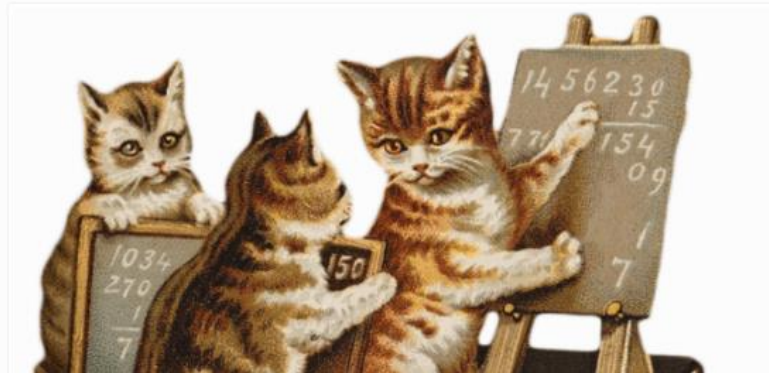
My Sites Edu-Psychology Customize 1 + New Following Upgrade Blog Howdy, édupsychologie

EDU-PSYCHOLOGY

Dr. Mustapha Aabi

CHAPTER 12: EFFECTIVE LEARNING ENVIRONMENTS

édupsychologie on April 8, 2020



Categories: Uncategorized

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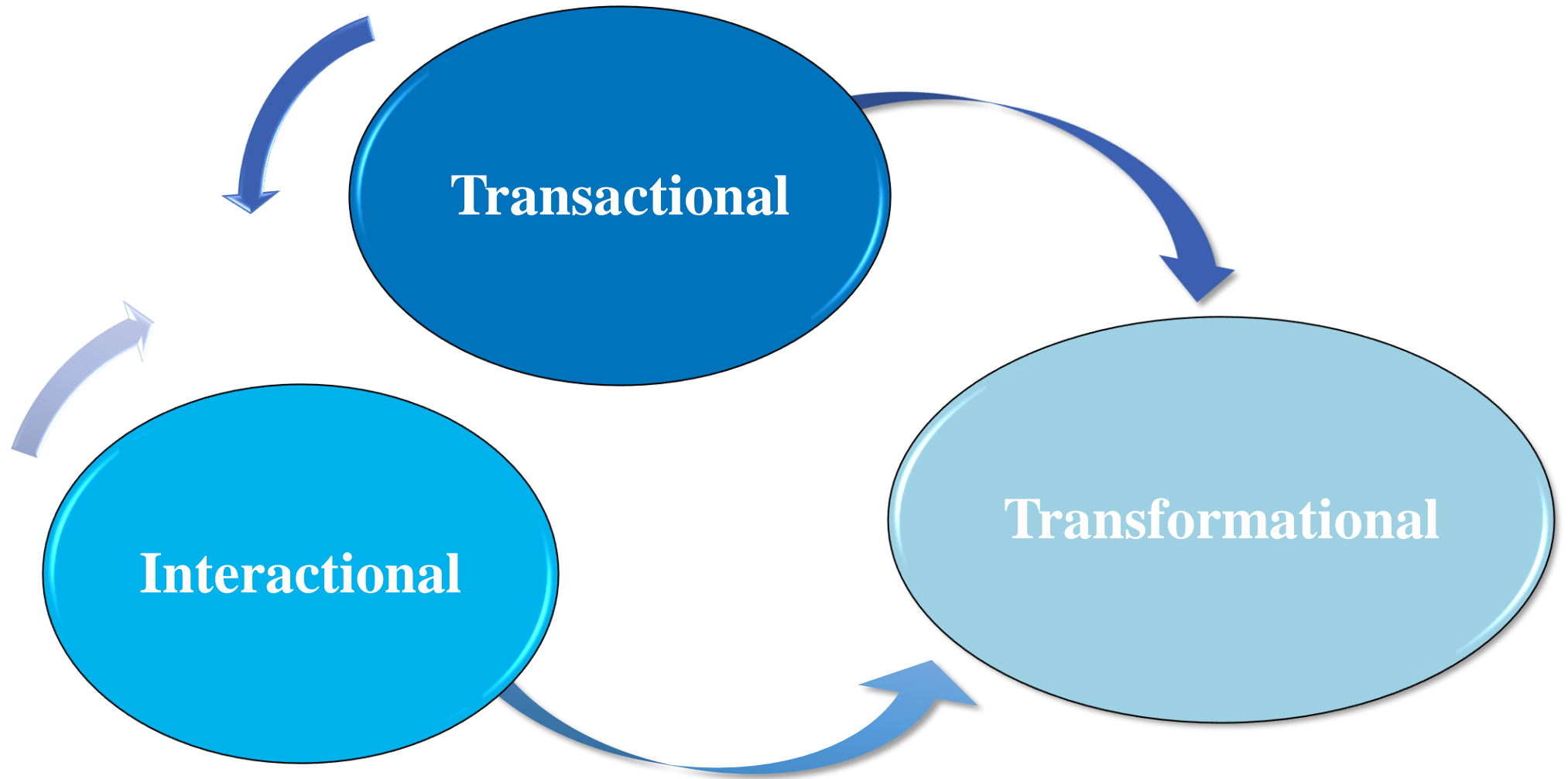
Edit Chapter 12: Effective learning environments

