The Feedback Ruler: Fostering Wellbeing and Academic Skills in Education

Elena Lucciarini[1,2], Philippe Gay[3], Nicolas Bressoud[1,4]
[1]University of Teacher Education, Valais, HEP-VS, St-Maurice, Switzerland; [2]University of East London, East London; [3]University of Teacher Education, Vaud, HEP-VD, Lausanne, Switzerland, [4]chEERS Lab, University of Fribourg, Fribourg, Switzerlanrd

1 Introduction

Feedback seems to be one of the most powerful tools to enhance learning (Hattie & Clarke, 2018). A vast body of literature suggests that wellbeing and learning go hand in hand (Durlak et al., 2022). However:

1. There is a vast literature on feedback with different degrees of scientificity (e.g., Masantiah, et al., 2018)
2. Feedback is not mastered by teachers (Dawson et al., 2019)
3. Educators do not benefit from ready-to-use tools as how to give effective feedback to students (Carless & Boud, 2018)
4. There are very few studies on the links between feedback and Positive Psychology (Lucciarini et al., 2021)

This study aimed to:
- Develop the Feedback Ruler, an innovative tool designed to foster wellbeing alongside academic skills
- Evaluate the perception of the tool by education professionals

2 Methodology

Sample: 265 teachers, aged 20-61 years (M = 36.44, Mdn = 35.00)

Exploratory online questionnaire with closed-ended questions

8 criteria assessed via 16 items:
- Overall Interest in the Tool
- Practical Aspect
- Grounding in Research
- Applicability in Classroom/Office
- Guidance through Examples
- Feedback Optimisation
- Relationship enhancing with Students/Colleagues
- Training

Age distribution of the sample

3 Materials

The Feedback Ruler is a 30cm ruler on which the 6-steps model is printed. It was developed on a comprehensive literature review on research on feedback and self-determination theory (Deci & Ryan, 2012), in collaboration with teachers, students and teacher-trainers

Guiding feedback through 6 steps (Lucciarini et al., 2022):

1 Permission
Is it ok for you if we talk about your work?

Is it the right moment…?

The objective of this meeting is…

It will last ….

West et al., 2018

SDT: autonomy + relatedness

2 Best features
What do you think are the best features in your work?

How did you get there?

What I really liked about your work was…

The best features of your work are…

Bee & Bee, 1998; Henderson et al., 2019; Rettger, 2018; Ryan and Philips, 2019; Mouratidis, et al. 2008; Valerand & Reid,1984; Valerand, 2001

FB: Positive + constructive

SDT: Competence + relatedness

3 Progress
Comparing to your last work what did you do better?

Comparing to last time, you have been able to…

The progress I have observed…

Hyland, 2013; Pekrun et al., 2014

FB: Progress Based + Self-referential + constructive + positive

SDT: competence + relatedness

4 Challenge
According to you, what can we ameliorate in your work?

A suggestion I could make is

An aerea of improvement could be…

Hattie, 2016

FB: corrective + gap based

SDT: autonomy + relatedness

5 Plan
How can you get there? What method? For when?

What are you going to begin with?

What is your next step?

To enhance your work you …

To develop this strength even more, you…

Dahling & Ruppel, 2016; Hattie, 2007; Hattie, 2016

FB: progress based + constructive

SDT: autonomy + competence + relatedness

6 Check
What did you learn from this feedback?

How do you feel?

Would you like to share something?

I would like to say…

Thank you!

Hattie, 2016; Molloy et al., 2020

SDT: relatedness

The ruler provides question and sentences to help teachers articulate the feedback. The steps align with socio-emotional skills, such as self-awareness (focus on (character) strengths, progress, challenges), collaboration, and communication (teacher-student and peer interactions).

4 Results and Discussion

Theoretical model	Applicability in class/office	Relationship with students / colleagues	Guidance by examples	Feedback optimization	Practical aspect
364 points	613 points	682 points	720 points	721 points	875 points

Positive Points:
- 100% of respondents find the tool potentially beneficial for their practice.
- The tool's design is perceived as effective for guiding feedback use.
- The tool can act as a mediator for co-training, highlighting its potential role in collaborative learning and development.

Interest in training to use the tool
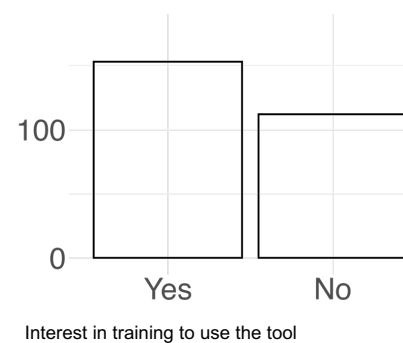
Points for Further Consideration:
- Theoretical grounding was identified as the least important criterion. This raises questions about the importance and role of theoretical grounding in the perceived usefulness and effectiveness of the tool.
- The difference between perceived usefulness versus effectiveness prompts further investigation.
- The role of training emerges as a factor that needs to be clarified, as 112 out of 265 respondents believe they don't need it to use the tool effectively

5 Conclusion

- The Feedback Ruler is well-perceived by teachers
- Potential for fostering socio-emotional skills through the tool (guidance in relationship and communication, self-awareness)
- Further research is needed to:
  - Study the impact on wellbeing and different categories of psychosocial skills
  - Implement and evaluate the tool on a larger scale
  - Investigate the role of user training, wellbeing and emotional skills, as the tool's effectiveness also depends on the user

References

Deci, E. L., & Ryan, R. M. (2012). Self-Determination Theory. In P. Van Lange, A. Kruglanski, & E. Higgins, *Handbook of Theories of Social Psychology: Volume 1* (pp. 416–437). SAGE Publications Ltd. https://doi.org/10.4135/9781446249215.n21

Carless, D., and D. Boud. 2018. 'The Development of Student Feedback Literacy: Enabling Uptake of Feedback.' *Assessment & Evaluation in Higher Education, 43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Dawson, P., M. Henderson, P. Mahoney, M. Phillips, T. Ryan, D. Boud, and E.Molloy. 2019. 'What Makes for Effective Feedback: Staff and Student Perspectives.' *Assessment & Evaluation in Higher Education, 44*(1), 25–36. https://doi.org/10.1080/02602938.2018.1467877

Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. *Psychological Bulletin, 148*(11-12), 765–782. https://doi.org/10.1037/bul0000383

Hattie, J., & Clarke, S. (2018). *Visible Learning: Feedback (1st ed.).* Routledge. https://doi.org/10.4324/9780429485480

Lucciarini, E. (2021). *Feedback and Positive Psychology.* (Unpublished masters thesis). Anglia Ruskin University.

Lucciarini, E., Bressoud, N., & Gay, P. (2022, November 11). *Using feedback to enhance both academic skills and explicit wellbeing skills in schools: Presentation of a novel evidence-based tool.* [Open paper presentation]. 23rd Annual Meeting of the Association for Educational Assessment – Europe, Dublin.

Masantiah, C., Pasiphol, S., & Tangdhanakanond, K. (2018). Student and feedback: Which type of feedback is preferable?. *Kasetsart Journal of Social Sciences.* https://doi.org/10.1016/j.kjss.2018.07.020