

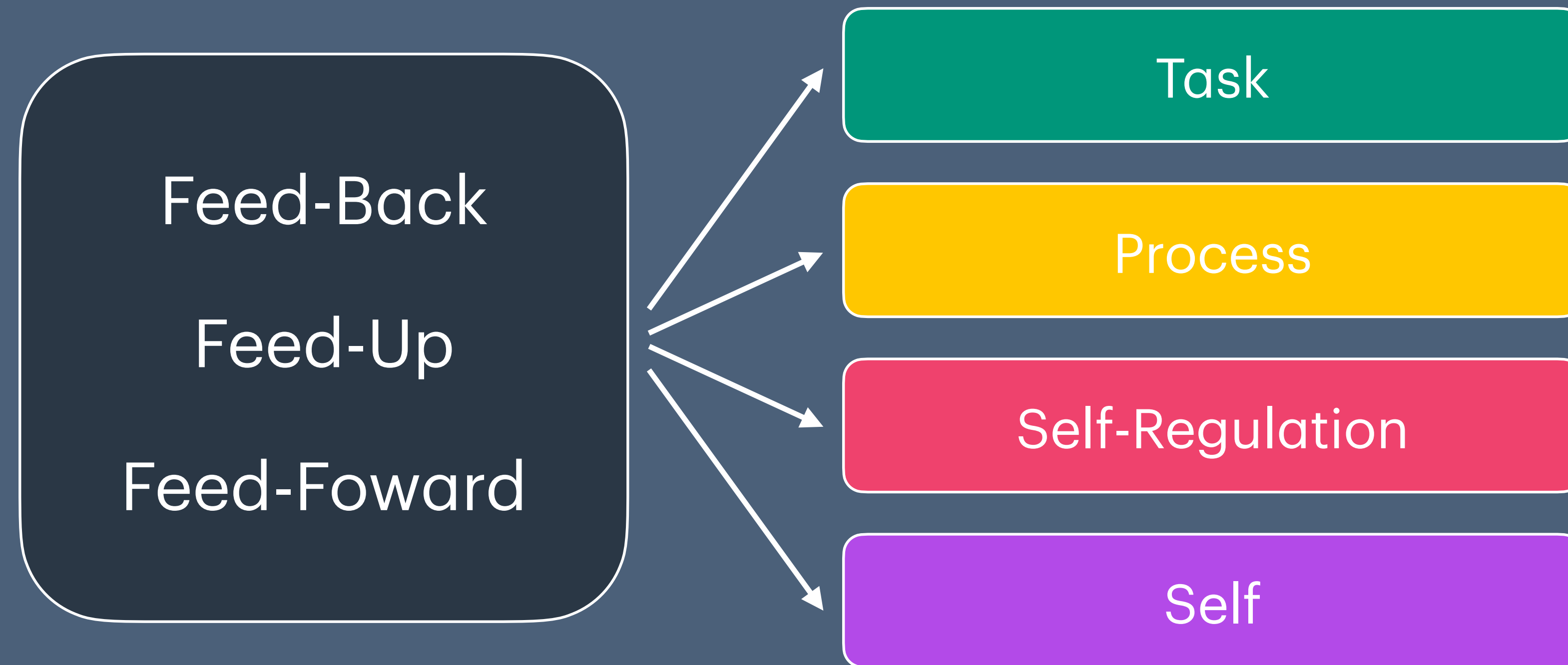
# Teacher Use and Perceptions of Feedback on Student Creativity Tasks

A Mixed-Methods Investigation Among Pre- and In-Service Teachers in the United States

Nicholas E. Roeth, PhD (Bucknell University) & Jennifer Blackwell, PhD (Northwestern University)

# Framework

Hattie and Timperley (2007) Feedback Framework



# Research Questions

## A Mixed Methods Approach

The purpose of this mixed methods study was to explore pre- and in-service teachers' use and perceived value of feedback on students' creativity.

