



THE POWER
OF FEEDBACK



newsletter 3 jan 2015

It seems that feedback is the number one topic in the education around the globe. There are so many articles, books or different blogs available on the Internet about feedback. It makes me really proud that we are on the right track with our project The Power of Feedback. We are focused on what really matters in the education. In July 2014 our project was also awarded as an eTwinning project of the month.

It is all about improvement and looking after what works best in schools. There is no magic, it is just learning in our own schools and from each other in our project, that will help us -improve and increase pupils` learning outcomes. But as we all know, this is a marathon, not a short race. When you plan and try to make a good structure of the future European project, you think and plan ahead also different activities, which will take place during the mobilities or in each partner school during the project period. Our Comenius project gives all involved the chance to go abroad and see learning and teaching in partner schools around Europe, in

THE POWER OF FEEDBACK

completely different cultures and educational systems. Thanks to our host, the Danish partner school, Elversdamen Skole in Tølløse, the participants of the 4th mobility got another great opportunity to discover new ideas due to classroom observations, walkthrough the school building and discussions with other European colleagues. It is a big challenge for all of us to figure out how to implement "more feedback" in our ordinary teaching practise.

A part of our mobility is also time, dedicated to our professional development. This time, the participants attended workshops with an educational expert Lene Heckmann about feedback and Visible Learning. I am convinced that some of us promptly introduced few Lena`s ideas in our own teaching practise afterward. For myself, as a head teacher, the visit of the Danish school was in a way an eye opening event. There are so many discussions in my country

about teachers' working week. When I first heard in 2013 about the big change in Danish schools about the teachers' working weeks, I was impressed. I thought, you just need a special law and then all your problems (counting hours, etc..) will be solved at once. During our mobility I asked a few Danish teachers about their new schedules and I didn't get just one, but several different answers and opinions. Some teachers were satisfied, some struggled a lot. Therefore it is not strange that our Slovenian group discussed during national evaluations also about Danish teachers and this huge change in their life. After this experience, I must admit, I am not sure anymore about the "easy" solution of this problem. I think that in school, all is about to become and stay a passionate teacher, a teacher, who is willing to learn and put a lot of effort and time into his professional development. I would like to point out that beside the 3rd mobility (which took place in Slovenia), this was the only mobility during our project when our school could actively involve the pupils by taking them to Danish school and leaving them with host families. I am very proud that Nika, Teja, Lea and Gregor tried hard and practiced their English skills

constantly during their stay in host families. They stayed in school much longer than usual, attended Danish lessons and were ready to join all planned activities. It was very difficult for them to stay in the classroom when they couldn't really follow the lesson, because of the Danish language, which they didn't understand.

After they returned back home, they were invited to the local radio station and shared their experiences in a youth radio broadcast. I am sure, that the journey to Denmark and the visit to the Danish school will stay a lifelong experience for them.

Thank you, Yvonne and Martin, and your school for an unforgettable week in Denmark.

It was a great pleasure for all of us to be your guests and learn from you together with other European colleagues.

mag. Anastazija Avsec,
coordinator and head teacher
of Primary school Kapela

VISITING ELVERSDAMEN SKOLE IN TØLLØSE

I had the opportunity to visit school in Tølløse twice and the second visit was almost

exactly four years after the first one. For me, going back was nothing like seeing the same movie twice, and I am glad that I experienced both of these occasions.

I like the Danish school system and the open minded society, which, obviously, is the result that comes out of it. I also admire the process-oriented teaching which teaches students social and life skills, reduces the level of stress they experience daily, and gives the teachers more freedom in structuring their lessons.

It was a different kind of experience coming back to Tølløse after four years, especially because I already knew what to expect, and in a way I came looking for a confirmation that things that I liked during my first visit would still be there and would remind me of why I loved Denmark and Danish school so much.

This time we are in a project called The Power of Feedback and I have to say that teachers did their best to show us bits and pieces of how they deal with this concept in class. I could see a lot of self-evaluation techniques which are part of this concept. I loved the way the teacher in the first grade structured the 90 minutes double period of Danish so that she included differentiated work, peer work

and peer-teaching, reading in chorus, individual work etc. It was also interesting for me to see English lessons in 6th grade where pupils worked on developing their listening and reading skills, which both require a great deal of concentration. The teacher worked hard to get pupils' feedback on how well they were doing throughout the lessons.

When we later got the opportunity to attend Lene Heckmann's lecture on the 6 strategies that help the teacher transform visible learning into classroom, I could see a connection between what she was explaining and what I had seen in the classrooms. It was impressive to me so I decided to work more on the structure of my lessons when I get home. Last, but not least, I have to praise the interesting programme that we had throughout the days of our stay in Holbaek and Tølløse. It was both educating and fun.



