

# Optimising feedback for growth in psychosocial skills

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## Introduction

### Context

- Challenges in developing psychosocial skills in schools (Durlak et al., 2022; Luis & Lamboy, 2015)
- Educational policies in Western Switzerland (Conférence Intercantonale de l'Instruction Publique de la Suisse Romande et du Tessin, 2024)
- Promising role of feedback in learning (Wisniewski et al., 2020)

Need for tools to give effective feedback and develop teachers' and students' transversal skills

### Objectives

- Development of a tool to stimulate students' transversal and academic skills
- Teachers for students with special needs' evaluated The Feedback Ruler

## The Feedback Ruler

### Overview

- Evidence based tool: research on feedback and self-determination theory (Deci & Ryan, 2012).
- Created in collaboration with educators / teachers / future teachers / teacher trainers

### Literature review

**Objective:** finding what type of feedback enhances both academic skills and wellbeing

- Feedback + academic skills: Analysis of 64 articles, including 7 meta-analyses
- Feedback + well-being: Analysis of 12 studies

For further details, see Lucciarini (2020)

## In short

- A lot of literature
- A lot of different perspectives on how to define and apply feedback

Focusing on areas of agreement across different perspectives “Consensus Elements”

## Presentation



## Feedback in 6 steps

Based on the synthesis by Lucciarini et al. (2022)

### Summary

1. Ensure proper timing
2. Discuss strengths
3. Highlight progress

4. Identify areas for improvement
5. Establish an action plan
6. Ask for the recipient's feelings

## Details



## Comparison with Key Transversal Skills

The feedback ruler is designed to enhance various transversal skills for both Students (S) and Teachers (T).

### Illustration

#### Self-awareness

- Understanding own strengths, progress, and challenges

#### Collaboration and communication

- Facilitating teacher-student and peer-to-peer interactions
- Promoting guided feedback for effective communication

### Details

#### Collaboration

Self-awareness:

- Judging the quality and relevance of one's actions (S)
- Exploiting one's strengths and overcome limitations (S)ses forces et surmonter ses limites (E)

## **Communication**

Language codification:

- Choosing and adapting relevant language(s) considering intention, context, and recipients (S and T)

## **Learning Strategies**

Task management:

- Analysing the situation (T)
- Setting an objective and means to achieve it (S)
- Anticipating the approach (T)
- Learning from mistakes (S)
- Reviewing steps taken (T)

Acquisition of work methods:

- Distinguishing between what is known and what remains to be discovered (T)
- Identifying elements of success (S and T)
- Developing autonomy (S)

Choice and relevance of method:

- Choosing the appropriate method from available options (S and T)
- Analysing completed work by reformulating steps and strategies implemented (T)
- Practicing self-evaluation (S)

## **Creative Thinking**

Awareness of own's emotional aspect:

- Identifying and expressing emotions (S and T), (step 6)

## **Reflective Approach:**

Perspective taking:

- Distancing oneself, decentering from one's own actions (S)
- Comparing different possible or existing opinions and viewpoints (S)

