Title: Using feedback to enhance both academic skills and explicit wellbeing skills: presentation of a novel evidence-based tool.

Short abstract (max. 200 words)

Feedback is known to be one of the most effective ways to enhance pupils' academic skills (Hattie, 2018). However, its implementation remains challenging for teachers (Carless & Boud, 2018; Dawson et al., 2019). Thus, this intervention aims to present the feedback ruler: a novel evidence-based model and tool designed to fit into teaching practices. The feedback ruler is built on a literature review (Lucciarini, 2020) and the self-determination theory (Deci & Ryan, 2012). In addition, since feedback is primarily used to boost academic skills (e.g., Hattie & Timperley, 2007), and that there is a literature gap around its effects related to wellbeing skills, the feedback ruler also addresses the latter issue.

In short, the ruler has two scopes: 1) meeting teachers' needs by offering an easy-to-use and evidence-based feedback model; 2) developing both academic and wellbeing skills through feedback. During this presentation, we will present the tool and its theoretical background. Questions and feedback from the audience should permit the authors to enhance the tool and its implementation in school contexts.

Keywords

Feedback, wellbeing, tool, education, assessment, formative.

Long abstract (max. 600 words)

This intervention aims at presenting a novel evidence-based model and tool on how feedback can be more efficiently used in educational settings to enhance explicit and implicit wellbeing and academic skills .

Feedback is known to be a very powerful tool to enhance performance in many fields like coaching, business (e.g. Cox et al., 2014; Smith et al., 2021) or education (Hattie & Timperley, 2007; Irons, 2006; Masantiah et al., 2018). Several authors (e.g., Carless and Boud, 2018; Dawson et al., 2019; Walker, 2009) have outlined that feedback is still one of the most neglected aspects in educational practices, and teachers do not benefit from ready-to-use tools as how to give effective feedback to students.

If research on feedback in education is quite large (e.g., Hattie, 2018; Hattie & Timperley, 2007, the links between wellbeing and feedback is still emerging. To meet teaching practices needs and to develop tools around wellbeing skills, we propose here a novel evidence-based tool and model named the feedback ruler. It is built on two elements: 1) agreement points on feedback found in a literature review (Lucciarini, 2020); 2) the Self-Determination Theory (Deci & Ryan, 2012). The feedback ruler is a 30 cm ruler on which a six-step model is printed. The six steps are the following: permission, best features, progress, aeras of improvement, next steps and check.

Literature Review on Feedback

For this literature review, PsycInfo, Anglia Ruskin Library, ProQuest and Google Scholar were used to research three main concepts: Education, Feedback, Positive Psychology, and close concepts. Peer reviewed academic articles and PhD theses published from 2010 to 2020 in English, French and Italian were included. Twelve articles were assessed. Six original studies (Agricola et al., 2020; Bondarenko, 2017; Du Toit, 2012; Motro et al., 2020; Pekrun et al., 2014; Ruegg, 2018), two qualitative studies (Hyland, 2013; Lutovac et al., 2017), two literature reviews (Johnson et al., 2016; Voerman et al., 2014), two theoretical papers (Lichtenberger-Majzikné, & Fischer, 2017; Värlander, 2008), and one master's final dissertation (Rettger, 2018).

Feedback and self-determination theory

According to Deci and Ryan (1992), motivation, effective learning and optimal functioning is linked to three psychological needs: competence, autonomy, and relatedness. If these three needs are fulfilled, intrinsic motivation is activated which leads to personal growth and eudaimonic happiness (Ryan, 2009). We propose that these needs can be developed whilst giving feedback with the ruler.