1. What are music teachers' attitudes and beliefs about feedback on creative music tasks?
2. What are music teachers' perceptions of the value and utility of feedback on creative music tasks?
3. What kinds of feedback do teachers provide on creative student composition tasks?
4. How do teachers describe their thinking in giving feedback on creative tasks?
5. In what ways do questionnaire and interview data align?

# Method

## Explanatory Sequential Mixed Methods Design



- Contents
  - Demographics
  - General creativity questions
  - Attitude items
  - Hattie & Timperely items
- Distributed to NAFME membership and members of NASM
- 246 in-service and 164 pre-service participants

- Gave feedback to two “student” compositions
- Told to imagine they are teaching students to compose creatively
- “What feedback would you give this novice composer about their piece?”
- 33 in-service and 16 pre-service participants

- Aiming to interview 10 in-service and 10 pre-service
- Interviews on-going
- Preliminary data for 11 teachers
- Questions designed to explore teacher perspectives and explain quantitative results

# Beliefs

## Phase 1: Survey of Music Teachers

The majority of participants rated themselves at least *somewhat* creative, believed that developing creativity in students is important, felt responsible for developing creativity in students, and that it is possible to develop creativity in students

Half believed that some students are born more creative than others, while 30% disagreed (the remaining were unsure)

Teachers reported modeling creativity far less than they believed they should be modeling creativity

# Attitudes

## Phase 1: Survey of Music Teachers

The majority of pre-service (PS) and in-service (IS) teachers agreed that:

- “it is important to give feedback to student’s creative tasks” (PS = 91%, IS = 95%),
- “creativity is enhanced by feedback” (PS = 81%, IN = 92%)\*; unsure (PS = 16%, IS = 4%)\*,
- “feedback on students’ creative tasks helps students become more creative” (PS = 81%, IN = 88%)\*; unsure (PS = 16%, IS = 7%)\*,
- “students value feedback on their creative work” (PS = 72%, IS = 80%), and
- “teachers must rely on their own creativity to provide feedback to students” (PS = 59%, IS = 57%).

\* $p < .01$

# Attitudes

## Phase 1: Survey of Music Teachers

The majority disagreed that:

- “feedback does not help students become more creative” (PS = 74%, IS = 84%)\*; unsure (PS = 19%, IN = 8%)\*,
- “creativity is diminished by feedback” (PS = 63%, IN = 77%); unsure (PS = 17%, IN = 10%)\*, and
- “feedback on students’ creative tasks makes students less creative” (PS = 59%, IN = 76%)\*; unsure (PS = 25%, IN = 12%)\*.

