Keys to Effective Feedback

(This presentation is based on work by Grant Wiggins and John Hattie)

Excel Center National Conference - Session #4

April 23, 2021

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AGENDA

Learning Target: Session Participants will be able to identify and analyze the three stages and three levels of effective feedback in the classroom.

PART ONE:
- ★ What is feedback, anyway?
- ★ Ineffective feedback to avoid at all costs!

PART TWO:
- ★ Three stages of effective feedback: feed-up, feedback, feed-forward
- ★ Three levels of feedback: task, process, personal

PART THREE:
- ★ How to integrate effective feedback in your classroom
- ★ Checklists and other resources

Part One

- **Defining Effective Feedback**

- **Recognizing Ineffective Feedback**
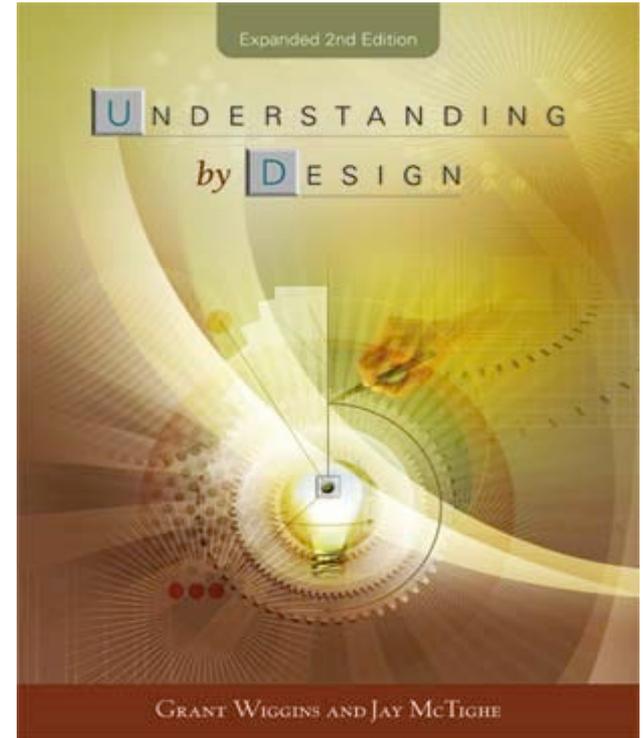
What is Effective Feedback Anyway?

The term *feedback* is often used to describe all kinds of comments made _after_ the fact, including advice, praise, and evaluation...

...but NONE of these are feedback, strictly speaking.

"Basically, feedback is information about how we are doing in our efforts to reach a goal."

-Grant Wiggins
Understanding by Design

So, we are really talking about <u>formative feedback</u> in this presentation.

Q: What do people most often misunderstand about feedback?

A: There is very little research on how students progress; there's a lot more research on how teachers *think* students *should* progress. We asked 1,000-plus *teachers* what they meant by feedback, and it was very much focused on [answering] 'How am I doing? Where am I gowing?'

We asked many thousands of *students* what they meant and it was simple:

'Help me know what to do NOW.'

John Hattie

Visible Learning

What can Effective Feedback Look/Sound like?

Example 1:

A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."

Example 2:

A reader comments on my short story, " The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking."

Example 3:

A baseball coach tells me, "Each time you swing and missed, you raised your head as you swing so you didn't have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Think about it…

In each of the three examples on the previous slide, the information received was NOT advice.

No one told me as a performer what to do differently or how "good" or "bad" my results were.
(You might think that the reader of my writing was judging my work, but look at the words used again. She simply played back the effect my writing had on her as reader.)

Nor did any of the three people tell me what to do.

GUIDANCE WOULD BE PREMATURE: As a learner, I first need to receive feedback on what I did or didn't do. Only then will I be capable of receiving advice to continue on with my work.

And…in all three examples, information was conveyed about the effects of my actions as related to a goal.

Feedback Must be Goal-Referenced!

Effective feedback requires that a person has goal, takes action to achieve the goal, and receives goal-related information about his or her actions.

        Given a desired outcome, feedback is what tells me if I should continue on or change course. If some aspect of the writing isn't working, then I NEED to know!

        It can be extra challenging for students: many teachers do not routinely make the long-term goals of lessons and activities sufficiently clear. Better student achievement may this depend not on more 'teaching' or feedback only, but on consistent reminders by teachers of the goal against which feedback is given: e.g. "Guys, the point her is to show, not tell in your writing: make sure the characters come alive in great detail! That's the key thing we will be looking for in peer reviews and in my feedback to you."

Ineffective vs. Effective Feedback

Ineffective

Effective

"Try these again."

"Good

job!"

"Keep studying."

"You had some trouble with identifying the differences between isosceles and scalene triangles. Reread page 102 and try these again."

"The information you found is important to your topic and answer questions the reader is likely to have."

"The drawing you made didn't seem to help you solve the problem. What other kind of drawing might work?"

