Know Thy Impact

John Hattie on Effective Feedback
Effective Feedback to Impact Learning

Teachers give a lot of feedback, and not all of it is good. Here's how to ensure you're giving students powerful feedback they can use.

• John Hattie
Questions to Consider

• Where is the student going?
  • What does success look like?
  • What does the student need to improve to get to the desired objective?
Questions to Consider

• How is the Student Going?

  • Where is the student in the voyage of learning?

  • What are the gaps, strengths, and current achievement?
Questions to Consider

• Where to Next?

• Helps students to know where they are supposed to go.

• Students are likely to ignore, misinterpret, or fail to act on the feedback they hear.

• They need to know where to put their effort and attention.
Role of the Teacher

• Provide resources, help and direction when students don’t know what to do

• Give feedback that is
  • Just in time
  • Just for them
  • Just for where they are in their learning
  • Just what they need to move forward
How to Make Feedback More Effective

- Clarify the Goal
  - Reduce the gap between where they are and where they should be
  - What are students bringing to each lesson and articulate what success looks like
Effective Feedback

• ** Ensure Students Understand the Feedback 

  • Much feedback is *given* but much may not be *received*

  • More effective strategy for teachers is to confirm whether students received and understood the feedback given
Effective Feedback

- Seek Feedback from Students
  - Allows teachers to
    - adapt the flow of the lesson
    - to give needed directions or information to maximize success
    - to know when to reteach or offer different tasks, content or strategies.
Three Levels of Feedback

• Task Feedback
  • How well student performs a certain task
  • Distinguishing correct from incorrect answers, acquiring specific information, building surface knowledge
  • Clarifies what the student needs to do to improve performance on task
Three Levels of Feedback

• **Process Feedback**
  
  • Describes process such as strategies students might use to detect or learn from errors, cues for seeking information, or ways to establish relationships among ideas
  
  • “You are struggling, Can you see why you may have gotten this wrong?”
Three Levels of Feedback

• Self-Regulation Feedback

• How learners monitor, direct, and regulate their own actions as they work toward a goal.

• Fosters self-correction, attribute success to effort more than to ability, and develop effective help-seeking skills.
What Works

• Disconfirmation
  • working through incorrect or poorly developed understandings

• Formative Assessment
  • Feedback on how teachers taught, what they taught, and whom they taught well or poorly

• Instruction First
  • Feedback must follow instruction
  • Listen to the hum of student learning
  • If students aren’t grasping the concept, reteaching may be necessary
What Doesn’t Work

• Praise
  • Students love praise, but combining praise and feedback often ends with student only hearing praise

• Peer Feedback
  • Much of feedback from peers is incorrect
  • Using rubrics as their guide helps peers to provide more effective feedback
Students learn most easily in an environment in which they can get and use feedback about what they don’t know without fearing negative reactions from their peers or their teacher.