



Erasmus+ FLeD Learning design for flexible education

Pattern “Enhancing constructive feedback exchange and self-regulation in the
face-to-face flipped classroom”

Enhancing Constructive Feedback Exchange and self-regulation in the Face-to-face Flipped Classroom

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Keywords¹

Effective feedback exchange, in-class flipped, learning goals, Self-reflection and reflection, self-regulation, active engagement, plan of action.

Characteristics of the course

It is a second-degree course for about 45 students. The subject comprises 4 ECTS credits and 100 hours. The subject comprises a dedication of 40 hours face-to-face per student.

Context and main problem (or motivation) to be solved

Transferring the consultation of resources to the autonomous time offers opportunities for immediate virtual feedback and improved in-class feedback. Feedback can help students to actively reflect on their performance, identify their strengths and weaknesses and set goals for improvement, which are key components of self-regulated learning.

Traditionally, teachers are the ones who offer feedback to students, either formally through planned assessments or informally via conversations. While effective, in an in-class flipped model, feedback becomes bidirectional, encouraging students to

¹ Consult the [FLeD patterns glossary](#) to learn more.



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actively seek, reflect on, and apply feedback by integrating self-assessment and peer feedback.

This pattern suits any course designed under the in-class flipped model, emphasising feedback’s bidirectional nature.

Students can act as both “educators” and “learners”, constantly exchanging immediate feedback in different classroom learning situations. From a self-regulation perspective, Panadero and Dochy (2014) identify that students improve their learning experiences not only when they receive feedback but also when they are in a position to give feedback to their peers. According to these authors, the feedback could be written or oral, formal or informal, descriptive or evaluative, peer or self-assessed, and internal or external.

The flipped classroom has increased opportunities for social learning and peer interaction, which can enhance student’s self-regulation. Learning with and from others requires a well-structured pedagogical design to make it effective. **One of the weaknesses in many flipped classroom designs is that feedback exchange is not well planned and guided to be constructive.** Students can better regulate their learning and improve their performance by incorporating intentional feedback strategies.

During the in-class time, there are many opportunities to give and receive constructive feedback (during an oral intervention, before performing a procedure, after a group discussion, after completing a quiz, etc.) that constitutes an opportunity to enhance learning before the final evaluation. However, students often encounter difficulties and barriers in both giving and receiving feedback effectively, limiting their ability to fully engage in the self-regulation process that feedback supports.

Receiving feedback can be difficult at times, especially when it comes to understanding and accepting the message constructively and then how best to modify their learning practice in response to it. Giving constructive feedback (including self-reflection or self-assessment) can also be hard. Students sometimes face barriers and difficulties because some lack strategies and methods to give constructive feedback. Moreover, their perceived self-efficacy in executing it accurately can be low.



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In addition, sometimes, there exist different expectations regarding the frequency and usefulness of the feedback provided or received. Some students may perceive that they receive insufficient feedback to improve their learning practices, while others may feel it is too vague. This mismatch between the quantity and the quality of the feedback, both given and received, could hinder effective feedback exchange. As a result, it may negatively impact students’ motivation and their ability to engage in self-regulation.

Main need to be addressed

Implement strategies that promote feedback exchange in in-class flipped learning to enhance self-reflection and self-regulation.

General learning outcomes to be achieved

Receive and give constructive feedback on both their own and on others' learning experiences, identifying areas for improvement and designing strategies for growth to enhance self-regulation.



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Solution that could solve the problem and need

The following are some instructions on how to have an effective feedback exchange by: a) creating shared learning goals and assessment criteria, b) engaging students actively, c) practising both reflections on others' performance and reflection, and d) developing a plan of action.

There are students who may not need to learn how to receive and provide feedback as they have had enough learning opportunities to develop the ability to do so, whereas others may need strategies to practice how to receive and provide constructive feedback. The following four actions may help feedback exchange by putting the focus on self-regulation and inclusion:

