



Improving Feedback Using The ARCH Model

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I have nothing to disclose.



Overview

1. **Traditional Feedback Model**
2. **ARCH Model: Components & Rationale**
3. **Video Illustrations of ARCH**
4. **Strategies to make ARCH work**

Learning Objectives for this Session

1. List the components of the ARCH model.
2. Describe the components of the ARCH model.
3. Describe the purposes of the ARCH model components.
4. Identify barriers to using the ARCH model
5. Describe how barriers to using ARCH can be overcome.

“Let me give you some feedback.”



Something done well

Something to fix

Threat or encouragement

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Effective Feedback Characteristics

- A. Starts with learner self-assessment
- B. Expected
- C. Right time
- D. Right amount
- E. Based on direct observation
- F. Given in specific and descriptive language
- G. Collaborative
(Makes learner partner in the process)
- H. Builds learner's metacognitive skills

Effective Feedback Characteristics

**Which is most
important?**

- A. Starts with learner self-assessment
- B. Expected
- C. Right time
- D. Right amount
- E. Based on direct observation
- F. Given in specific and descriptive language
- G. Collaborative
(Makes learner partner in the process)
- H. Builds learner's metacognitive skills

ARCH Feedback Model



Source: National Park Service

ARCH Feedback Model Components

A Ask & Allow for self-assessment

R Reinforce things done well (KSA)

C Confirm & Correct

H Help learner with improvement plan

Purposes of ARCH Feedback Model

1. Builds self-assessment skills (Self-regulated learner).
2. Helps student think about how he/she improved at something (metacognition).
3. Provides opportunity for the student to set improvement goals and engage in actions to accomplish those goals with **guidance** from teacher.
4. Gives the student ownership of the improvement process.

ARCH Feedback Model

• A = Allow/Ask for self-assessment

- Create a safe climate.
- Ask learner to self-assess (something being done well and something needing correction or improvement).
- Use learner's self-assessment as launching pad for the RCH components.

• R = Reinforce things being done well

- Address learner's stated strengths before adding strengths you have identified.
- Explore how learner determined what was being done well and how he/she worked to make the improvement.
- Add skills you think the learner is doing well. Be specific and state why those skills are important.

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ARCH Feedback Model

• C = Confirm what needs Correction/improvement

- Clarify learner's self-identified area for correction/improvement by verbalizing what he/she said and then check for learner agreement.
- If needed, add what you think the learner needs to correct or improve. Be specific and non-judgmental.

• H = Help learner with improvement plan

- Ask learner to suggest how he/she might go about correcting/improving.
- Add your suggestions in collaborative manner.
- Help learner set specific and measurable improvement goals with specific actions that include deliberate practice and follow-up for check on progress.
- Have student verbalize the improvement plan and send you an e-mail description of the plan for documentation.

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ARCH Feedback Model

- ▶ A = Ask & Allow for self-assessment
 - ❑ Create a safe climate.
 - ❑ Ask learner to self-assess
 - Something being done well
 - Something needing correction or improvement
 - ❑ Use learner's self-assessment as launching pad for the RCH components.

ARCH Feedback Model

- ▶ R = Reinforce things being done well
 - ❑ Address learner's stated strengths before adding strengths you have identified.
 - ❑ Explore how learner determined what was being done well and how he/she worked to make the improvement.
 - ❑ Add skills you think the learner is doing well. Be specific and state why those skills are important.

ARCH Feedback Model

▶ C = Confirm and Correct

- ❑ Ask for learner's identified areas for correction/improvement
- ❑ Confirm & clarify via restating
- ❑ Add areas for correction you identified.

ARCH Feedback Model

▶ H = Help with improvement plans

- ❑ Obtain learner's input for improvement strategies
- ❑ Add suggestions to learner's strategies
- ❑ Clarify goals & plans followed by documentation process

Wait-Time

► Wait-Time 1

A 3-5 second period of silence exhibited by the instructor while “waiting” for the learner to respond to a question.

► Wait-Time 2

A 3-5 second period of silence exhibited by the instructor after the student has answered a question.

Making ARCH Work

- ▶ Barriers
- ▶ Ways to Overcome Barriers
- ▶ I am happy to talk with you about barriers via phone or e-mail.

ARCH at Mid-Rotation

ARCH on the FLY



Making ARCH Work (Use Chat Function)

- ▶ Barriers
- ▶ Ways to Overcome Barriers

Use Polling Feature for the Following 3 Questions



Which of the following is not a purpose of the ARCH model?

- A. To build the learner's self-assessment skills
- B. To give the learner ownership of the improvement process
- C. To increase the learner's dependence on the teacher
- D. To increase the student's ability to set realistic plans for improvement

Which component of the ARCH Feedback Model is focused on the learner's self-assessment?

- A. R
- B. C
- C. A
- D. H

Which component of the ARCH Feedback Model is designed to engage the student in the development of a plan for improving his/her knowledge/skills?

- A. R
- B. C
- C. A
- D. H

Which of the following strategies is designed to provide the student with time to think after you have asked him/her a question in the context of using the ARCH model?

- A. Rapidly repeating a question over and over.
- B. Staring intensely at the student and tapping your foot after asking the student a question.
- C. Staying silent for 3-5 seconds after asking the student a question.
- D. Checking e-mail on your mobile device after asking the student a question.



Thank you for attending this session

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