Target audience and process

Teachers spend a large amount of their professional time giving written, oral, formal, or informal feedback. Because feedback literacy is essential in schools (Hattie & Timperley 2007), this ruler aims at helping teachers or future teachers to give evidence-based feedback. On a very pragmatical note, whilst marking students' work at home with the ruler on their desk or interacting with students in the classroom, teachers can remember how to say or write an evidence-informed feedback. On one side, they find the title, the importance of using specific

and respectful vocabulary and a reminder to judge the performance and not the person. On the other side, they find the six steps. To engage students, teacher can ask the questions proposed on the ruler. The ruler can also be used by students themselves, in primary, secondary, higher education, or by any professional wanting to give or ask for feedback.

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Bios

Elena Lucciarini is the first PhD student in Applied Positive Psychology and Coaching in the University of East London under the supervision of Ilona Boniwell (UEL), Andrea Giraldez-Hayes (UEL) and Nicolas Burel (HEP Vaud). She holds an MSc with Distinction in Applied Positive Psychology (Anglia Ruskin University). She also has an MA in English and Philosophy (University of Geneva) and is a journalist. Elena teaches communication as well as classroom management to future and experienced teachers (HEP-VS: Valais University of Teacher Education). She also teaches philosophy to 15–20-year-old students (ECCG Martigny). In the school she works, there is no time for wellbeing lessons in the curriculum,

especially when it comes to 45-minute lessons. Therefore, Elena practices short PPIs and mindfulness interventions in her classes. She explores this data as part of the "Emotions, Wellbeing and Learning Skills" research team. For her PhD, she focuses on the impact of both self-chosen and prescribed short PPIs on teenagers' wellbeing. She also co-produces and broadcasts "Apprendre Ensemble" (Learning Together) a monthly TV show on Canal 9, where she invites teachers and teachers' trainers to give insights, tips, and novel ideas to pupils' parents around school and learning. Elena likes smelling apricot tree flowers, black cats, potatoes and quince jelly.

Nicolas Bressoud is an educator, enthusiastic of the promise that positive psychology brings to education, especially in special education. He studied positive psychology in Grenoble Alpes University under the supervision of Rebecca Shankland and now coordinates classroom management training in Valais University of Teacher Education (Switzerland). He is also very clever, calm and funny. He makes amazing raclettes and you would love to listen to his special Friday songs. He is especially interested in strength-based interventions in schools and studies the impact of such programs in classroom climate, peers' relationships, student-teacher relationship, and school engagement. He focuses his research on integrative and inclusive settings and measures the conditions of flourishing children with special needs. For his PhD, he is supervised by Prof. Andrea C. Samson (University of Fribourg, Switzerland), Prof. Rebecca Shankland (University Lyon Lumière 2, France), and Prof. Philippe Gay (HEP Vaud, Switzerland).

Philippe Gay is an Associate professor at the Vaud University of Teacher Education (Switzerland). He is particularly interested in research related to how emotional and cognitive mechanisms can be obstacles or levers when it comes to teaching and learning. He works in the research team dedicated to "Teaching, Learning and Assessing" and trains future and experienced teachers. Book chapters, peer-reviewed articles, reports: he has written more than 150 pieces in English and French and given more than 70 conferences. One day a week, he teaches psychology to teenagers, in a high school in Sion. Philippe has a real passion for psychology. He graduated in clinical psychology, worked in neuropsychology and psychiatry at the HUG (University of Geneva Faculty of Medicine, Lausanne University Hospital and La-Chaux-de-Fonds University Hospital). He then wrote his PhD under Martial-von-Linden's supervision at Geneva University in collaboration with the Swiss Center for Affective Sciences.

Philippe is a great coach: always sharing, collaborating, and helping fellow researchers. He likes Gruyère on his pasta and playing Jean-Jacques Goldman on the guitar.

teacher training as a teacher and various professional experiences before the desire to learn more about human functioning naturally pushed him towards studies in psychology.

He first went into clinical psychology (neuropsychology and psychiatry) before coming back to the University of Geneva to complete a PhD directed by Martial Van der Linden at the Unit of Psychopathology and Cognitive Neuropsychology in collaboration with the Interfaculty Center in Affective Sciences.

He is now