The Challenge

- ❖ Motivating students to blog
- ❖ Accessibility issues (digital literacy)

The Blog

- ❖ The blog is developed around the three interdependent learning stages:



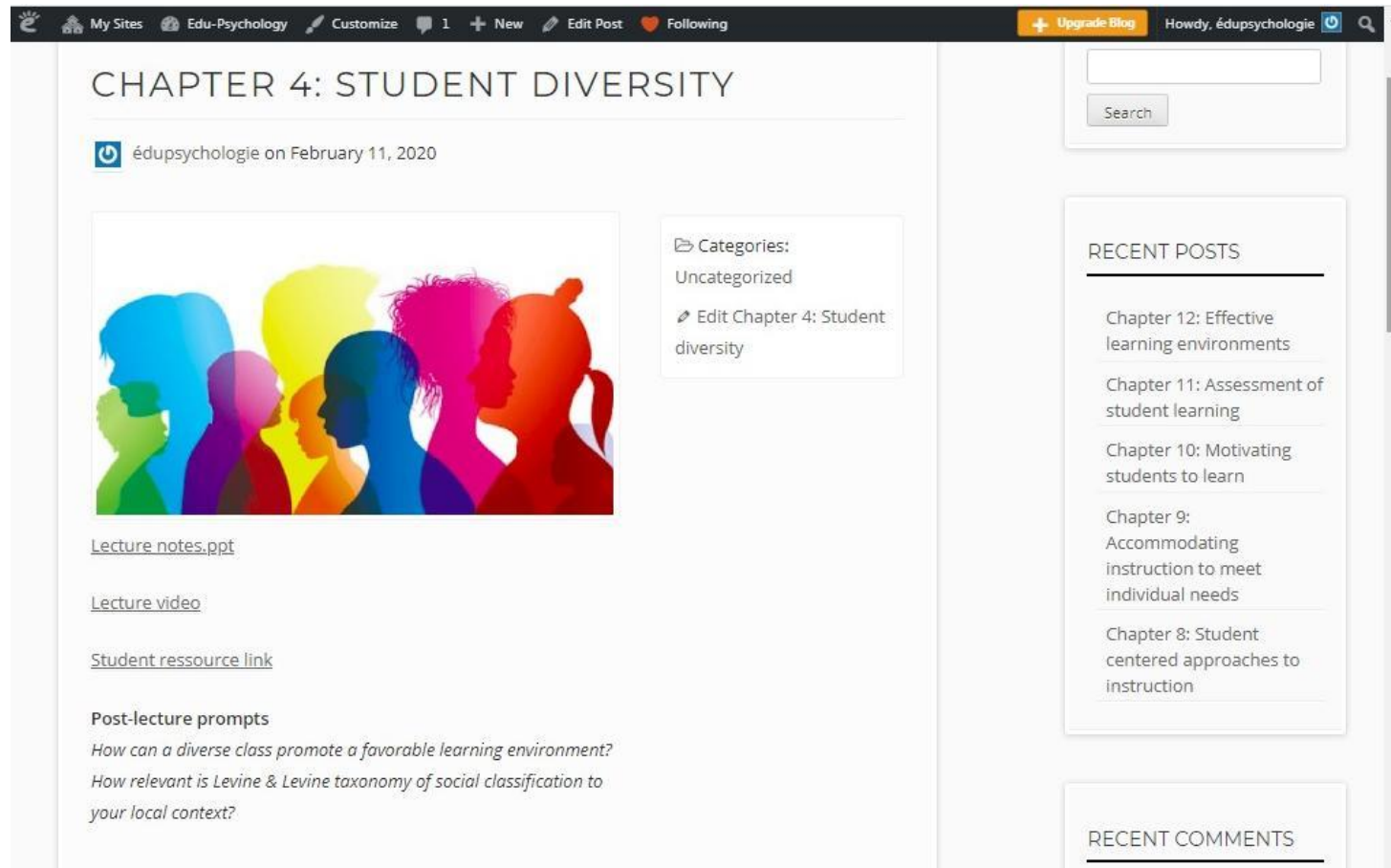
Transactional

❖ Repository of course materials:

- Systematically providing course materials in an organized and inclusive way:
multiple formats

Transactional


❖ Repository of course materials:



The screenshot shows a WordPress blog post interface. At the top, the navigation bar includes 'My Sites', 'Edu-Psychology', 'Customize', '1', '+ New', 'Edit Post', 'Following', 'Upgrade Blog', and the user profile 'Howdy, édupsychologie'. The main content area features the title 'CHAPTER 4: STUDENT DIVERSITY' and a post date of 'February 11, 2020'. Below the title is a colorful graphic of diverse human silhouettes. To the right of the graphic is a 'Categories' box listing 'Uncategorized' and an 'Edit' link. Underneath the graphic are three links: 'Lecture notes.ppt', 'Lecture video', and 'Student ressource link'. The post concludes with 'Post-lecture prompts' and two questions: 'How can a diverse class promote a favorable learning environment?' and 'How relevant is Levine & Levine taxonomy of social classification to your local context?'. On the right sidebar, there is a search box, a 'RECENT POSTS' section listing chapters 8 through 12, and a 'RECENT COMMENTS' section.

CHAPTER 4: STUDENT DIVERSITY

édupsychologie on February 11, 2020



Categories:
Uncategorized

Edit Chapter 4: Student diversity

[Lecture notes.ppt](#)

[Lecture video](#)

[Student ressource link](#)

Post-lecture prompts

How can a diverse class promote a favorable learning environment?

How relevant is Levine & Levine taxonomy of social classification to your local context?