## **Tool Evaluation**

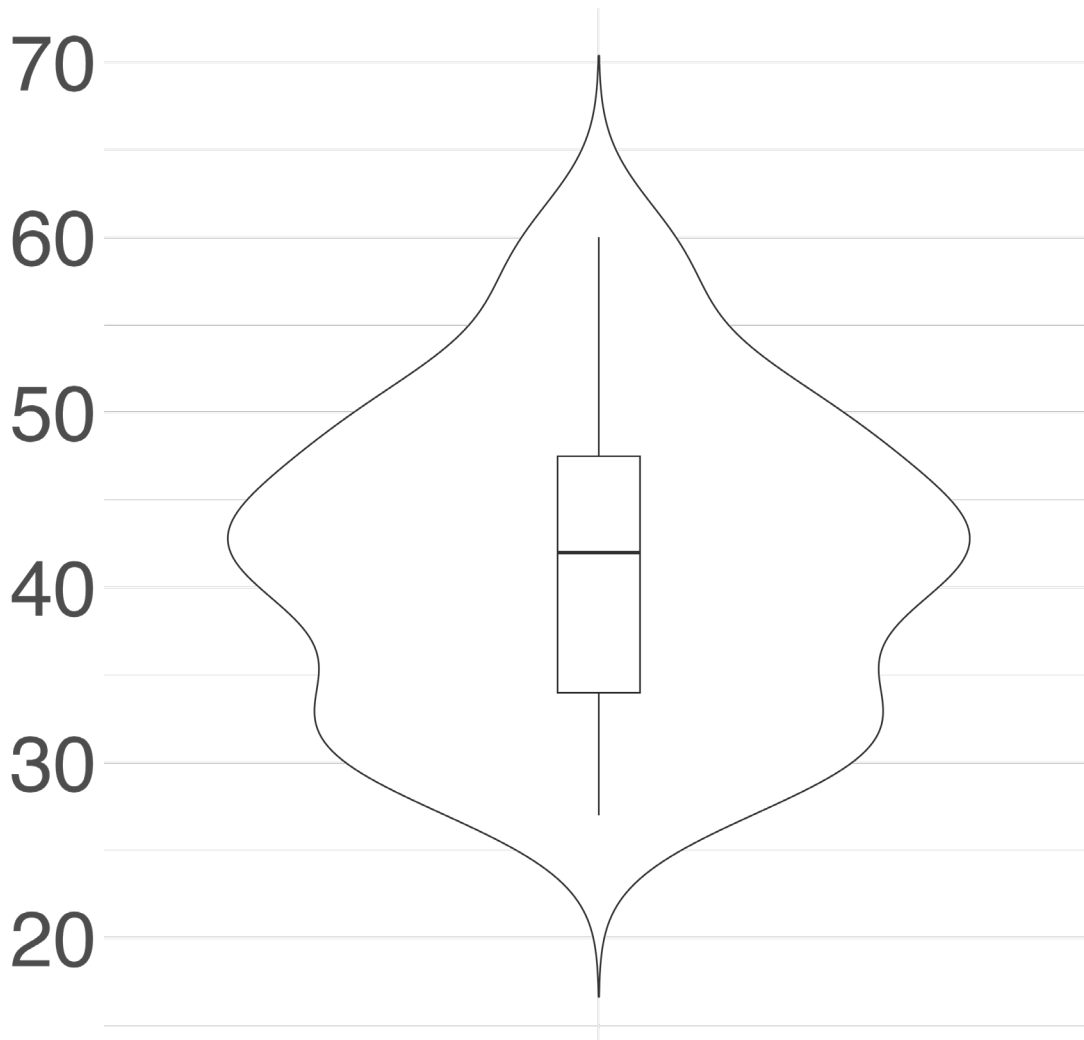
### **Sample**

59 (out of 67) special education teachers

27-60 years old (M = 41.61, Mdn = 42.00)

Population sensitive to transversal skills

Frequent individual interactions



### Exploratory Method

Online questionnaire with closed-ended questions

- *I think this feedback tool can be interesting for my practice (yes / no)*
- *I think if I had this tool (or model) I would use it for my professional practice. (0: never, 100: often)*
- *I find the example phrases relevant to my practice (do you agree to... how do you plan to proceed... etc.) (0: not at all, 100: totally)*

### Exploratory Method

Grouping into 8 criteria via 16 items

### Global Interest in the Tool Show Hide

*I think this feedback tool could be interesting for my practice.*

*I think if I had this tool (or this model) I would use it for my professional practice. (0: never, 100: often)*

### Practical Aspect Show Hide

*The “practical” side (a concrete tool to optimize my practice)*

*I appreciate the “practical” side (a concrete tool to optimize my practice) (0: not at all, 100: totally)*

### Theoretical Model Show Hide

*The research-based theoretical model*

*I appreciate the fact that there is a research-based theoretical model (0: not at all, 100: totally)*

### Applicability in Class/Office Show Hide

*The fact that this model is (or would be) embedded on an object I use in class / at the office*

*I appreciate the fact that this model is (or would be) embedded on an object I use in class / at the office (0: not at all, 100: totally)*

### Guidance through Examples Show Hide

*The small “example” sentences to guide the practice*

*I appreciate the small “example” sentences to guide the practice (0: not at all, 100: totally)*

*I find the small example sentences relevant to my practice (do you agree to... how do you plan to... etc.) (0: not at all, 100: totally)*

### Feedback Optimisation Show Hide

*The possibility to optimise feedback in my class / within my team (cadence, relevance, ...)*

*I appreciate the possibility to optimise feedback in my class / at work (cadence, relevance, ...) (0: not at all, 100: totally)*

Relationship with Students/Colleagues Show Hide

*The possibility to optimise my relationship with my students / my collaborators / colleagues*

*I appreciate the possibility to optimise my relationship with students / colleagues (0: not at all, 100: totally)*

Training Show Hide

*I would like training on feedback*

## Results and Discussion

### Main Results

- 100% of teachers working with SEND students think the tool can be interesting for their practice (better than other professionals)
- Design perceived as effective in guiding use
- Theoretical grounding: least important criterion