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ACTION 1. Creating shared learning goals and assessment criteria	● In class	● Out of the classroom
	<ul style="list-style-type: none"> ● An hour-long first face-to-face session is devoted to sharing and agreeing with the students on the learning goals and the assessment criteria for the course/activity. <ul style="list-style-type: none"> ○ Present and ensure that students understand the instructional and learning purposes of the course/activity. ○ Allow students to suggest other learning goals and enable them to collaborate actively. ○ Establish a mutual agreement with students on learning goals and assessment criteria. For effective self-regulation, students must have a clear understanding and acceptance of the assessment criteria before starting each activity, ensuring transparency and accessibility from the teacher’s side. <u>The assessment criteria for every activity are transparent and accessible beforehand.</u> ○ Collaboratively, create and agree on a set of shared goals and assessment criteria to guide the feedback exchange, helping students focus their reflections and self-assessments while enhancing their self-regulation skills. 	<ul style="list-style-type: none"> ● Provide resources about feedback (e.g., an instructional resource with specific indications in video or written format, written guides) and examples and strategies for effective feedback exchange (e.g., sandwich model, tell-ask-tell, etc.) within the LMS. Students should review these resources before the next session to enhance their understanding of feedback practices.

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	<ul style="list-style-type: none"> To reach an agreement, technology tools that require low adoption levels (as measured by the pattern "Key decisions for an effective flipped classroom") such as Mentimeter, Socrative, Polleverywhere, or Kahoot! could be beneficial. 	
<p>ACTION 2. Engaging actively in giving and receiving feedback</p>	<ul style="list-style-type: none"> In class Devote a second face-to-face session of an hour to motivating students for feedback exchange, committing them to the learning process and providing strategies on how to give and receive effective feedback exchange in class. <ul style="list-style-type: none"> Introduce the importance and usefulness of feedback exchange and involve students in discussing critically the potential barriers to giving and receiving feedback and how to overcome them based on the resources reviewed at home. Simulate some examples and strategies for effective feedback exchange (e.g., sandwich model, tell-ask-tell, etc.). Create, with students, an appropriate and respectful interpersonal climate to facilitate feedback exchange. It includes respecting 	<ul style="list-style-type: none"> Out of the classroom Once students are engaged with feedback, it might be possible to propose feedback exchange in asynchronous ways during out-of-class time. To promote commitment to delivering feedback outside the classroom, propose active learning strategies using various technological tools. This skill may require a medium level of technology adoption (as measured by the pattern "Key

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ACTION 2. Engaging actively in giving and receiving feedback

- others’ views and needs. When giving feedback, students must remember that others can have special needs or life experiences affecting their understanding or interpretation of a topic or an activity; then, aspects such as the gender perspective or the culture of their colleagues should be considered.
- o When the student is engaged, ask to **self-assess their performance/competences** and assess others’ performance in a multimodal way and modalities (such as video, audio, or written text-based feedback, as well as via other interactive ways). To that aim, give a set of questions for self-assessment (e.g., What did I know about this topic? What did I learn about that topic? What do I need to learn to reach my goals?) and to guide the interaction (e.g., Have you helped your peers to perform the activity? How have your peers helped you to perform the activity? How could you improve next time you work in groups?). In the case of peer feedback, the RISE model (Reflect, Inquire, Suggest, Elevate) is recommended to encourage constructive peer feedback and promote self-regulated learning.
 - o When the student is engaged, they **listen actively** to the message and are active in welcoming feedback. To ensure that, recommend

[decisions for an effective flipped classroom”\).](#)

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	<p>students take notes of their peers’ comments and agree on one or two recommendations to incorporate in the future.</p> <ul style="list-style-type: none"> o Ensure that students are engaged and active in giving and receiving feedback (when others welcome it). 	
<p>ACTION 3. Practising both reflections on others’ performance and self-reflection in class</p>	<ul style="list-style-type: none"> • In class • During in-class sessions, provide frequent opportunities for feedback (teacher, peer, self, computer) to identify areas of strength and weakness and adjust student learning strategies accordingly. These regular feedback opportunities also make the learning design more flexible. <ul style="list-style-type: none"> o Elicit student self-reflection and self-assessment on a constant basis. For example, asking students to use their own devices (e.g., a smartphone, tablet or laptop) to answer a quiz question in the class. In the flipped classroom, quizzes can be used: a) at the beginning of a session to demonstrate the knowledge acquired during out-of-the-classroom activities, b) at the end of the session to express the main idea get from the session or c) during the running of the session as a means for motivating students. o Promote peer evaluation with a predetermined rubric that all students must have for more structured and focused feedback. Provide the rubric/checklist with the evaluation criteria and involve students in the feedback dialogue. Having a check will help to put in common the specifics of the feedback discussion (besides it helps to modulate the quantity and the quality of feedback delivered). An excellent place to share the rubric is the LMS. 	