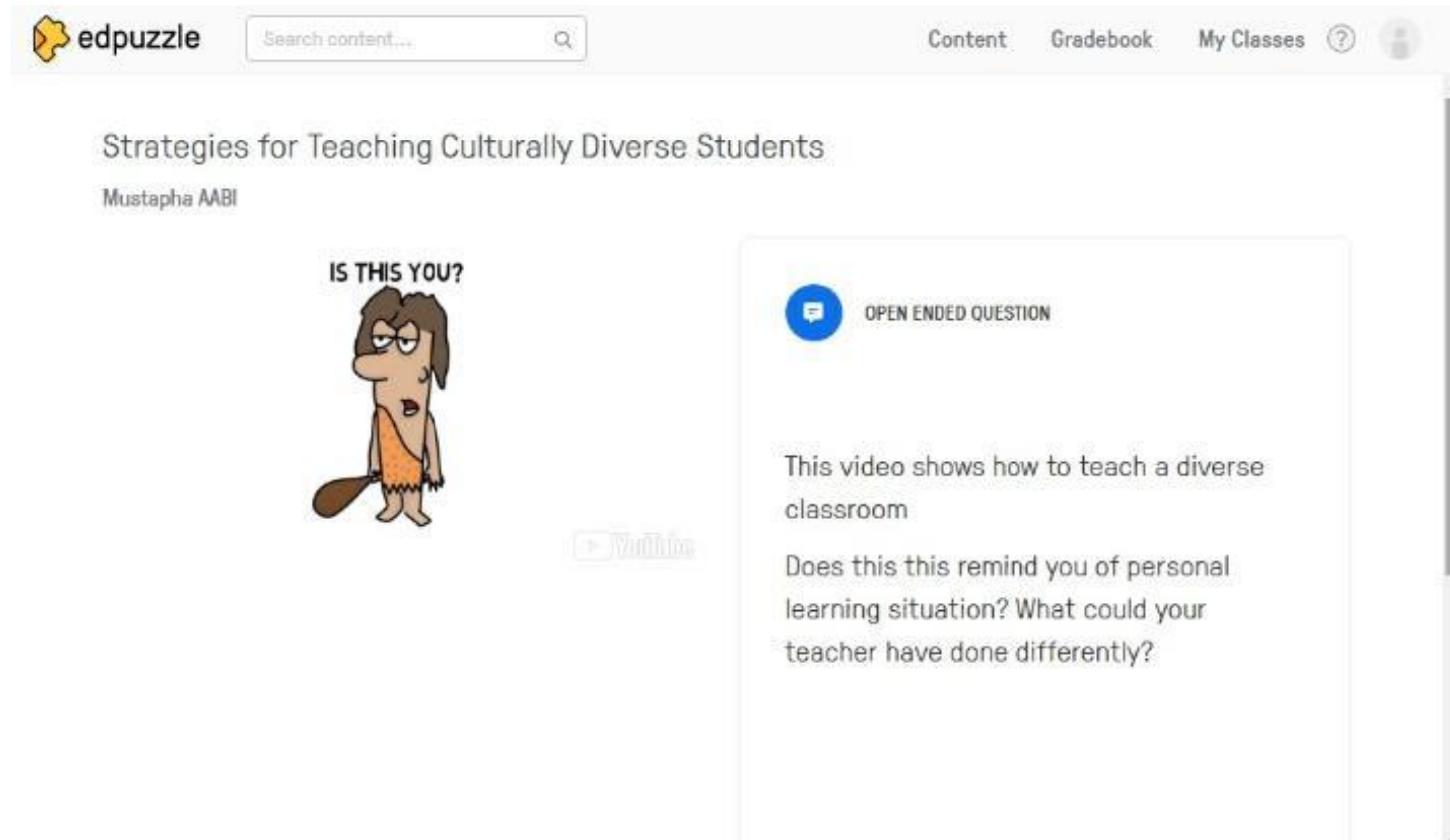
RECENT POSTS

- Chapter 12: Effective learning environments
- Chapter 11: Assessment of student learning
- Chapter 10: Motivating students to learn
- Chapter 9: Accommodating instruction to meet individual needs
- Chapter 8: Student centered approaches to instruction

RECENT COMMENTS

Transactional

❖ Repository of course materials:



The screenshot displays the edpuzzle website interface. At the top, there is a navigation bar with the edpuzzle logo, a search bar labeled "Search content...", and links for "Content", "Gradebook", and "My Classes". Below the navigation bar, the main content area shows a video player titled "Strategies for Teaching Culturally Diverse Students" by Mustapha AABI. The video player includes a cartoon character and the text "IS THIS YOU?". To the right of the video player, there is an "OPEN ENDED QUESTION" section with a blue speech bubble icon. The question text reads: "This video shows how to teach a diverse classroom. Does this this remind you of personal learning situation? What could your teacher have done differently?".

Transactional

❖ Repository of course materials:

- Systematically providing course materials in an organized and inclusive way:
multiple formats
- Allowing students to co-create knowledge

Transactional

❖ Repository of course materials:

The screenshot shows a Google Docs document titled "Student Diversity". The document content includes instructions for adding resources and a table with three rows of resource information. A comment thread on the right side of the document shows three comments from different users.

You can add links of open source resources and/or edit/review the description of those already listed by your peers. Once we reach 20 resources, you can only add your review of existing ones. Use a semicolon after each keyword.
Please remember:

- Not to give real names of any identifying information of others.
- Not post copyrighted materials.

