

REAL GOOD TEACHERS

TALK ABOUT ...

FEEDBACK



FEEDBACK



Scan me to watch the Feedback video at ako.ac.nz

KUPU ARATAKI

INTRODUCTION

Feedback is one of the most powerful influences on learning and achievement. But this impact can be either positive or negative, according to John Hattie and Helen Timperley. Their model identifies three types of feedback that are effective when teachers know their students' learning levels (novice, proficient, and competent):

Task/product level (for the novice) is more information-focused and aims to help students build their surface knowledge.

Process level (for the proficient) is geared toward helping the student improve the process used to create the product. Feedback at this process level enhances deeper learning.

Self-regulation level (for the competent) is focused on helping the student to monitor his or her own learning process. This feedback is usually probing or reflective questions.

Research shows that to assist with a student's learning, feedback without praise has a greater effect on achievement than feedback with praise. For example, "a great job" without any specific, descriptive feedback has little effect on learning. Instead, describe what is working ("do more of this") and what is not working ("do less of this"). Praise your students to make them feel welcome, just keep praise separate from feedback about their learning.

The most powerful feedback is given from the student to the teacher. This feedback allows teachers to see learning through the students' eyes. It makes learning visible and aids the planning of next steps. Yet, feedback students receive from their teachers also enables progress towards challenging learning goals.

“MAKE THE STUDENTS THE TEACHERS OF THE SUBJECT. IF YOU THINK OF THAT MIND-SET THEN YOU CAN INCREASE THE AMOUNT OF FEEDBACK.”

(John Hattie).

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THINGS TO DO

Consider this challenge:

“How can you as a teacher set up a lesson, a set of instructions, to maximise the feedback [back to the teacher] for ALL of the students about where they are, where they're going and what they do not understand?”

(John Hattie, YouTube).

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TAKE-AWAY

Descriptive feedback:

- Comes during and after the learning activity
- Is easily understood and relates to the intended learning
- Is specific, so performance can improve
- Is part of an ongoing conversation about the learning (reflective dialogue)
- Compares with models, exemplars, samples of descriptions
- Is about the work - not the person

FEEDBACK



Assessment for learning involves learners receiving a considerable amount of descriptive feedback during their learning. (Davies and Hill, 2009)

“FEEDBACK OCCURS WHEN I MAKE MISTAKES.” – a learner.
Ensure the learning environment is a safe place to take risks.

EFFECTIVE FEEDBACK ANSWERS THREE QUESTIONS:

FEED UP

**“Where am I going?
(the goals)”**

Formative evaluation refers to any assessment activity before or during the learning process itself. In contrast, summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. Rapid formative assessment during the lesson provides feedback to teachers and students to help them make decisions.

FEED BACK

“How am I going?”

“Should I relearn... Practice again... Move forward?”
These “in-the-moment” assessments - immediate feedback during the learning - can provide a 70 to 80 percent increase in the speed of student learning.

Students can also give themselves descriptive feedback when they compare their work to models, shared examples or detailed criteria. Also, classmates can give peer feedback based on clear criteria.

FEED FORWARD

“Where to next?”

RAUEMI AKO – LEARNING RESOURCE

Davies, A. and Hill, M. (2009). Making classroom assessment work. New Zealand edition. Wellington: NZCER Press, New Zealand Council for Educational Research.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge. <http://visible-learning.org>

YouTube video “[John Hattie feedback Mathematics Summer School](#)”, Australian Government Summer School for Teachers.