\*  $p < .01$

# Feedback

## Phase 1: Survey of Music Teachers

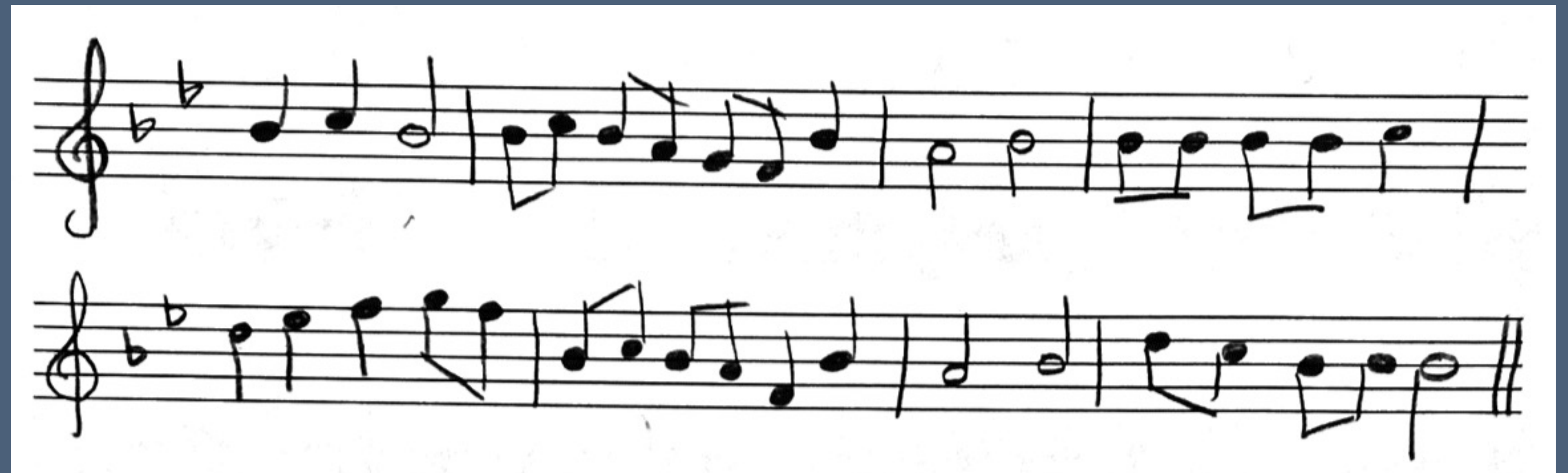
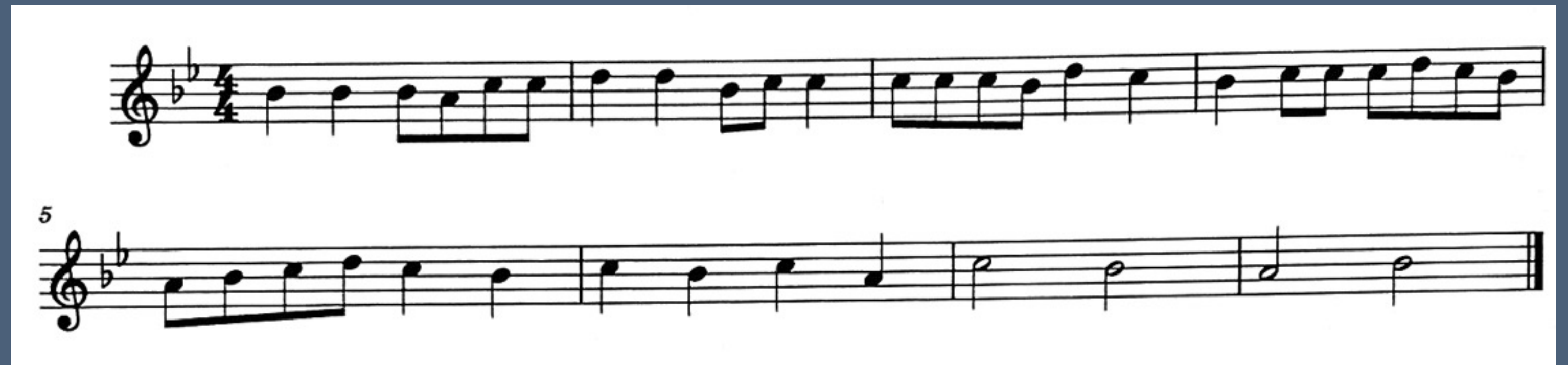
| Framework       | Agree |     | Unsure |     | <i>p</i> |
|-----------------|-------|-----|--------|-----|----------|
|                 | PS    | IN  | PS     | IN  |          |
| Feed-Up         | 90%   | 89% | 6%     | 8%  | .450     |
| Self-Regulation | 81%   | 95% | 15%    | 4%  | < .001   |
| Self            | 81%   | 84% | 12%    | 9%  | .116     |
| Feed-Back       | 79%   | 83% | 8%     | 8%  | .668     |
| Process         | 74%   | 78% | 16%    | 15% | .562     |
| Feed-Forward    | 70%   | 77% | 14%    | 12% | .362     |
| Task            | 8%    | 6%  | 22%    | 21% | .199     |

# Pre-Interview Feedback Task

## Example Items

*Imagine that the composers  
[of the two compositions] are  
students in your class and you  
are trying to teach your  
students to compose  
creatively.*

What feedback would you  
give this novice composer  
about their piece?