Chapter	Resource	Description	Keywords
Student Diversity	https://courses.lumenlearning.com/suny-oneonta-education106/chapter/9-1-student-diversity/	It is a good article because it is short. It discussed diversity and multicultural differences.	Diversity; Multicultural
	https://www.youtube.com/watch?v=aXHITEJyMOU	This video shows how to teach a culturally diverse classroom	Culturally responsive teaching; diverse environment, inclusive classroom
	https://rpscurriculumandinstruction.weebly.com/tools-tips-tricks/category/all/3	Infographic: 10 things culturally responsive teachers do	English Learners; Culturally responsive

Comments:

- Sanae El jamyly** (15:50 8 Feb): It gives interesting questions: What are the things we heard about other different people when we were young? Did we hear them at home or in school? Have our opinions changed when we grew up?
- Ahmed Ben** (17:34 8 Feb): The article is not good for our culture. It talks about differences in ethnicity, sexual orientation and immigration which we don't have in our culture.
- Mustapha AABI** (17:49 8 Feb): I think we do have different ethnicities, religions, customs etc, but is difference negative?
- Cours Cours** (19:22 8 Feb): We have differences in Morocco but difference is not bad it is good. It means we have a rich culture. See this. https://en.wikipedia.org/wiki/Culture_of_Morocco#:~:text=Moroccan%20culture%20is%20primarily%20Muslim,identifi

Transactional

❖ Repository of course materials:

- Systematically providing course materials in an organized and inclusive way: multiple formats
- Allowing students to co-create knowledge
- Allowing students access to course materials at their own convenience and to review them as many times as they need