MOBILITY IN DENMARK

Mobility in Denmark was an interesting experience for me because I learnt about their school system, and I also saw quite a few examples of good teaching practice, where teachers used different forms of teaching to give the pupils feedback in class.

I learnt that it is very important to structure the learning process precisely and give spontaneous feedback as an important part of the learning process. In Denmark I could see that pupils had no reservations when they had to say or write down when they did not understand something. This means that they think about their learning and want to get better.

The relationship among teachers and pupils is very relaxed there. They often use computers during the lessons. Pupils start individual work responsibly, and they seem to be aware of the fact that these forms of learning help them acquire different skills and knowledge.

Alenka Kozar

OUR TRAVEL TO DENMARK

How was it like travelling to Denmark?

Lea: It was different and exciting. This was a whole new experience for me.

Teja: It was a completely new experience. It was really interesting and exciting.

Nika: Traveling was very exciting because I've never flown in a plane, so it was fun.

Gregor: It was very interesting because we drove by plane and train.

How did you like staying in a host family? What did you learn from this unique experience?

Lea: I liked my host family, they were nice and kind. I learned how to be with other people which I don't know so well, what others do all day, and how life is like there.

Teja: The family was really nice and generous and I liked the house. They were explaining things to me and took time to listen to me. I also learned a lot about Danish culture.

Nika: My host family was very welcoming and nice. I stayed with Lea. They helped us and they took the time to talk with us.

Gregor: We haven't been a lot in their home because we were going around a lot but when we were there it was cool.

What was it like to go to school in Denmark?

Lea: We walked to school. In school it was different than in Slovenia because students had a different relationship with teachers, they were not allowed to wear shoes and didn't pay so much attention to us.

Teja: I went to school by bus. The school was bigger than our school and I liked it. It was also different and interesting listening to unknown language and to be barefoot in school.

Nika: Going to school was very different. We walked to school. the school is a lot bigger and also the system is quite different. They have a more open and fun relationship with their teachers.

Gregor: Magnus and I were going to school by car but sometimes he goes to school by bus like we do, in Slovenia.

What did you like about school in Tølløse the most?

Lea: I liked that they could make jokes with teachers and they were not mad, and they could use phones any time.

Teja: I liked the friendly relationship between teachers

and students and I also liked the long breaks and use of computers and phones during class.

Nika: I liked the school building and their classrooms. I liked seeing that their relationship with teachers is good and fun and that they are allowed to use their phones and computers in class.

Gregor: They are working a lot on computers and the students are in one class and teachers are moving to another class.

What kind of experience was visiting Denmark for you? How did it affect you, or maybe changed you?

Lea: I liked it very much and I think that I know much more now. I learned a little bit more how to be on my own.

Teja: I enjoyed almost every moment and it will stay in my memory forever. I think I became more independent and confident.

Nika: The experience was unique, fun and educating. I think it probably has changed me because I became more independent and gained a lot of self confidence. I learned that I can be on my own and that I don't need a ton of people to like me but just a couple of great friends.

Gregor: This was very fun but this experience didn't change me.



Lea Škrjanec, Teja Žnidarič,
Nika Crnkovič and Gregor
Koren in school and in
Observatory in Brorfelde

Slovenian group in
Copenhagen



Comenius-project “The power of feedback”

**Elverdamsskolen, Töllöse,
Denmark 04-11-2014 - 07-11-2014**

Feedback & reflections from our visit at the primary school Elverdamsskolen.

First, I would like to say, what an opportunity it is, to be able to visit other teachers in other countries. I think we become more aware of how we, ourselves, are working in our classrooms, when we have the chance to see other teachers in a working process.

I think that after a visit like this, we evaluate our own teaching. How we do it, why we do it, and sometimes- why we don't do it. Is there a better way to let our pupils, to become more aware of how they are learning, how they progress, and what their goals are? etc.

By using good feedback, we can help them to be better at self-assessment, [self-verification](#) and [self-enhancement](#).

If I would give some feedback on this visit, by using 2 stars & 1 wish, this is how I would sum it all up:

* Absolutely outstanding during these days, was the lecture called “Visible learning” by Lene Hackmann. She really could put her fingers right on spot, on what

this project is all about. The goals with her lecture were:

- I know the main messages from Hattie's work
- I can tell the 6 key strategies
- I know what good feedback is
- I have got some new inspiration for my own practice

I loved her shark: she used a shark to visualize clarity and structure. How we should build up a good lesson by having questioned and discussed with the pupils for example- what are we learning today? What did we do last time? And also at the end of the lesson- what did we learn today? And what's next?

In this star, I would also like to mention one Hattie-video, that we looked at, that was about Austin's butterfly. How critique and feedback in a good way, from both peers and teachers, can change a person's achievement from mediocre to excellent.

* Meeting teachers and pupils and by that, making friends for life and establishing contacts which can change the future tuition.

