

"When students understand their goals and what success at those goals looks like, then the feedback is more powerful." - John Hattie

Feedback For Learning

Educational research argues that 'dollops' of constructive feedback is among the most powerful influences on students achievement.

Although feedback is among the top 5-10 highest influences on student achievement, much of the feedback given by teachers could actually be detrimental to student learning. According to John Hattie, who has contributed extensively to this area of educational research, effective feedback addresses one of the following three questions being asked by the teacher or student:

1. Where am I going?
2. How am I going?
3. Where to next?

Where am I going?

This question is linked to clear and discernible goals which allow for more powerful feedback. Grant Wiggins says "effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions" (Wiggins 2012) It is important for students to be aware and reminded of goals and self-assessment criteria, for feedback to have the impact it is intended to. Rubrics can become an important tool for the

process, being something that you can provide students when introducing a task or assignment, and then reference during the feedback stage.

How am I going?

This question is related to current progress versus expected standard, prior performance, successes and failures. Feedback needs to be specific to the task and tangible to the student. Thirdly, it needs to be provided in a timely manner. Too often, feedback is provided in an untimely manner, Wiggins also argues. "As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds" (Wiggins, 2012).

Where to next?

Addressing this question in feedback means "choosing the next most appropriate challenges" (Hattie, 2011) in the quest to meet expected standards for a task or assignment. A teacher wants to be careful not to overwhelm a student by focusing on only a couple key challenges at a time.

Creating a culture in your classroom where it is okay to make mistakes will be important in maximizing



the the positive impact of consistent feedback. Opportunities should be considered for students to use feedback, and upgrade such things as written assignments. "If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning" (Wiliam, 2012).



ADDITIONAL RESOURCES

Poster - '7 Things To Remember About Feedback' (2012) by Educational Leadership
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201209_takeaways.pdf

Article - 'Seven Keys To Effective Feedback' (2012) by Grant Wiggins
<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Article - 'Feedback In Schools' (2011) by John Hattie
<https://www.visiblelearningplus.com/sites/default/files/Feedback%20article.pdf>

Article - '13 Concrete Examples Of Better Feedback For Learning' (2018) by Grant Wiggins
<https://www.teachthought.com/pedagogy/13-examples-of-better-feedback-for-learning/>