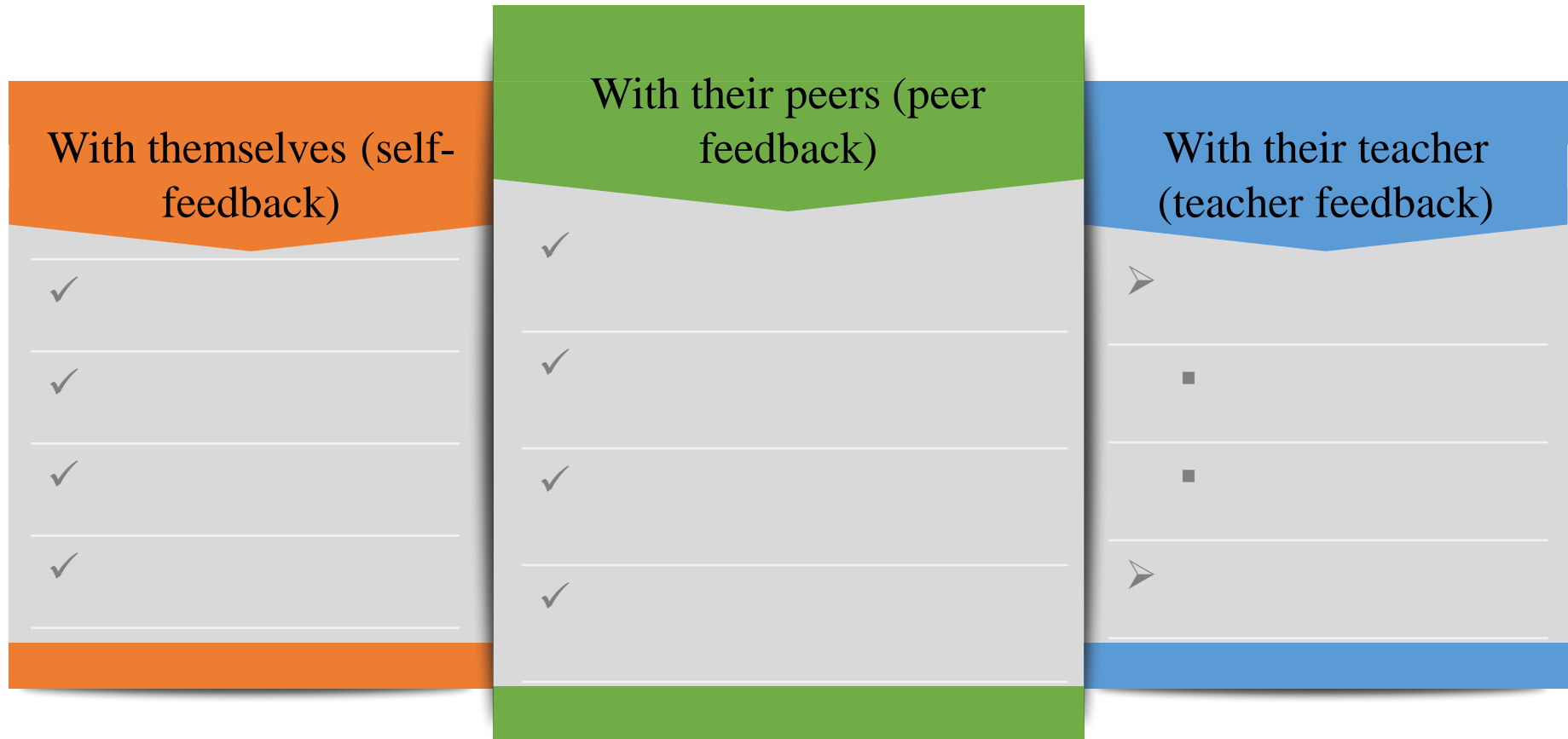
Transactional

❖ Repository of students' output:

- It draws on the course materials as well as student own research
- Allows students to present their work/demonstrate their knowledge in their preferred format such as a video, a written essay, a project ... without the pressure of time and tendency to uniformity in the class

