

PROVIDING STUDENTS WITH FEEDBACK

INSTITUTE DAY 2018

Feedback is “information about how we are doing in our efforts to reach a goal” (Wiggins, 2012, p. 10).

CORE QUESTION: WHAT IS HIGH QUALITY FEEDBACK AND HOW CAN I PROVIDE MORE OF IT TO MY STUDENTS?

AGENDA

- Framing
- Characteristics of effective feedback
 - Jigsaw article
- Technique tracker
- Video study and discussion
- Students providing feedback to one another
- Learning from each other

OBJECTIVES

- We will share a common understanding of the characteristics of effective feedback.
- We will leave with new ideas for ways we can provide feedback to students in our own context.

3-2-1 BRIDGE: PROVIDING STUDENTS WITH FEEDBACK

- 3 thoughts/ideas
- 2 questions
- 1 analogy

THE IMPACT OF FEEDBACK IS REMARKABLE...

“Academic feedback is more strongly and consistently related to achievement than any other teaching behavior....This relationship is consistent regardless of grade, socioeconomic status, race, or school setting....When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students.”-
Bellon, Bellon & Blank

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.” *-John Hattie*

“According to John Hattie’s synthesis of over 800 meta-analyses relating to student achievement, feedback ranked tenth of 138 practices for its positive effect on student achievement (2009, p. 297).”
—from RBT’s course materials for Coaching High-Impact Teaching Teams

...BUT NOT ALL FEEDBACK IS CREATED EQUAL

- “Our students are starved for effective feedback. Unfortunately, most of the feedback they receive does not nourish them; it may even be harmful, like a steady diet of junk food. One meta-analysis of over 130 studies on feedback found that in about one third of studies, feedback had no impact; in one third of studies, student achievement worsened; and in one third of the studies, feedback improved achievement (Kluger & DeNisi, 1996).”

*From RBT's Coaching for High-Impact Teacher Team's course materials

WHAT IS FEEDBACK...AND WHAT IS IT NOT?

FEEDBACK

- “Specific and concrete descriptions of students’ performance in relation to a goal, provided during learning so students can use it.” -RBT
- Feedback is “information about how we are doing in our efforts to reach a goal” (Wiggins, 2012, p. 10).
- Effective feedback can be thought of as feedback that encourages students to think and act like learners and results in deeper learning” (Chappuis, 2015, p. 94).

NOT FEEDBACK

- Advice
- Encouragement
- Judgment
- Praise
- Criticism
- Guidance

SELF VS. TASK FOCUSED FEEDBACK

SELF-FOCUSED FEEDBACK

- “Grades, judgments, criticism and praise of students can have a negative effect on achievement and motivation because they are ego-involved.” -RBT

TASK-FOCUSED FEEDBACK

- Activates reflection, enables students to move forward because the feedback is about improving work.

CHARACTERISTICS OF EFFECTIVE FEEDBACK

- Goal referenced
- Tangible and transparent
- Actionable
- User-friendly (specific and personalized)
- Timely
- Ongoing
- Consistent

UNPACKING THE 7 KEYS TO EFFECTIVE FEEDBACK

- 8 groups: 1 for each characteristic and one to read pages 8-9 and explain the difference between feedback, advice, and evaluation.
- Read your section and be prepared to summarize it in 60 seconds for the rest of the group.

IT IS EASIER TO PROVIDE STUDENTS WITH EFFECTIVE FEEDBACK WHEN...

- the work they are engaged in doing is meaningful;
- they feel a sense of purpose and have an audience for sharing their learning;
- the work lends itself to revision;
- students have clear success criteria and models;
- you know your students well;
- the class has a culture of continual growth and you model getting and using feedback yourself.

VIDEO STUDY I

- [Video: Group Critique Lesson](#)
- See, Think, Wonder
 - What do you see?
 - What do you think about that?
 - What does it make you wonder?

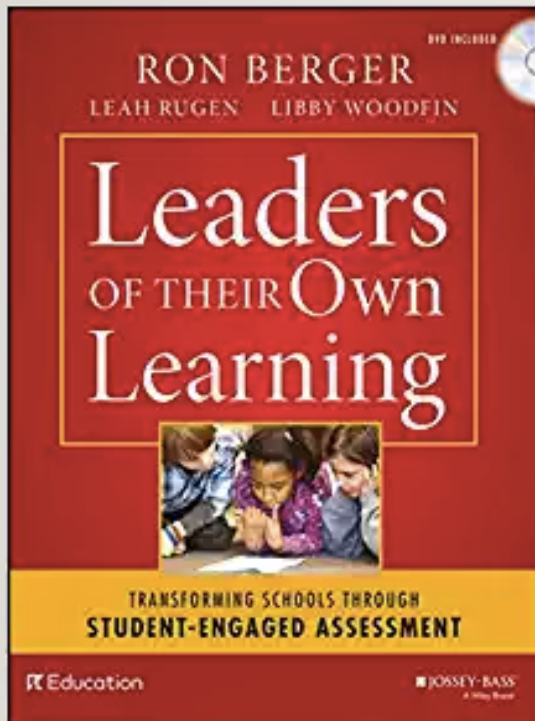
VIDEO STUDY 2

- [Video: Austin's Butterfly](#)
- See, Think, Wonder
 - What do you see?
 - What do you think about that?
 - What does it make you wonder?

VIDEO STUDY 3

- [Video: English Class](#)
- See, Think, Wonder
 - What do you see?
 - What do you think about that?
 - What does it make you wonder?

MODELS, CRITIQUE, AND DESCRIPTIVE FEEDBACK



- 8 groups with different sections.
- Read your section and write a summary on chart paper.
- Be prepared to share it in 2 minutes for the rest of the group.

WHAT CHARACTERISTIC OF EFFECTIVE FEEDBACK IS HARDEST FOR YOU TO FOSTER IN YOUR CONTEXT?

- Go to the poster.
- Discuss with a partner.
- Examine the technique tracker.
- Identify which techniques you could adopt or adapt (or other ones not on the list) that could help given the characteristic that is most challenging for you.

HOW CAN WE PROVIDE AND RECEIVE FEEDBACK ON OUR TEACHING PRACTICE FROM ONE ANOTHER?

- The more we live in a culture of continuous reflection and development as adults the better we are able to create that culture with our students in our classrooms and across our schools.

3-2-1 BRIDGE

Your new responses to the topic:

- 3 thoughts/ideas
 - 2 questions
 - 1 analogy
-
- Pair Share/Turn and Talk: Explain how your new responses connect to your initial responses?