Do you have any thoughts or questions?

Please take a moment to reflect on your answer and then type your thoughts in the chat stream.

Part Two

➔ **Three stages of effective feedback**
- ◆ **Feed-up**
- ◆ **Feedback**
- ◆ **Feed-forward**

➔ **Three levels of feedback**
- ◆ **Task**
- ◆ **Process**
- ◆ **Personal**

Three STAGES to Effective Feedback

1. **FEED-UP:** Before feedback can be given, students need to know the learning intentions(s). Feed-up clarifies for the student *Where am I going?* *(What are the goals?)* This information sets the context for feedback.

2. **FEEDBACK:** Feedback itself focuses on monitoring and assessing learning progression in relation to the learning intention or task. It is about *How am I doing?* *(What progress am I making towards the goals?)*

3. **FEED-FORWARD:** This relates to the next steps required for improvement on a specific task or learning intention. It is about *Where to next?* (What activities need to be undertaken to make better progress?)

Effective feedback is when teachers AND students address all of three questions.

Hattie and Timperley (2007)

FEED-UP: *Where am I going?   (What are the goals?)*

Today's Learning Objective: Students will analyze the characteristics of the "Six-Word Memoir" as a piece of literature and apply this knowledge in their own writing.
_____

AGENDA:

ASSIGNMENT: View the short YouTube video below and then click on the "Six-Word Memoir Assignment/Quiz" document to write your own Six-Word Memoir. This will count as a quiz grade, but have fun with it and see if you can create a scene or feeling with just six words about how you feel, or an event in your life. There is a copy for each of you, so be sure to type directly onto the document provided.
_____
CC2: Students will analyze how an author uses words.
CC4: Students will analyze a piece of writing and develop an answer with relevant and well-chosen support.

YouTube Link: **https://youtu.be/0ZOxhHXZW6o**

FEEDBACK: *How am I doing?   (What progress am I making towards the goals?)*

Practice: Based on the stated learning goal and the video presentation, what kind of feedback would you give each of these students?

Student Responses	Teacher Feedback
"Walk by faith, not by sight."	
"Finally, my knight in shining armor!!!"	
"Born to be different, born to be loved!"	

FEED-FORWARD: Where to next? (What activities need to be undertaken to make better progress?)

Practice: Based on the stated learning goal and the video presentation, what kind of *FEED-FORWARD* would you give each of these students?

Student Responses	Teacher Feedback
"Walk by faith, not by sight."	
"Finally, my knight in shining armor!!!"	
"Born to be different, born to be loved!"	

Levels of Effective Feedback

"Feedback that is designed to move students from the task to the underlying processes or understandings … and then to self-regulation is most effective.

For example, feedback based at task performance can build students' confidence and help them to feel more able to improve and experiment with strategy use.

Then questioning and feedback can focus on learning strategies and metacognitive skills, which eventually help students to become self-regulating learners." 			-Hattie (2012)

These are the students that seek and give their own feedback!

Three Levels of Feedback

Hattie (2012)

Task/Product Level

Feedback aimed at the task/ product describes student's performance and may offer students directions on how to acquire more, different, or correct information.

Process Level

Feedback aimed at the process of understanding focuses on how the student has completed a task or created a product.

Personal/Self Level

Feedback focused on this level is directed to the self and contains little task-related information, but encourages students to monitor their own learning and progress.

Task/Product Level

Examples of feedback:

"That is correct. Could you include more information about the Treaty of Versailles?"

"Remember, the goal of this activity is to analyze the structure of the poem we discussed yesterday. You may want to go back and review the slide show."

Things to remember about this level:

1. Immediate feedback is likely to be most effective for task-level feedback.
2. This level focuses on the "what" of the task or product, therefore, task-level feedback is not the most powerful kind of feedback. It is considered to be more corrective in nature.

3. This level of feedback can be effective when the information it provides about the task is later used for improving strategies or self-regulation. For example, task-level feedback might help students to reject incorrect interpretations and provide directions for better ways to process and understand the material.

Process Level

Examples of feedback:

"You might find it easier to punctuate this page if you read it aloud with a friend."

"It is important to show each step of your work in order to illustrate/explain how you arrive at the answer to the problem."

"You already know the key features for introducing an argument, check to see that you have incorporated them into your first paragraph."

Things to remember about this level:

1. Process feedback is aimed at the process of understanding and focuses on how the student has completed a task or created a product.

2. It provides a deeper understanding of learning, enabling students to appreciate relationships between strategies and performance.

3. Reflection is an important part of this level.

Personal/ Self   Level

Examples of feedback:

"That is a complete description of the way Smith solved the problem. Would you have used the same approach/ process to solve the problem?"

" Your essay is very-well researched. What are some persuasive techniques you could insert to help it also reach a reader on an emotional level? "

Things to remember about this level:

1. This level does include some forms of task and process, but it is more focused on Hattie's third question, "Where to next?" ("What activities need to be undertaken to make better progress?")