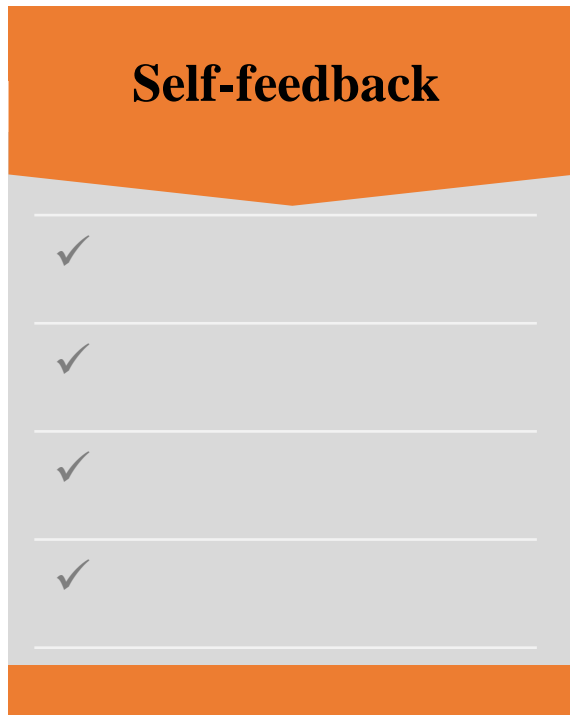
Interactive

- ❖ Reflecting on their output as they are participating in the process of learning, students are engaged in a dialogue:



Interactive

- ❖ Reflecting on their output as they are participating in the process of learning, students are engaged in a dialogue with themselves:

