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.

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 & William (2009). Both models address three important questions.

Hattie & Timperley Feedback model

Q.1 Where am I going?

“To be able to plan and draft a narrative.”

Q.2 How am I going?

“Your plan includes most of the narrative stages we identified.”

Q.3 Where to next?

“Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet.”

Black & William Formative assessment model

Q.1 Where the learner is going

Q.2 Where the learner is right now

Q.3 How to get there

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.

For help with improving feedback in your context visit — aitsl.edu.au/feedback