And finally, I have a wish: I wish that there would have been time for discussions with the Danish teachers, about how they use feedback. If they can see any change in the pupils results after using good feedback frequently. What

they actually do, how they use the words. Do they have any systems with writing feedback down and how privy are the pupils.

Eva Sellén

Teacher in primary school, S:t Olofsskolan, Sundsvall, Sweden

The Power of Feedback - Elverdamskolen - department Tølløse.

When speaking about feedback ...; we are not only talking about feedback from the teacher to the student and vice versa. The past year, we have also been working with feedback from student to student. It gives the teacher and the student another perspective.

An example of this is our 4th graders: The students in the 4th grade have been working with the subject Pirates in their history class. In the class the students have been working together in pairs, on a specific topic about pirates. The students have for their chosen topic prepared a video recording of themselves, presenting what they have learned. In addition to the video they have also prepared 6-8 questions coming along with the video story. They have put the questions into a

questionnaire together with the video and made a presentation for the rest of the class.

This working method gets the students to reflect on their one opinions and how to ask the questions to each other. The method also allows the students to reflect on their one learning and focuses on feedback to each other. See an example here.

In addition the teacher added some questions about the students understanding of the task. In this way working with google form gives the teacher feedback from the pupils about visible learning.



Visit of the Slovenian Students

The mobility in Denmark included the revisit of the four Slovenian students which we visited in Slovenian last summer. The four students were very nice people, and three of us knew them already

from last summer. They were here in Denmark for four days, were they also went to school with us, and saw how our everyday lives typically is in school. Tuesday we went to an observatory in Brorfelde, where everything took place in English. It was really great and fun, and hearing about the work at the observatory and making experiments. We went to Holbæk and Roskilde to go shopping, all eight of us, and some of our other friends from school too.

On the second to last day we went to see a movie in Holbæk. We felt that we had fun together. We showed them different things in the cities, and as we walked around, we told them about Denmark.



Written by Rebekka, Magnus, Vibeke and Emma

Visconde Cacongo

COMENIUS PROJECT "THE POWER OF FEEDBACK"



Primary School
Elverdamsskolen

4th Mobility 3rd - 6th

THE 4TH COMENIUS MEETING "POWER OF FEEDBACK" TOOK PLACE IN HOLBAEK – DENMARK, BETWEEN 3RD AND 6TH NOVEMBER 2014



As the previous meeting, we had the chance to visit the

Primary School Elverdamsskolen, where students made us a guided visit around the facilities.

During these days we attended several classes at school and could realize their reality. We also had national evaluation and these were the main topics we took home:

- teachers use different strategies to grab students attention such as to put both hands on top of their head when they're listening to instructions;

- teachers set alarm clock to time some activities;

- students use sign language in order to not to interfere with the lesson;

- Students read in pairs, in different spots of the classroom, standing up, and randomly, the teacher points out which pair is going to read aloud.



- Students work in pairs which allows to increase their autonomy.

We also had an workshop with Lena Hackman about "Visible Learning" which was very interesting and useful as well. We saw some videos on Hatties' work and discussed some strategies and ideas to be put into practice in our schools.



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Peer Feedback

Related to peer feedback, Madeira and Belgium were partners and decided to make a video with the students where they explain what is peer feedback. There was a catch, however: students were not allowed to speak, just make it visible for others! It was a very interesting work, not only for the students involved but also for the teachers because we could see feedback through students' eyes!

DE KLARE BRON



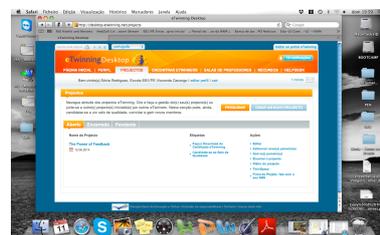
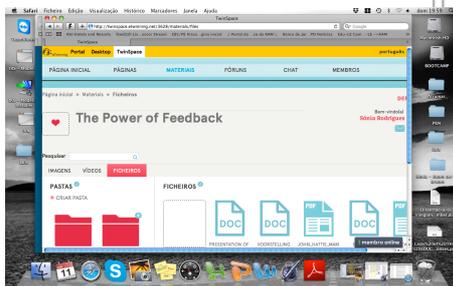
An unexpected visit...



Unexpectedly, and although a private visit, we received the visit of the Director of Tølløse county schools on 21st of October 2014. Although it was a quick visit, there was still time to discuss the project that involves both schools and the strategies that are being implemented and the work of all.



Despite the delay in the creation of our TwinSpace due to technical problems on the page itself, we finally managed to put into practice the project, creating the folders Our Country, Our Schools, Our Results and Web Resources. On these folders several works developed under the project have been uploaded, as well as documents and videos related to the theme of feedback.