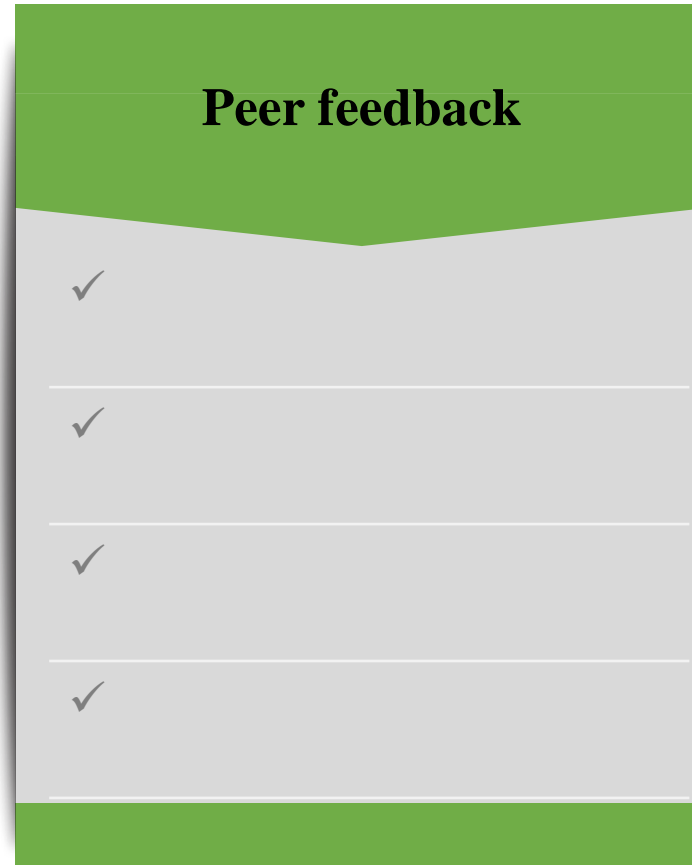


- ✓ “How can I review my work when I already know that was my best shot?”
- ✓ Students need to know what good work looks like
- ✓ Students can journal their inner feedback on their own learning process, the course content and instruction, issues of personal interest to them that are of relevance to the course
- ✓ Once students start self-generating thoughts, they naturally become more open and interested in feedback from others

Interactive

- ❖ Reflecting on their output as they are participating in the process of learning, students are engaged in a dialogue with their peers:

- ✓ It is a two-way process
- ✓ The Golden Rule
- ✓ Providing them with models illustrating how they can phrase their feedback constructively



- ✓ Specifying areas of focus, developing them gradually from surface to deep feedback
- ✓ More than mere assessment, peer-feedback is a learning tool



sanaeljamly

February 11, 2020 at 2:24 pm Edit

I think it's better and easier for the teacher not to have a diverse class so he can use the same teaching resources and techniques. If he uses the same styles for different students, they will not be effective for everyone.

Reply



amjoudlahcen

February 11, 2020 at 2:41 pm Edit

It is never possible to have the same students in the same class. They are different in ability or age or gender or in the way they learn and think. So teachers must always prepare for a diverse class.

Reply



babakhimohamed

February 11, 2020 at 3:27 pm Edit

Me too, I used to think that low achievements is mainly due to the diversity of students. After I watched the lecture video on strategies for teaching diverse students, I think that it can help learning because we start learning different things from others and that's how we develop.

Reply



najatboudlay

February 11, 2020 at 3:36 pm Edit

I agree with Mohamed. A diverse classroom will help the teacher to provide different engaging activities. Variety is always appealing.

ARCHIVES

April 2020

March 2020

February 2020

January 2020

CATEGORIES

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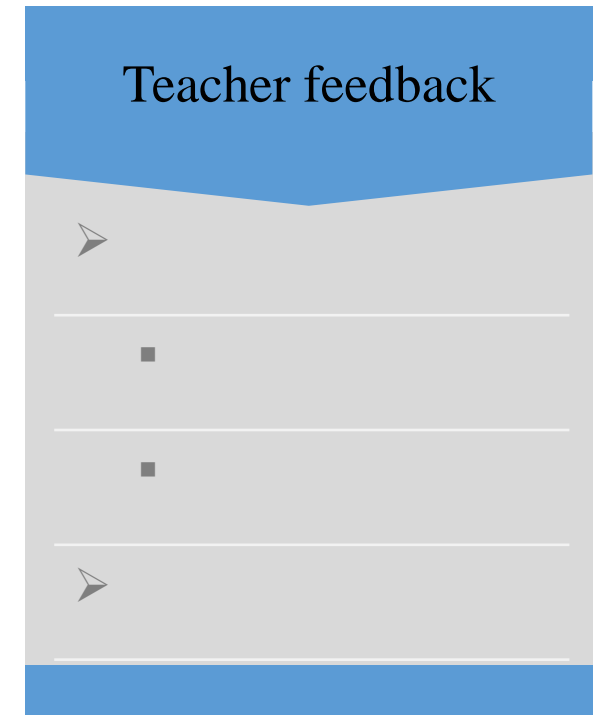
Edublogs - free blogs for education

