

Using Feedback and Self-Reflection to Empower Adult Learners in Math, Reading and Writing

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Introduction

Am I ready to move up?

A program survey had shown students did not have a clear sense of their progress in class.

Goal: To empower students and foster independent learning and confidence to move toward their goals.

Who are we?

- Free, non-credit classes for adults
- Math, Reading and Writing
- Career, college and high school equivalency preparation
- Leveled classes may be repeated as many times as necessary for proficiency and readiness for advancement.
- No grades are given.

Methodology

- Conducted for two 10-week sessions
- Two Math, two Reading classes, $N=59$
- Move-up results compared to 24 non-treatment classes
- Surveys assessed student mindset and attitude toward learning.
- Student groups of Match with teacher or Mismatch with teacher were analyzed
- Binders collected student work for reflection
- Formative assessment / reflection daily
- Written teacher feedback on assignments
- Development of a class habit and culture of reflection and action

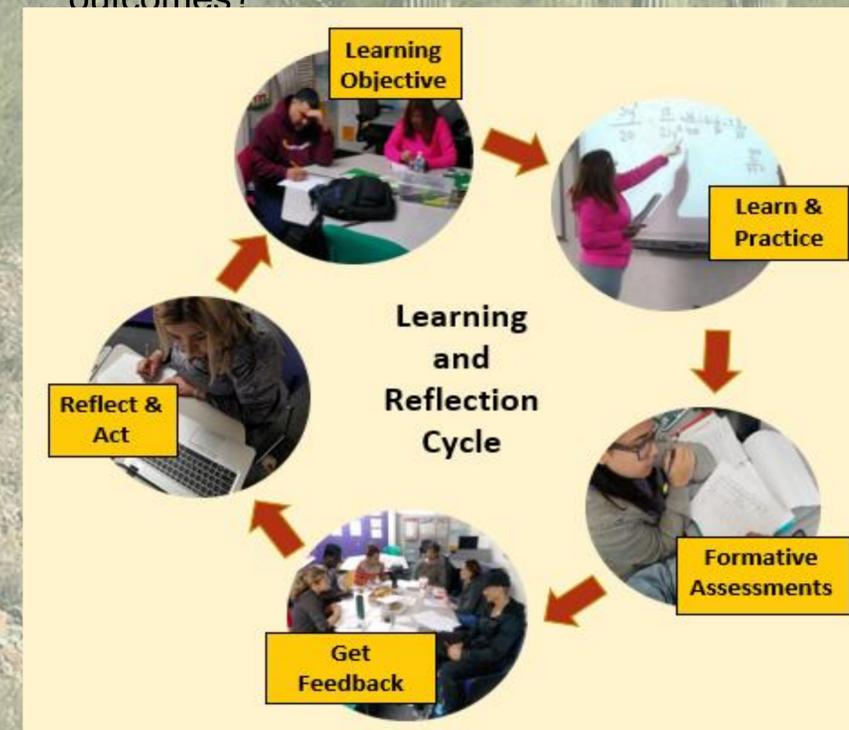
Literature Cited

Knowles, M., Holton III, E., & Swanson, R. (1972), *The Adult Learner: The definitive classic in adult education and human resource development, 6th edition*, (2005), Burlington, MA, Elsevier.

Focus Questions

Will clear learning objectives, timely feedback and opportunity for self reflection and action lead a student to a clear understanding of their own academic progress?

- Will student and teacher reach the same conclusion?
- Will students take action to improve their learning outcomes?



Student comments

“It’s really encouraging when the teacher gives us feedback.”

“I like the feedback. I see I got the equation, but I see how I hurried with my answers. I know what to do now.”

“It looks more organized and clear. I didn’t used to do this. I am so proud of what I see.”

Results

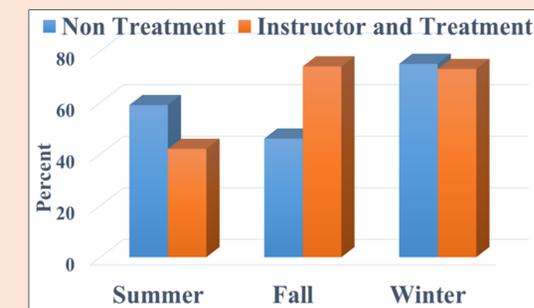


Figure 1. Teacher Move-Up Survey Match Percentage: Non-treatment vs Instructor and Treatment Classes, (Non-treatment: Summer $n=75$, Fall $n=48$, Winter $n=44$; Instructor Summer $n=19$, Treatment Fall $n=31$, Winter $n=28$).

Treatment class Move-up Match rose from 42% to 75%.

Match group mindset scores were consistently higher than for Mismatch group

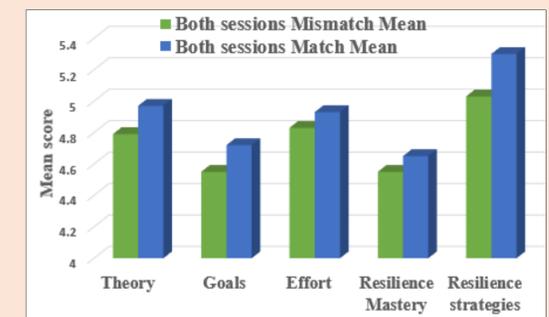


Figure 2. Mismatch compared to Match Move-up groups for Mindset Motivation Survey Topics, (Mismatch $n=15$, Match $n=40$). Mindset Motivation Scale topics, Blackwell, Trzesniewski & Dweck (2007).

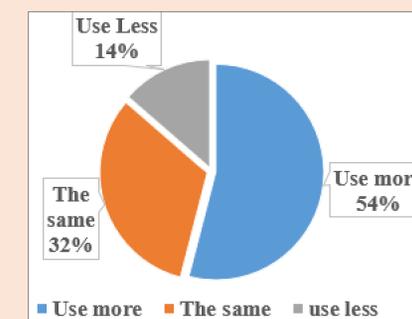


Figure 3. Use of Tool Survey Responses Fall Session, ($n=24$)

Students increased their use of feedback and other tools for learning

Next steps

The goal is to share with other instructors in ABECC so that the culture of reflection and feedback can grow within our program