BELGIUM -VISIT DENMARK

ABOUT HOLBAEK, DENMARK

When we arrived in Holbaek, we could immediately feel the atmosphere of the country. A small harbor , charming houses along the quay, very peaceful. An evening walk along the fjord was the perfect way to become a part of the Danish world! Holbaek is a port city in the northern region Zealand We stayed in a charming hostel , near the port .



THE SCHOOL

The Elverdamsskolen located on a very quiet location in Tølløse , a few kilometers from Holbaek .

The department Tølløse is a school for children between 6 and 15 years. There are about

500 students but thanks to the size of the school, it's never crowded .

The school has a huge playground , where we Belgians only can dream of : soccer fields , playgrounds , climbing wall, fire pit We got a guided tour of the students.

What struck us immediately was that these children were very open and friendly. They gave a warm expression of curiosity. We felt greatly welcome.



After the tour we had the opportunity to attend various classes and get to know the school with its classrooms , children and teachers.

What struck us was that the pressure from the government after the lockout surely left



some traces . The team continues to have an eye for their educational vision apart from the opportunities they receive from the government. Both the students and the teachers were friendly and helpful. They were enthusiastic and proud about their school.



The first night was a happy reunion . A pleasant evening. At a local restaurant we could taste Danish goulash and discussed the planning of the next days.

The next day, each teacher got the possibility to observe different classes. This gave us the opportunity to get new ideas about feedback .

Afterwards we got a guided tour around the city of Holbæk. It gave us the opportunity to reflect about the demographic, economic, architectural and political evolution of the city and the entire region. It was very interesting how the city guide also compared the situation of Denmark to the visiting countries.

After the guided tour, we had the chance to shop the Danish stores.

After a lot of lessons to attend and be allowed to taste the cuisine of the children, we went to an astronomic observationdeck .

OUR STAY



energetic lady learned us more about John Hattie and his ideas of education. Afterwards we got the chance to taste the local Danish beers! Cozy & tasty!

We were working with chocolate and could also taste the delicacies at a local chocolatier.



SCHOOL FUNCTIONING

The teachers give each their subject area . So the school has classrooms where a particular course is given.

The school is clean, because both students and teachers wear, once in school, appropriate footwear.

School hours vary from our Belgian hours. They start earlier and stop earlier . School hours are between 8am and 14pm depending on the age . Younger children have shorter lessons.

The classrooms are large, with little visible educational materials on the walls. We have seen classes where each student had a laptop . There is an average of 18 pupils in a class. Each teacher also has the help of a pedagogue. A pedagogue has no university education in Denmark , where a teacher does.

The last day there was a workshop with Lene Hackmann . She gave us more information about 'visible learning and this

There were a lot of possibilities for the children to learn practical subjects like woodcraft, sewing, cooking class,... It's contributes to a diverse day of cognitive learning, playing and actually doing things together.

All together, it was a pleasant and very interesting time to see this type of Scandinavian school project.



The image shows an eTwinning Label award certificate. At the top left is the eTwinning Label logo, which consists of three yellow stars and the text 'eTwinning Label'. At the top right is a blue ribbon seal with the eTwinning Label logo. The central text lists the names and schools of the participating teachers: Sónia Rodrigues (Escola EB1/PE Visconde Cacongo, Portugal), Anastazija Avsec (Osnovna šola Kapela, Slovenia), Begga Willems (De Grasmus/De Klare Bron, Belgium), Yvonne Pedersen (Elverdamskolen, Denmark), Rubina Silva (Escola EB1/PE Visconde Cacongo, Portugal), and Maria Svansdottir-Sundberg (S:t Olofsskolan, Sweden). Below this, it states 'so prejeli oznako za svoj projekt: The Power of Feedback' and the date '12.06.2014'. At the bottom, there are three signatures and their respective names and titles: Fernando Egídio Reis (National Pedagogical Service, Portugal), Marc Durando (Central Pedagogical Service), and Alenka Flander (National Pedagogical Service, Slovenia). The certificate also features the European Union flag logo on the bottom left and the eTwinning logo at the bottom center.

eTwinning Label

Sónia Rodrigues, Escola EB1/PE Visconde Cacongo, Portugalska
Anastazija Avsec, Osnovna šola Kapela, Slovenija
Begga Willems, De Grasmus/De Klare Bron, Belgija
Yvonne Pedersen, Elverdamskolen, Danska
Rubina Silva, Escola EB1/PE Visconde Cacongo, Portugalska
Maria Svansdottir-Sundberg, S:t Olofsskolan, Švedska

so prejeli oznako za svoj projekt:
The Power of Feedback
12.06.2014

Fernando Egídio Reis
Fernando Egídio Reis
Nacionalna svetovalna služba
Portugalska

Marc Durando
Marc Durando
Centralna svetovalna služba

Alenka Flander
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Nacionalna svetovalna služba
Slovenija