Interactional

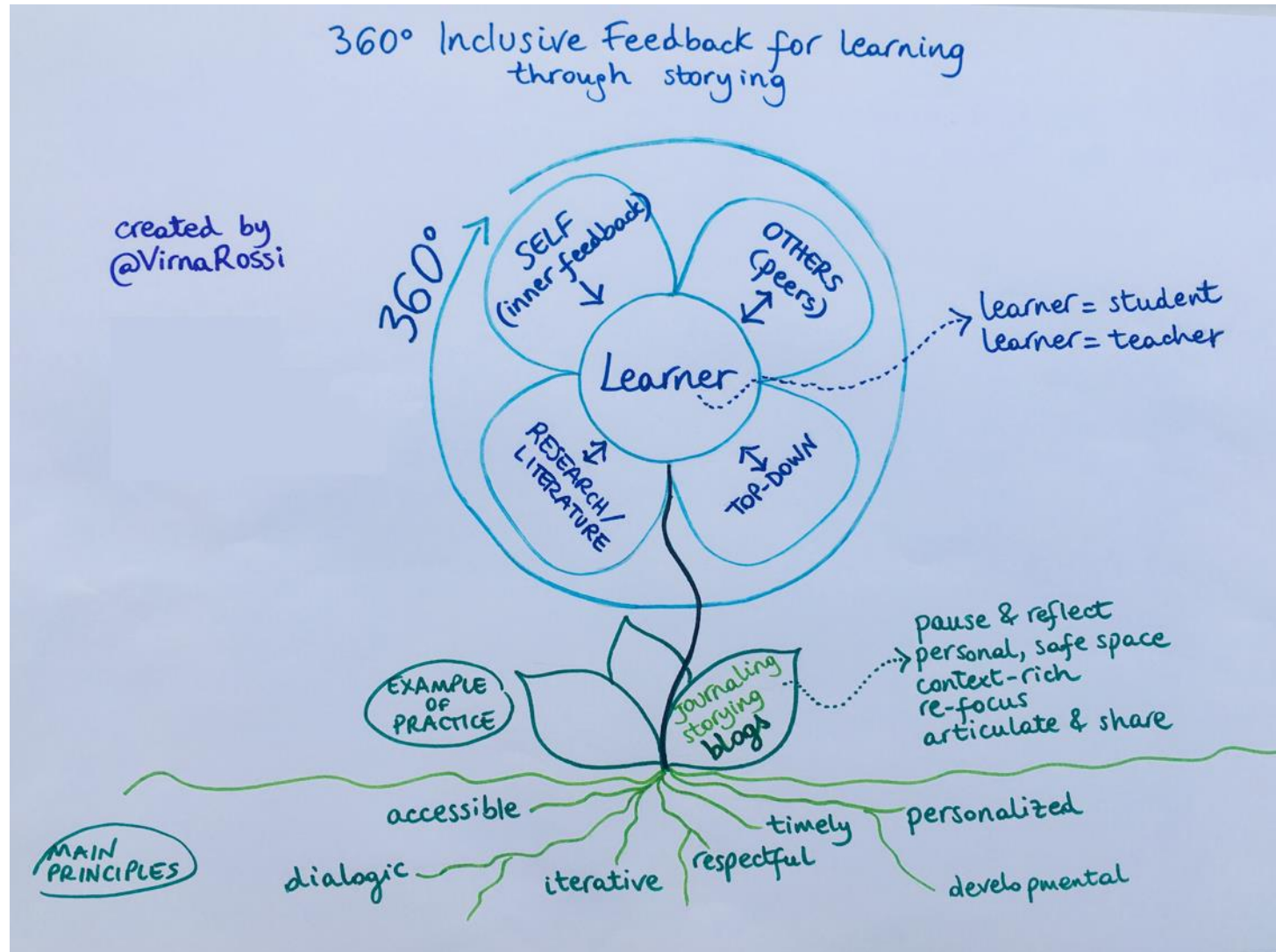
❖ Reflecting on their output as they are participating in the process of learning, students are engaged in a dialogue with their teacher:

✓ It is dialogic

- The teacher receives feedback directly or indirectly
- The teacher gives feedback on student work and progress



The 360 degree feedback



Transformational

- ❖ This stage represents the fruit of the tree, i.e. the outcomes of the whole learning experience

- ❖ Transforming student knowledge and metacognition, course content and instruction

Transformational

E.g. Student: “I am not disabled, I am different”

❖ Transforming student motivation from passive consumers of knowledge to dynamic participants

E.g. Teacher: “I should teach less and care more!”

❖ Transforming the teacher perspective from being the main source of knowledge to being more of a facilitator with a pastoral role