2. Feedback that includes concrete praise focused on the student's effort, self-regulation and engagement can assist in enhancing self-efficacy and increase student motivation.

3. By using questions in your feedback, students are asked to reflect on what they have learned and how to apply it in the task or product. Questions open up thinking; advise can close down thinking.

Just a quick review...

Hattie tells us that it is important to think about feedback in three stages of learning: feed-up, feedback, and feed-forward.

What are the three questions that help us guide our students through these stages?

1. **Where am I going? (What are the goals?)**

2. **How am I doing? (What progress is being made toward the goal?)**

3. **Where to next? (What activities need to be undertaken to make better progress?)**

Part Three

Resources:

- Two more practices to avoid
- How to integrate feedback practices in your classroom
- Checklists and other resources

Two More Things to AVOID at all cost!

Associating "what next" with MORE!

- Often teachers suggest that students gather more information, or perform more tasks, so that students come to understand that the answer to "Where to next?" is really "more".
  Instead, feedback can provide information on greater possibilities for learning, include enhanced challenges, more autonomy over the learning process, greater fluency, and diversifying strategies and processes for tasks.

Giving Feedback when students lack knowledge or information!

- Feedback can only build on existing learning or understanding. Students with very little understanding of a content area are more likely to benefit from targeted instruction than from feedback on poorly constructed concepts.

Ten Ways to Give Better Feedback

1. **Make sure students know the LEARNING GOALS (OBJECTIVES). -** Stating the learning goal is not a one-shot deal. Be sure to discuss the learning goals/objectives for the class, the specific unit of study, and the goal for each day. Students need to understand how the daily learning goal can be mastered and how it fits into the bigger picture of the unit and of the course.

2. **Reduce the number of pieces of work. -** Spend more time on selected pieces of work to give thoughtful, constructive and appropriate feedback. To make time for this, you could NOT mark some pieces, or only look at a % of each student's assignment (ie. questions #1 and 4), or engage students in peer and self-assessment tasks for some assignments.

3. **Be descriptive and refrain from evaluation or advice. -** Approach giving feedback by carefully observing and commenting on what has been observed, based on the learning intentions of the work or activity.Such feedback informs the student of their performance, without making value judgements, and offers directions for improvement, while leaving the responsibility to decide how to improve with the student.

4. **Focus feedback on questions that challenge students.** - In topics where there are few right answers, try to use questions in your feedback that support students to tease out their assumptions or be critical about the quality of arguments.

5.   **Automate as many classroom processes as possible. -** This literally frees up precious moments for you to quickly speak to a student about an assignment.

-The Education Hub

Ten Ways to Give Better Feedback

6.   **Take into account students' affective beliefs. -** Students tend to interpret feedback according to their beliefs about their strengths and weaknesses. Teachers need to consider the ways and manner in which individuals interpret feedback so that feedback supports students in developing positive and valuable concepts of themselves and their learning.

7.   **Enhance the impact on student motivation. -** Students are more likely to increase effort when learning goals are clear, meaningful, and when their self-belief in their ability to succeed is high. It is important to recognize effort, while still moving a student forward toward the goal.

8.   **Create an environment for learning which welcomes errors and corrective feedback.** - Feedback is most effective in learning environments where students are comfortable in making mistakes and where errors are seen as leading to future learning (and success).

9.   **Give students ownership of their own learning. -** When students feel accountable for their learning, they are often more receptive to seeking, accepting and using feedback information.

10.   **Involve everyone in the class in giving and receiving feedback. -** Feedback does not always need to come from the teacher. A wide range of feedback ensures students receive lots of timely feedback. Students can be taught the features of effective feedback and tools can be created and provided so that the feedback is meaningful and useful from a range of peers and non-peers.

How often does your feedback include the following features?	Rarely	Sometimes	Often
Goal-referenced			
Matched to needs of students			
Accurate about what counts as success			
Carefully timed during learning process			
Addresses strengths & weaknesses and offers strategies to help the student improve			
Addresses correct rather than incorrect responses			
Guides ongoing learning			
Directed towards more self-efficacy & self-regulation			
Conversational (feedback goes both ways)			
Used in conjunction with self and/or peer feedback			
Check for clarity of teacher feedback with student			
Actionable- the student is given time to respond and act			
Focuses on effort toward the mastery of the learning goal			

Some Resources For You to Check Out

The Education Hub, "How to Integrate Effective Feedback Into Your Classroom".

https://theeducationhub.org.nz/how-to-integrate-effective-feedback-into-your-classroom/

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*, Taylor & Francis.

Webb, Helen. https://www.sec-ed.co.uk/best-practice/what-does-effective-student-feedback-look-like-part-1/

Wiggins, Grant. *Educational Leadership*, "Seven Keys to Effective Feedback". September 2021, Volume 70, Number 1.

http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx

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