## Results and Discussion

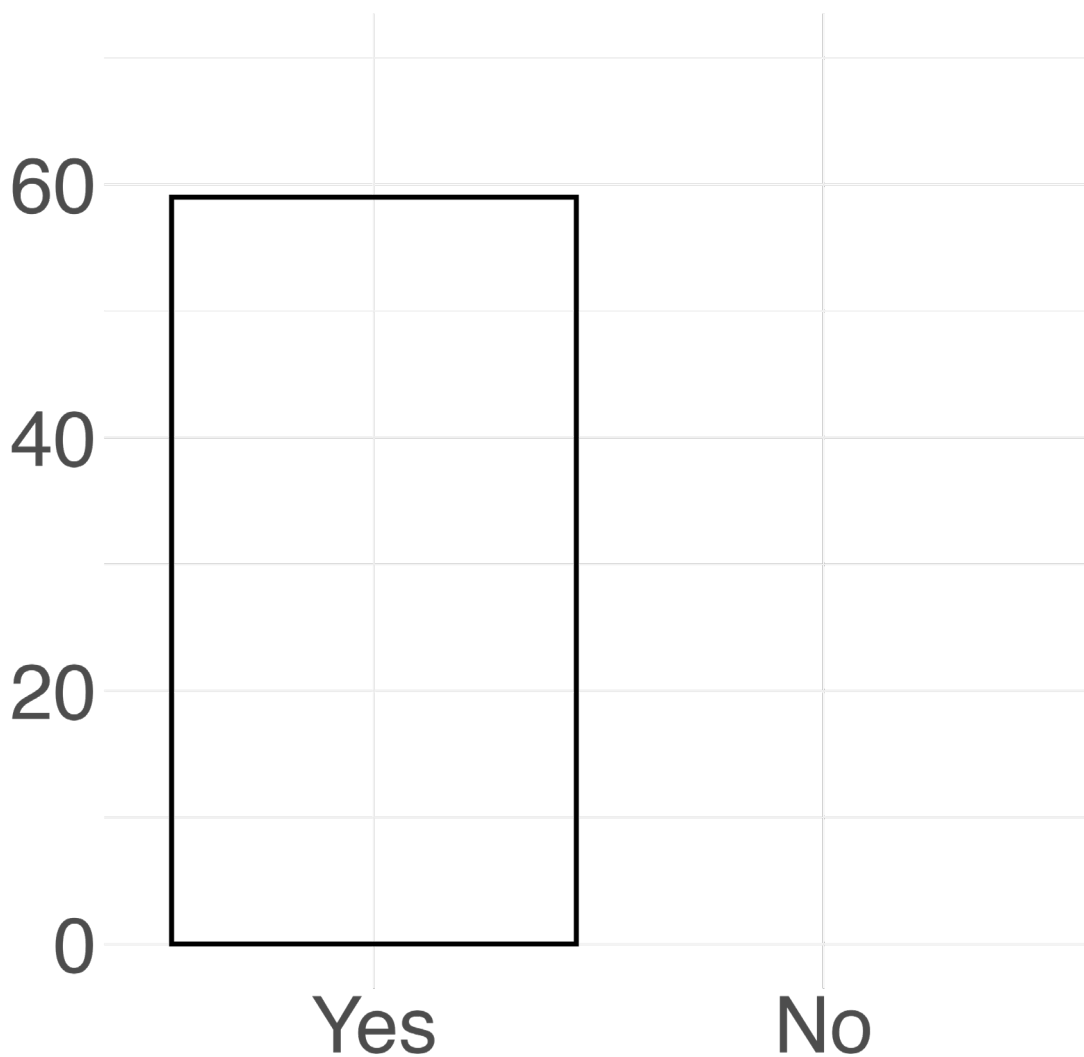
### Ranking

Table 1: Interest index (score from 0 to 5 according to ranking)

Theoretical model	Relationship with students/colleagues	Feedback optimization	Guidance by examples	Applicability in class/office	Practical aspect
106	122	135	144	151	227

