

Feedback

Effective feedback leads to positive changes in teaching and learning practices and significant improvements in student outcomes.



WHAT IS FEEDBACK?

Feedback is:

- information for the student and/or teacher about the learner's performance
- relative to learning goals and based on evidence
- designed to close the gap between current and desired performance by informing teacher and student behaviour.

+ 8 MONTHS

Global evidence shows students who receive high quality feedback can make an additional eight months' progress over a year.

To find out more visit
<http://evidenceforlearning.org.au/toolkit/feedback/>

WHAT DOES EFFECTIVE FEEDBACK LOOK LIKE?

Two evidence based models for thinking about feedback are Hattie & Timperley (2007) and Black & Wiliam (2009). Both models address **three important questions**.

	Hattie & Timperley <i>Feedback model</i>	Black & Wiliam <i>Formative assessment model</i>
Q.1	Where am I going? <i>"To be able to plan and draft a narrative."</i>	Where the learner is going
Q.2	How am I going? <i>"Your plan includes most of the narrative stages we identified."</i>	Where the learner is right now
Q.3	Where to next? <i>"Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet."</i>	How to get there

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

- 1. Self** – personal evaluation and affect (usually positive) about the student
"You always do great work."
- 2. Task** – feedback on how well tasks are performed
"You need to include appropriate scientific language."
- 3. Process** – feedback on the learning processes underlining or relating and extending tasks
"You need to take steps to ensure you use credible sources."
- 4. Self-regulated** – feedback on how students monitor, direct and regulate their own learning
"You sought feedback from a peer and I can see that helped with clarifying your argument."

Black and Wiliam detail five strategies to put feedback into practice

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering classroom activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning.

WHAT CAN EFFECTIVE FEEDBACK ACHIEVE?

- Students increase effort particularly when there is a clear goal that is appropriately challenging.
- Students develop and use more effective learning strategies such as error detection and self-assessment.
- Students increase autonomy, ownership and self-regulation of their learning.
- Teachers provide feedback aligned to specific goals and criteria for performance.
- Teachers understand the effectiveness of their teaching, and select and adapt strategies to meet students' needs.



Adapted from AITSL Spotlight on Feedback.