

PROVIDING FEEDBACK TO PUPILS WITH DIFFERENT ATTITUDES

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Milja Saarnio

Tampere University

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Pupils have different skills, attitudes and perceptions of school and learning. Feedback from the teacher – or lack thereof – can have a significant impact on a pupil's learning (Wisniewski et al., 2020; Oinas, 2020). Therefore, considering the individual needs of the learner (Ryan & Deci, 2017) and planning feedback thoroughly (Dawson et al., 2018) is important when providing feedback. On the other hand, teachers have different personal styles of giving feedback: one may often give positive and encouraging feedback to all pupils, while another may focus on guiding pupils to complete tasks. My PhD dissertation will investigate the kinds of teacher feedback that provide the best support for pupils with different attitudes towards school and learning. Following Hattie and Timperley's (2007) theory, feedback from the teacher can focus on (1) the task level, (2) the learning process level, (3) the pupil's self-regulation level, or (4) the self-level. Learners' motivation is described by action control theory (Skinner et al., 1988) and goal orientation theory (Eccles & Wigfield, 2002). The aim of this sub-study was to find out how much teacher feedback is dependent on the teacher's own characteristics, and how teachers give feedback to pupils with different attitudes. In the study design, secondary school teachers ($n = 295$) responded to a questionnaire consisting of four sets of questions. In each set of questions, teachers were presented with a scenario description of a type of pupil with a different motivational profile. Scenario descriptions were based on the results of a latent profile analysis conducted on a nationally representative sample of pupils ($n = 7745$). In each set of questions, after the scenario description, teachers responded to Likert-scale statements to determine whether they focused on a certain feedback practice when giving feedback to the hypothetical student presented in the scenario. The analysis began with a confirmatory factor analysis to test the structure of the feedback items. The actual analysis was conducted using multilevel modelling to distinguish the effect of the teacher's own characteristics on the feedback practices (between level) and to examine the differences in teacher feedback practices among pupils with different motivational profiles (within level). The results show that teachers give feedback in different ways to pupils with different motivational profiles, but teachers' own characteristics influenced the way they gave feedback even more. Teachers gave slightly less task-specific feedback to the most motivationally positive group of pupils than to the others, which is in line with previous research (e.g. Cowie, 2005; Ryan & Deci, 2017). Those pupils were also given less feedback on the learning process than the others. The group of pupils with the most negative attitudes were given slightly more task-specific feedback than others, which may be beneficial for their learning (Hughes, 2010).

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