

Feedback Analysis Categories

Episode Number

Time Segment

1. 000-100
2. 101-200
3. 201-300
4. 301-400
5. 401-500
6. 501-600
7. 601-700
8. 701-800
9. 801-900

Style of Teaching--(Spectrum defined terms)

1. A
2. B
3. C
4. D
5. E
6. G
7. A
8. B
9. D
10. G

Interaction Initiated By

1. Asking a question
2. Making a statement

What was the Teacher Doing When Interaction Was Initiated

1. Standing (primarily) in one spot
2. Walking around the room while next to the learner
3. Walking around the room while away from the learner
4. Writing on the board
5. Standing or sitting at the teacher's desk
6. Calls learners to the teacher

What was the learner doing when interaction was initiated

1. Calling out while away from the teacher
2. Calling out while next to the teacher
3. Raising the hand
4. Called on without raising the hand
5. Going to the teacher
6. Speaking to a partner

Feedback given by

1. Teacher
2. Learner--to oneself
3. Another learner
4. Teacher Aid
5. Observer (Spectrum term)
6. Doer (Spectrum term)
7. Additional feedback

Feedback for

1. An individual
2. A small group
3. The whole class
4. One learner who responded while the other learners listened

Degree of Privacy

1. 1:1 Privacy
2. A small group of learners hear the feedback
3. The whole class over-hears the feedback
4. Public, feedback directed to a whole class situation

Forms of Feedback

1. Value--positive
2. Value--negative
3. Value--reprimand
4. Corrective
5. Corrective--reprimand
6. Neutral
7. Ambiguous
8. Additional information--other than the above

9. Learners engaged in self-check
10. Could not hear the form of feedback

Content of Feedback

1. Statements or questions that supplies or reinforce the subject matter or role
2. Statement or questions which clarifies the directions or logistics or ditto sheet
3. The error of the learner is corrected and explained in a whole group setting
4. The teacher answers a question asked of the learner, or expands on the learner's answer
5. The teacher repeats the learner's response
6. Looks at the performance, but does not offer any feedback
7. Interaction not about this episode
8. None of the above

Feedback About

1. Subject matter
2. Role (behavior)
3. Logistics

When was the Feedback Given

1. During the activity
2. Immediately following
3. Delayed

Classroom Setting

1. Introduction to classroom activity subject and/or role behavior
2. Lecture
3. Performance done in unison to teacher's cues
4. Learners work in pairs or groups
5. Teachers ask questions of learners--one learner responds at a time while the others listen
6. Seatwork--all learners are actively and individually engaged in the task

7. Seatwork--with answers available to learners
8. Test
9. Homework Review
10. Other

Amount of Information Given to Learners

1. Told one task without time or interval parameters
2. Told one task with time but no interval parameters
3. Told one task without time but with interval parameters
4. Told one task with time and interval parameters
5. Told more than one task with time parameters
6. Told more than one task to do in more than one style

Expectation Statements

1. Expectations stated in advance of action both subject matter and role (behavior)
2. Learners were told "to do"--all learners were actively engaged in doing
3. Learners were told "turn to," "listen and take notes," "watch the film"--learners were passively engaged--primarily listening.
4. Learners were threatened--focusing on subject matter. "If you don't stop, I'll give you a test you'll fail." "I'll get you on the test/homework." "Do you want to lose points?"
5. Learners were threatened--focusing on the person. "I'll get you later, you dummy."
6. Learners were not directly told, but the message was "You'd better." "Go do these, now." "Do you know what you are doing?"
7. The "LOOK!"--[A gesture which stops behavior.]
8. A game--related to subject matter.
9. A game--unrelated to the subject matter at hand.
10. Others.

Length of Feedback

1. One word response--"Yes," "No," "Good," "Right."

2. One word response--"OK," "Alright"
3. One word response--[respects the learner's one word answer]
4. 4-5 word response
5. Several sentence response
6. Interaction with learners
7. A nod of the head
8. Other

FEEDBACK RESEARCH - SPECTRUM & NON-SPECTRUM CLASSES

(1)

Table 11

The Highest Number of Feedback Statements per Subcategory

Category	No. of Feedback Statements	
	Non-Spectrum	Spectrum
Style	B	C
Who Initiated the Interaction	Teacher	Teacher
Interaction Initiated by	Asking a question	Asking a question
What was the teacher doing when the interaction was initiated	Standing in one spot	Walking near the learner
How was the interaction initiated by the learner	By raising a hand	By raising a hand
Feedback given by	The Teacher	The teacher
Feedback given to	One person	One person
Degree of privacy	Public, to the whole class	1:1, private
Forms of feedback	Neutral	Additional feedback
Content of feedback	Teacher repeats learner's response	Teacher clarifies directions or logistics
Feedback about	Subject Matter	Subject Matter
When was feedback given	During the activity	During the activity
	2639	2420
	3114	2884
	944	914
	762	524
	1084	578
	2032	1546
	2339	2062
	2404	1696
	3107	985
	1666	2268
	1465	1780

Table 11--Continued

Category	Non-Spectrum	No. of Feedback Statements	Spectrum	No. of Feedback Statements
Classroom setting	When teacher asked questions of the learners	1623	When learners worked in pairs	1118
Amount of information given to learners	One task without time and interval parameters	2926	More than one task and more than one style	1392
Expectations	Passive-listening	1580	Expectation stated about subject matter and role	3157
Length of feedback	4-5 words	941	a. 4-5 words b. Interaction between teacher and learner	858 898