### Results by Theme

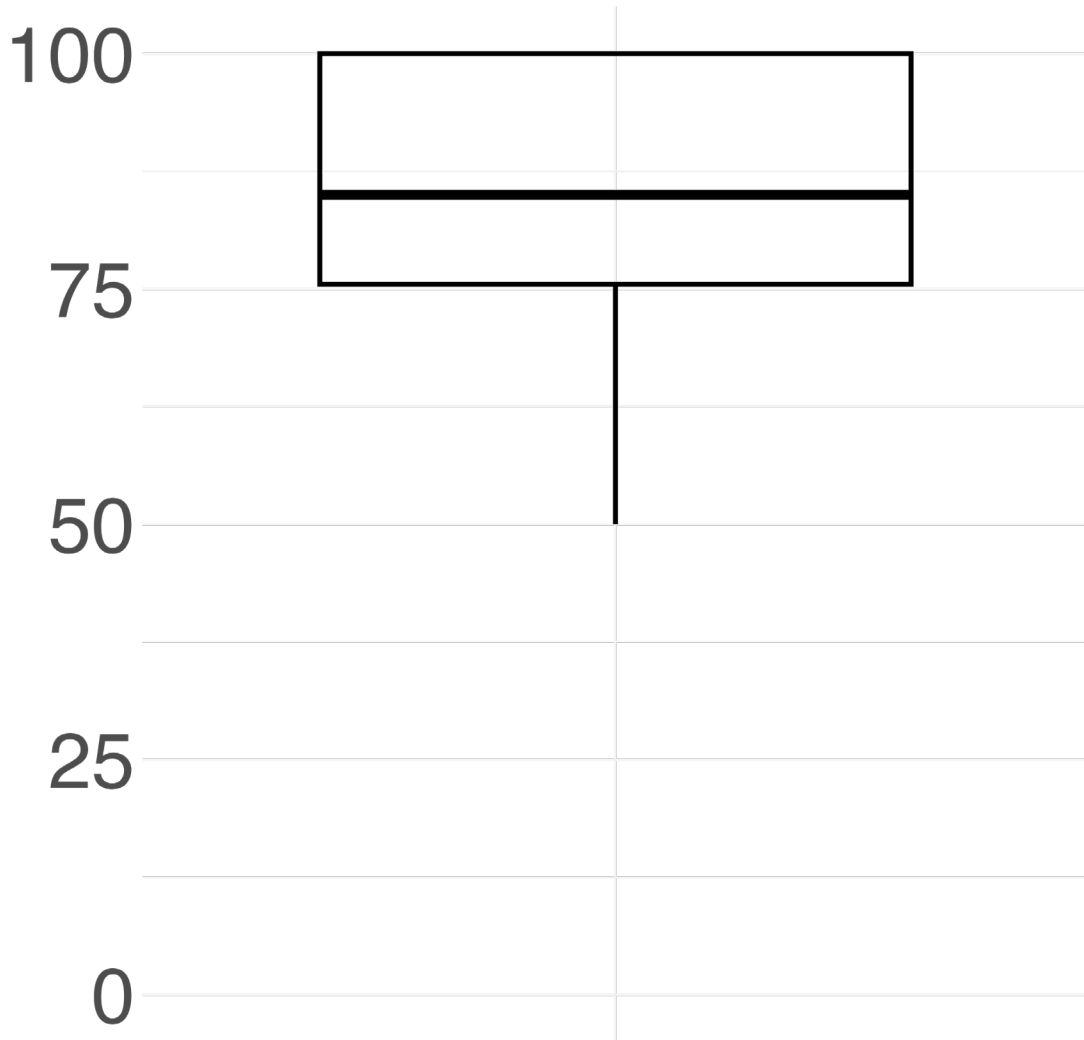
#### Global Interest in the Tool





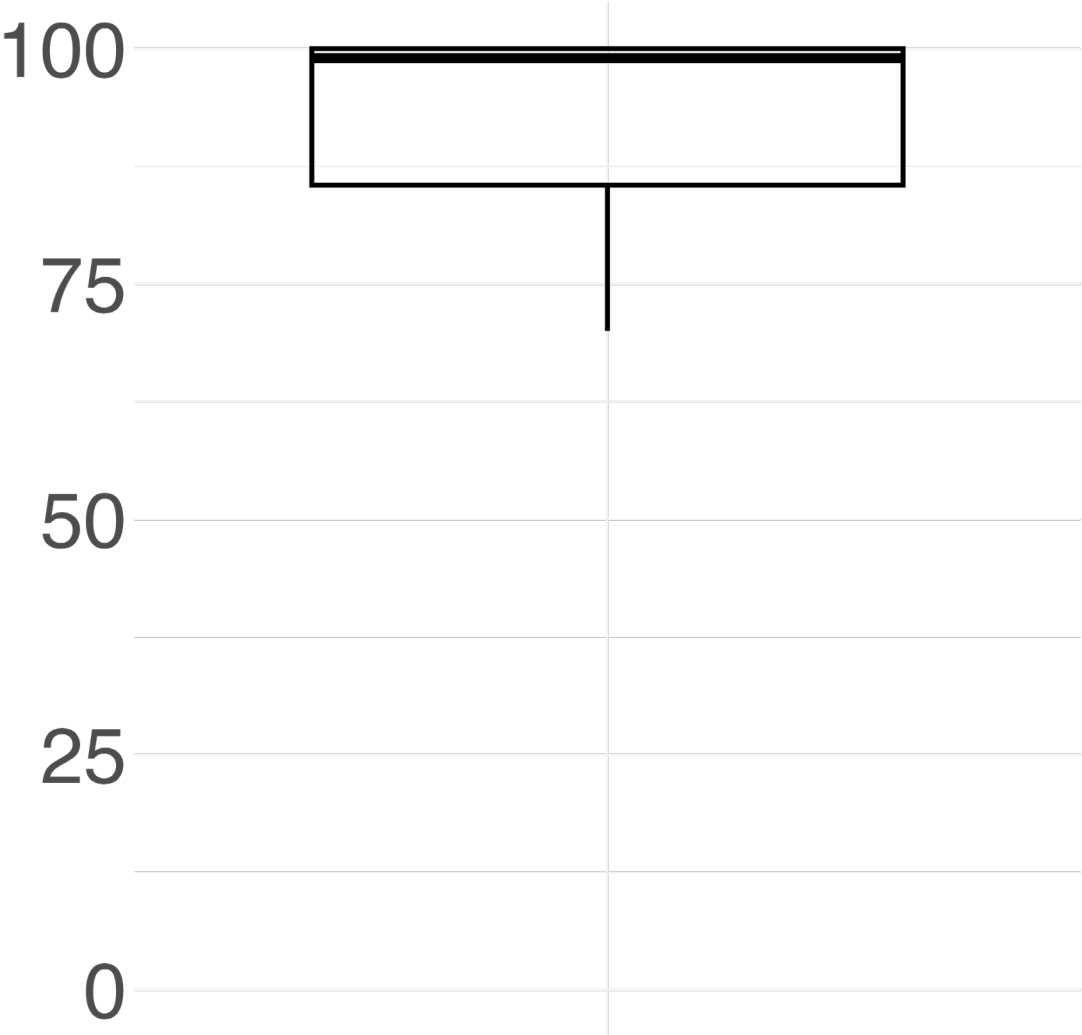
## Results by Theme

### Global Interest in the Tool



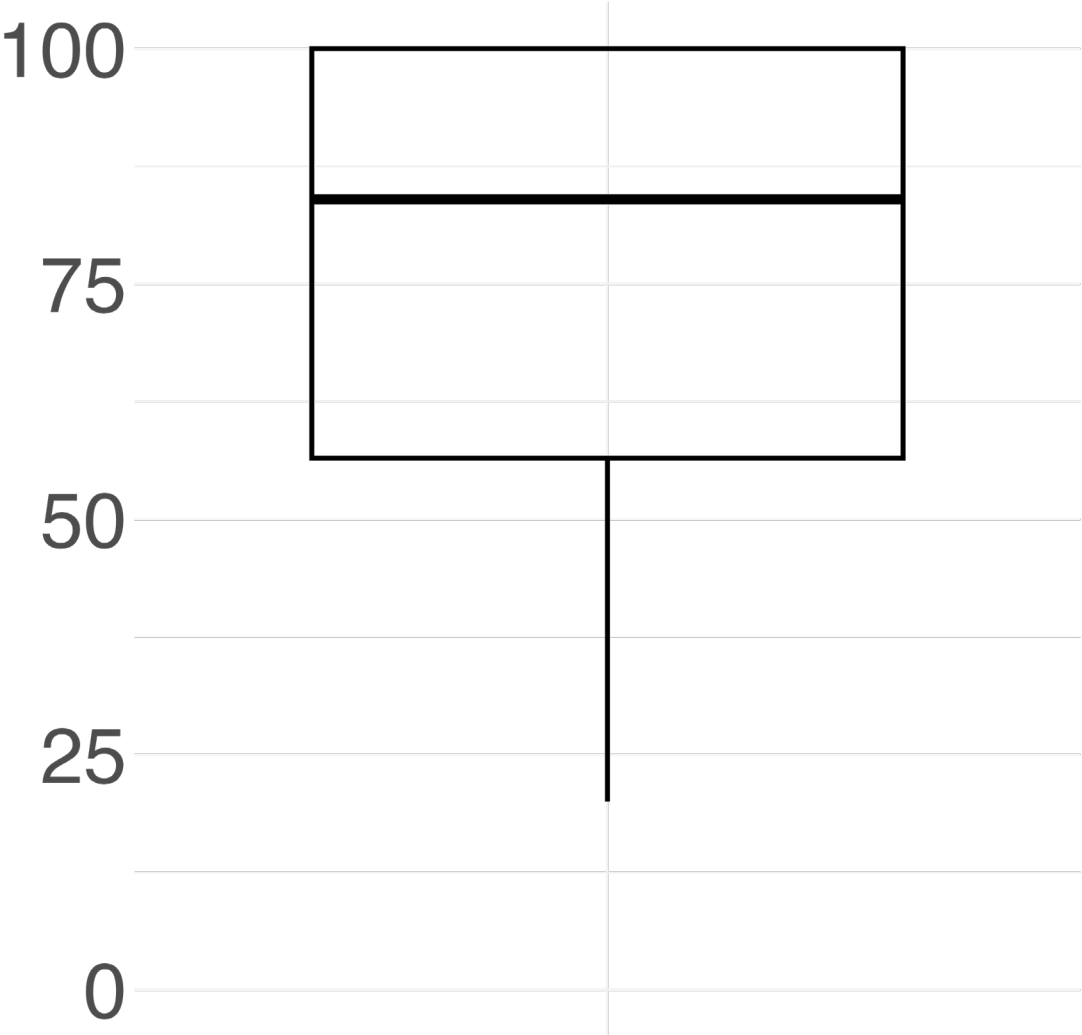
Results by Theme

Practical Aspect



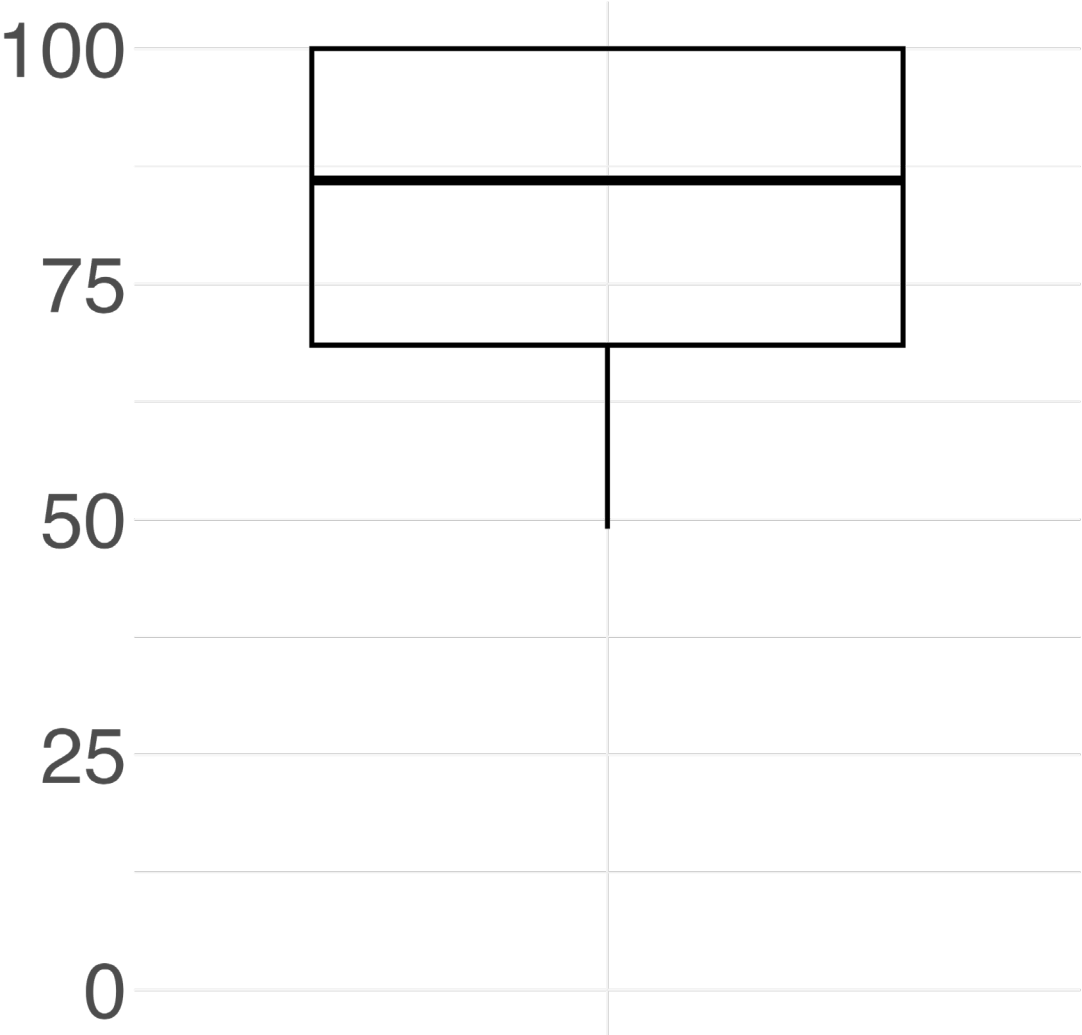
Results by Theme

Theoretical Model



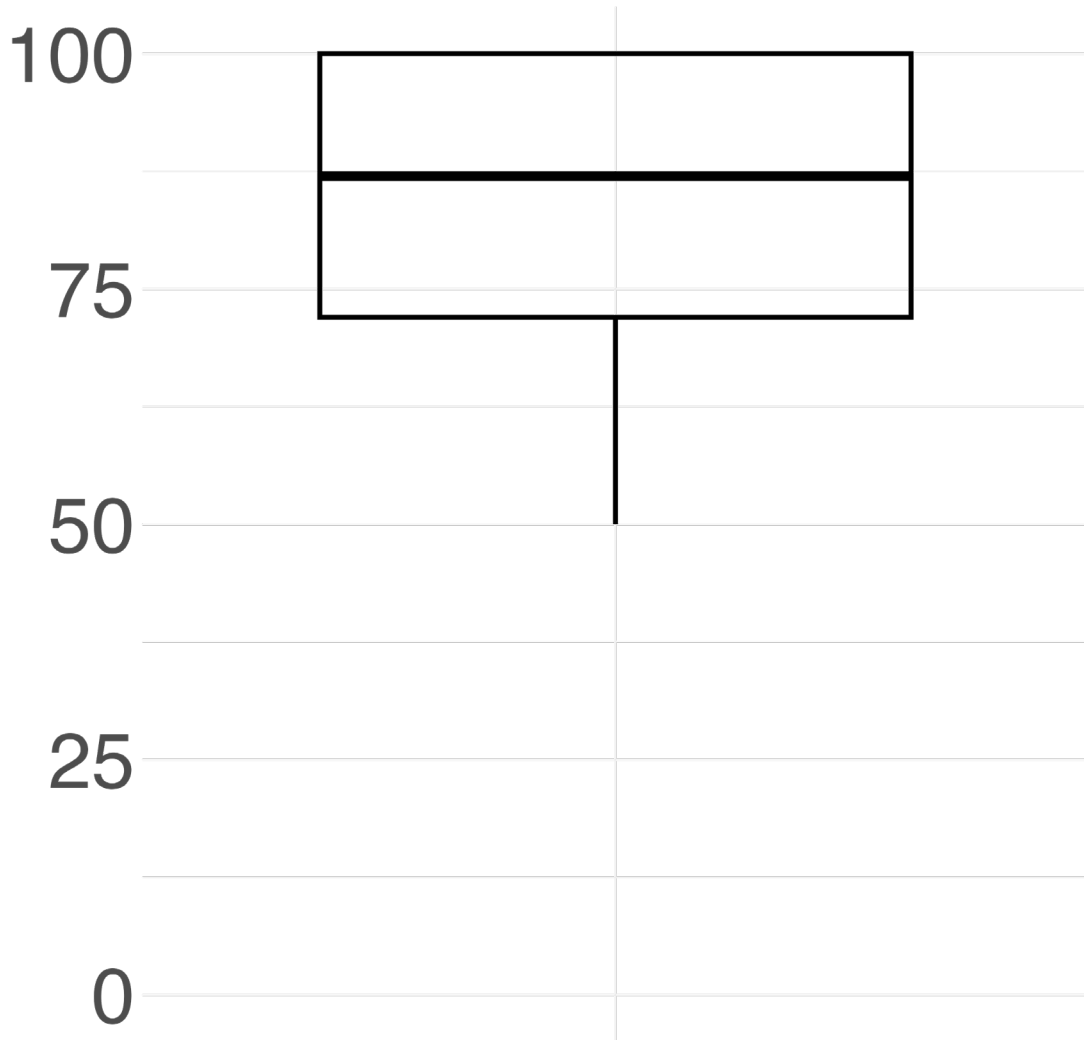