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ACTION 3. Practising both reflections on others' performance and self-reflection in class

- o Feedback givers describe observed behaviours and provide information and suggestions for improvement about the activity/competences assessed. Students must verify that the feedback message has been accurately received and ask clarifying questions to confirm understanding.
- o Feedback receivers learn to hear the message carefully and decide how to use (or not) the information received.
- o Monitor the feedback delivered. Monitoring feedback through digital tools is easier than traditional modes because the interaction is registered and can be consulted whenever desired. For instance, students (and the teacher) might give feedback as: a) anchored comments in a digital document, b) responding to a digital questionnaire, c) filling in a digital rubric, d) commenting with audio to digital resources, or e) recording a video giving feedback to a peer’s task. It is recommended that all interactions be recorded in the LMS so that they can be considered for evaluation.

ACTION 4. Developing a plan of action

• In or out of the classroom

- o At the end of every session, ask students to write down or audio a post-feedback action plan according to the feedback comments received. This plan should outline specific steps they will take to guide and improve their learning. This can be done during the last minutes of the session or as an out-of-class task.
- o Assist students in the decision-making process on what to do with feedback and promote personalised learning.
- o Encourage self-reflection on their strengths and weaknesses, which could enhance their ability to tailor their learning strategies.

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Challenges		Solutions	
Sometimes feedback could be unlabelled as feedback , and it's the feedback receiver responsible for recognising the learning opportunity.		The feedback giver must make explicit that the feedback will take place. The feedback receiver needs to recognise any performance comments as feedback to improve learning and self-regulation skills.	
Students might react negatively to giving feedback to peers when it is misunderstood and equated to evaluation. Sometimes, students understand planned and structured feedback as an evaluation action and consider it a teacher's responsibility transferred to them.		It must be clarified that giving and receiving feedback is a learning process and that the teacher is the only person responsible and with the right to assess students.	
When promoting peer feedback, teacher monitoring is crucial .		Students might wrongly orientate peers, and the teacher must be present and aware of the students' comments so that they can correct them when necessary.	
In the absence of direct contact between the student and the teacher, such as in asynchronous ways during out-of-class time, feedback could be more focused on the cognitive aspects of learning and neglect the socio-emotional support of the assessed student.		To mitigate this issue, it's important for teachers to be mindful of the socio-emotional well-being of students when providing feedback, especially during asynchronous learning.	
Using digital devices and tools to give and receive feedback may create barriers or inequalities among students with special needs and economic matters.		The teacher must support and provide options when using digital devices and tools to ensure equal opportunities.	
Using digital tools for feedback might facilitate some processes but also hinder others.		It is necessary to ensure that students use an institutional account or an identifiable name when using digital tools to identify them and monitor their interactions.	

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Examples and/or related patterns

• Related patterns

- o [Key decisions for an effective flipped classroom.](#)
- o [Team regulation and management in blended flipped classrooms.](#)
- o Köppe, C., Niels, R., Holwerda, R., Tijmsma, L., van Diepen, N., van Turnhout, K., & Bakker, R. (2015). *Flipped Classroom Patterns – Designing Valuable In-Class Meetings*. In Proceedings of the 20th European Conference on Pattern Languages of Programs, EuroPLOP '15 (July 2015). <http://doi.org/10.1145/2855321.2855348>

• Related references

- o Carless, D., Salter, D., Yang, M. & Lam, J. (2011). *Developing sustainable feedback practice., Studies in Higher Education*, 36(4), 395–407. <http://doi.org/10.1080/03075071003642449>
- o Espasa, A., Guasch, T., Mayordomo, R. M., Martínez-Melo, M., & Carless, D. (2018). A Dialogic Feedback Index measuring key aspects of feedback processes in online learning environments. *Higher Education Research & Development*, 37(3), 499–513. <http://doi.org/10.1080/07294360.2018.1430125>
- o Panadero, E., & Lipnevich, A.A. (2022). A review of feedback models and typologies: Towards an integrative model of feedback elements. *Educational Research Review*, 35. <https://doi.org/10.1016/j.edurev.2021.100416>.

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- o Panadero, E., & Dochy, F. (2014). Student Self-Assessment: Assessment, Learning and Empowerment. *Assessment & Evaluation in Higher Education*, 39(7), 95–897.

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