# Feedback

## Phase 2: Pre-Interview Feedback Task

| Pre-Interview<br>Feedback Task | PS  | IN  | All  |
|--------------------------------|-----|-----|------|
| Task                           | 84% | 84% | 84%  |
| Feed-Back                      | 71% | 74% | 73%  |
| Feed-Up                        | 28% | 26% | 27%  |
| Process                        | 8%  | 15% | 13%  |
| Self                           | 5%  | 2%  | 2%   |
| Self-Regulation                | 4%  | 0%  | 1%   |
| Feed-Forward                   | 2%  | 0%  | < 1% |

# Emerging Themes

## Phase 2: Teacher Interviews

Four emerging themes:

- Providing feedback about composing within parameters
- Considering student feelings when providing feedback
- Providing compositional alternatives as feedback
- Considering performance in composition

# Emerging Themes

## Phase 2: Teacher Interviews

### Composing within parameters

- “And then I always try to relate it back to you know, what is—what—in American society like what do we consider an acceptable musical composition? You know? What, what makes—what qualities are there?” (In-service teacher)
- “Again, I think that fits with the parameters of the assignment, right? So if I was, if I was talking about sequencing, or if I was talking about rhythmic patterns, I would, I would focus on that as the point of the composition.” (In-service teacher)

# Emerging Themes

## Phase 2: Teacher Interviews

### Considering student feelings

- “To me, the biggest challenge is actually not hurting their feelings. I have a lot of students that take things so personally, and I always try to keep my voice light and like, you could try this! And sometimes I mean, it's not always, but sometimes it's just like, [with emotion] you didn't like it! Okay, so I always try to go about it. Again, I always start you know, that compliment sandwich almost. Like you have a great start. This part is really good.” (In-service teacher)
- “So I think that the feedback really is important to not discourage or shut down their creative process.” (In-service teacher)

# Emerging Themes

## Phase 2: Teacher Interviews

### Providing alternatives

- “I think that when you're working with students, there's a lot of elements that they haven't learned about, and they don't consider necessarily. So I think when you point something out, that they maybe didn't know before, that that can expand kind of their window of creativity.” (In-service teacher)
- “Um, instead of just saying, like, what you don't like about it—I feel like I said this with the last one, too. Instead of just saying what you don't like about something, give ways to improve it. Because I know there are times where students may not know how to improve something or how to emphasize something better.” (Pre-service teacher)

# Emerging Themes

## Phase 2: Teacher Interviews

### Considering performance in composition

- “Definitely stuff I've found useful is knowing I hear from the performers, seeing like what, like physically works and what physically doesn't.” (Pre-service teacher)
- “Yeah, I want them to create a musical performance. So it is just my personal preference. I think notation is one skill. I think being musical is a much more useful skill in general American society. So that's how I look at that.” (In-service teacher)

# Discussion

## Findings and Implications

Teachers believe that feedback is important, but pre-service teachers are less certain about the role of feedback on creative tasks

Teachers seem to value self-regulation, feed-up, and process (survey results), but overwhelmingly provided feed-back and task feedback (pre-interview task)

Grading pressures might impact the feedback teachers give, regardless of their pedagogical values

Future research might investigate how to best support teachers in giving meaningful feedback that supports self-regulation, feed-up, and process

# Thank you! Questions?

Nicholas E. Roeth, PhD (Bucknell University)  
n.roeth@bucknell.edu

Jennifer Blackwell, PhD (Northwestern University)  
jennifer.blackwell@northwestern.edu

Shout-out to  
Myriaha Seavello!  
**Thank you!**