Results by Theme

Applicability in Class/Office



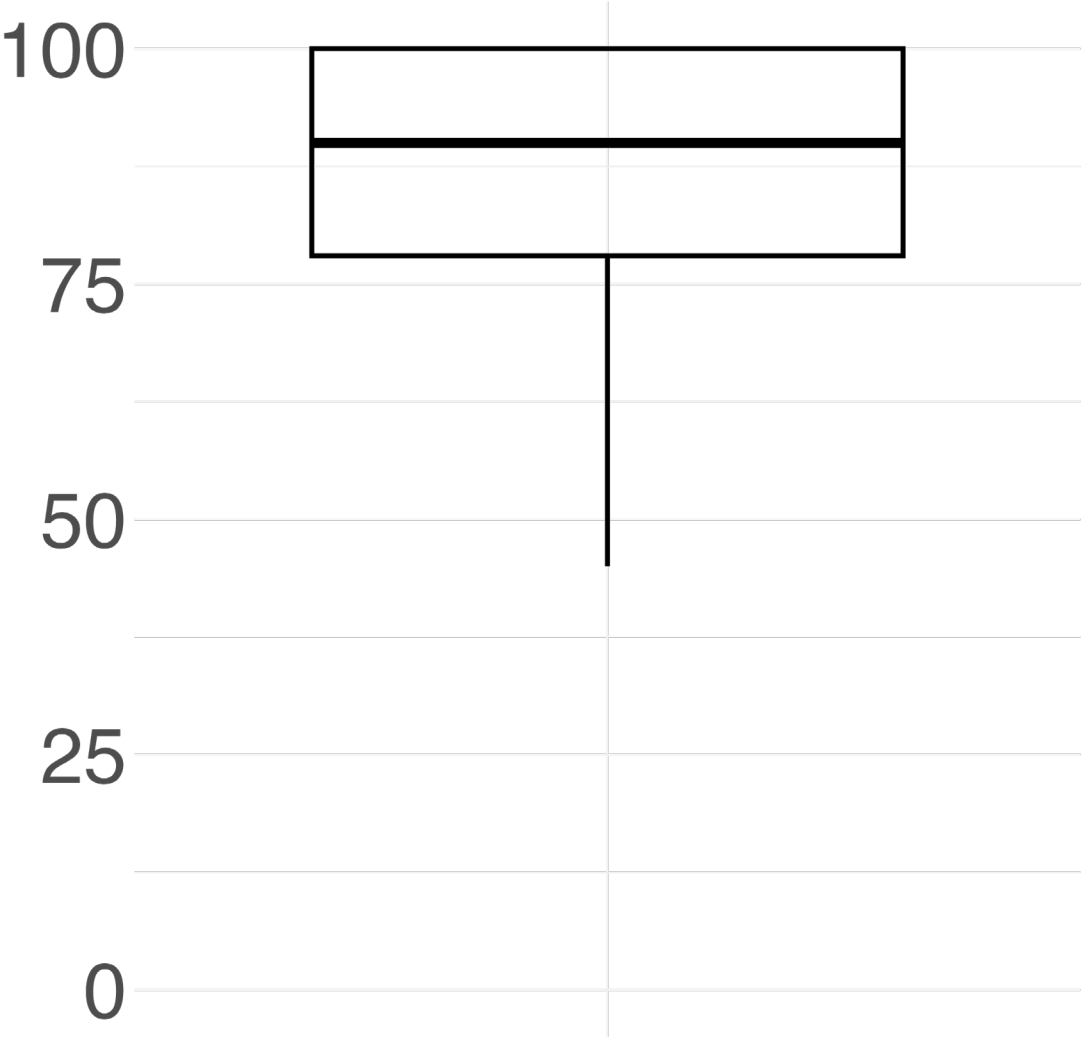
## Results by Theme

### Guidance through Examples



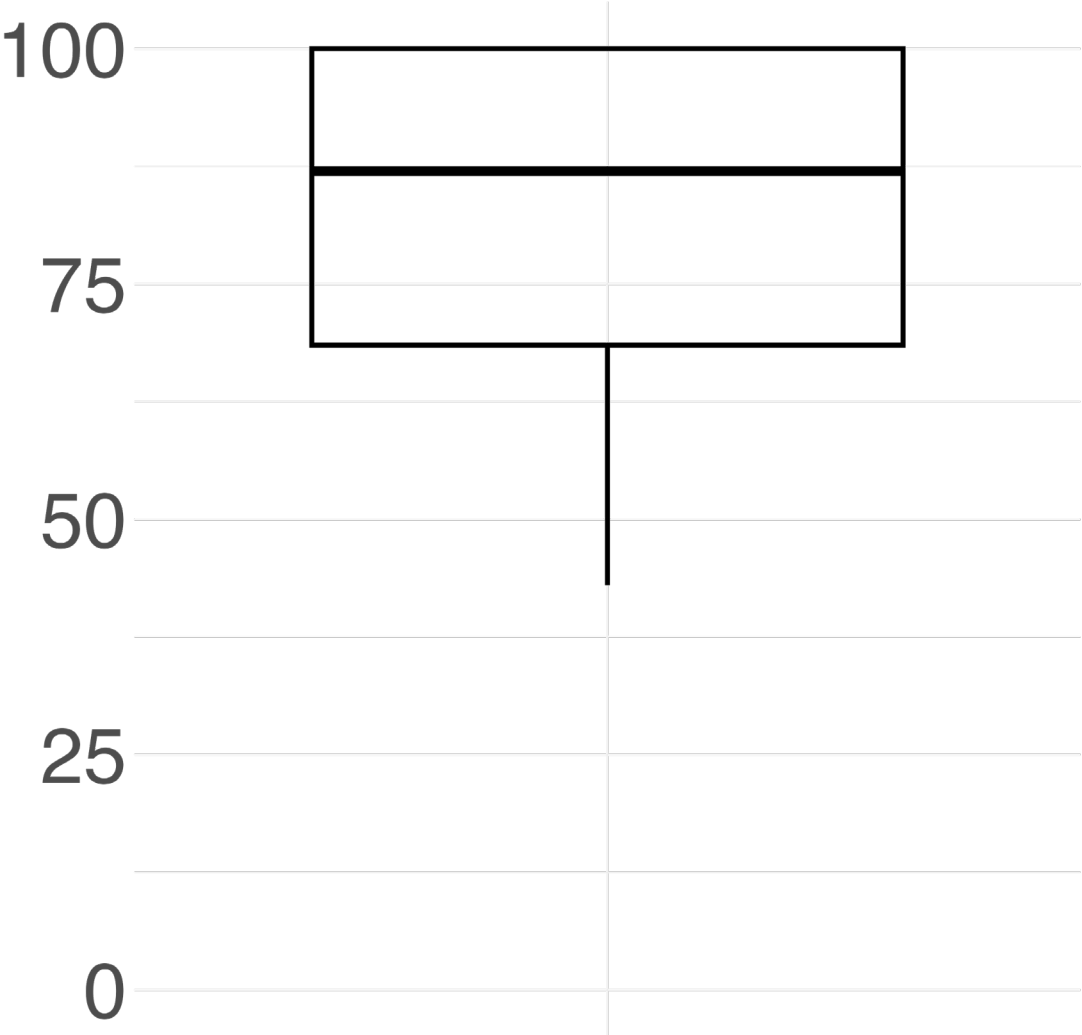
Results by Theme

Guidance through Examples



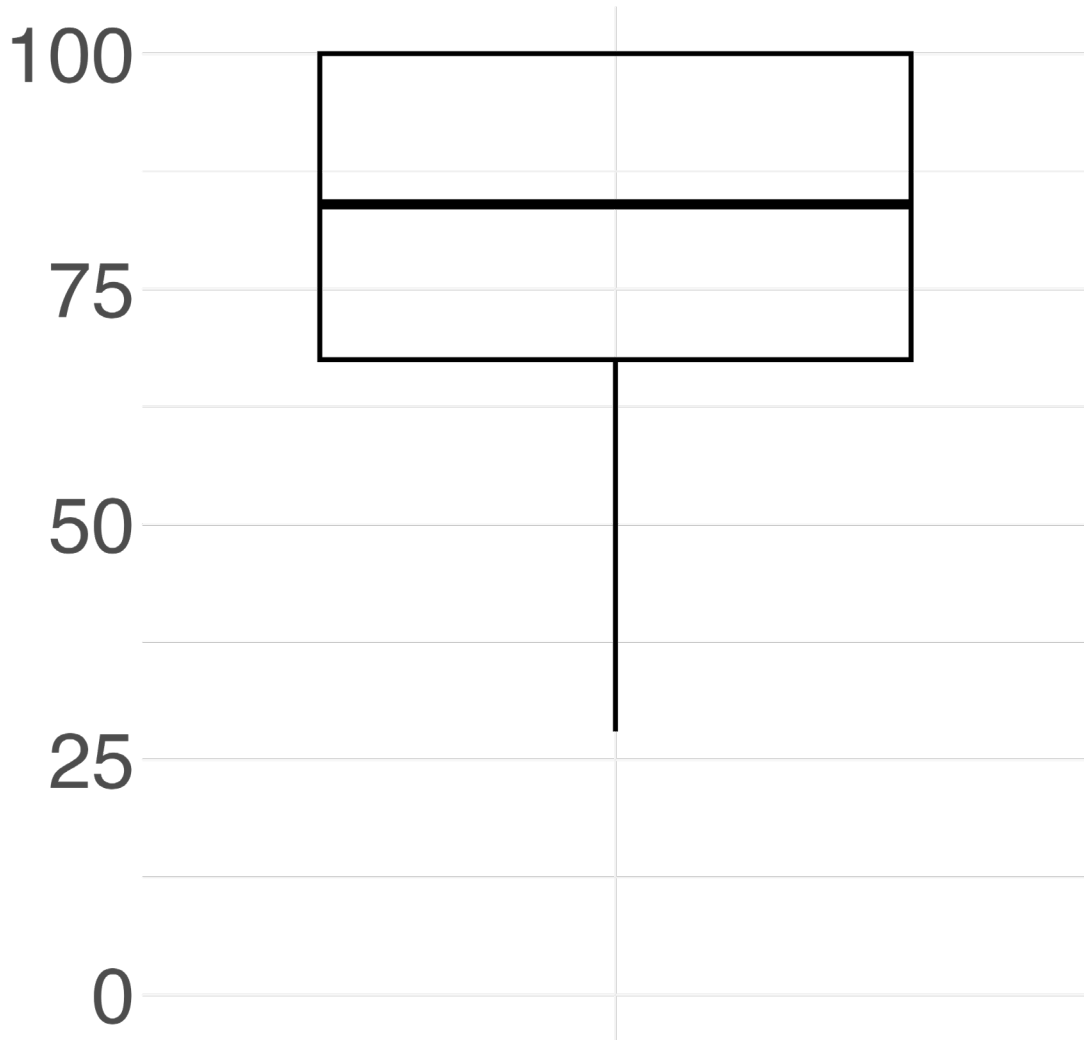
Results by Theme

Feedback Optimization



## Results by Theme

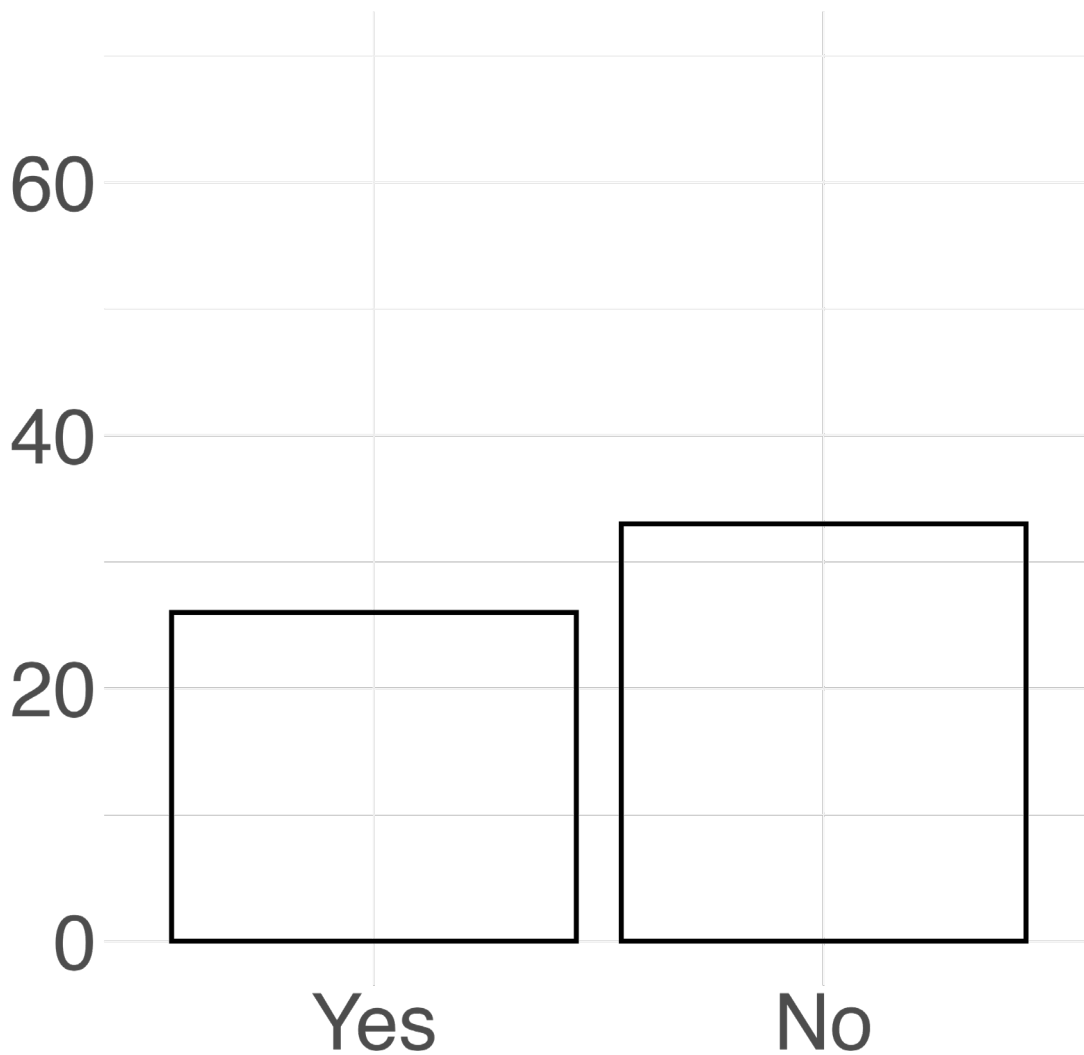
### Relationship with Students/Colleagues





## Results by Theme

### Training



### Discussion

- Audience particularly demanding and liking practical tools
- Feeling of usefulness VS effectiveness
- Perception of the theoretical grounding
- Training

### Conclusion

#### Summary

- The Feedback Rule is well-perceived

- Potential to work on transversal skills through the tool (guidance in relationship and communication, self-awareness)
- Particularly for the population of SEND students

### Limitations

- Motivation of surveyed individuals (bias)
- Exploration on tool feasibility only (not effectiveness)

### Perspectives

- Study the tool's impact on different categories of transversal skills
- Implement and evaluate the tool on a larger scale
- The tool depends on the user (training)

### Main References

Conférence Intercantonale de l'Instruction Publique de la Suisse Romande et du Tessin. (2024). *Plan d'études Romand Scolarité Obligatoire (PER)*. CIIP. <https://www.ciip.ch/Plans-detudes-romands/Plan-detudes-romand-scolarite-obligatoire-PER/Plan-detudes-romand-PER>

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