

Feedback for Learning*

HOW2

* also known as:
Assessment for Learning or
Formative Assessment



PINPOINT

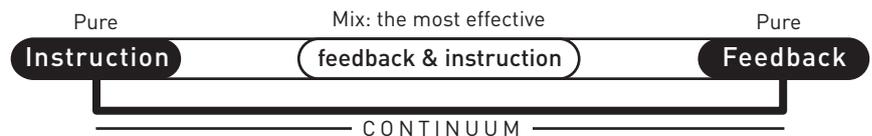


Most programs and methods that worked best were based on heavy dollops of feedback.

John Hattie

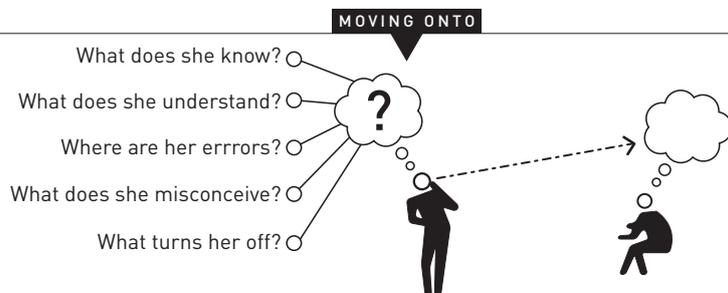
Continuum

Think of Instruction (teaching) and Feedback as being opposite ends of a continuum. Either on their own is insufficient. A mix of both helps students know where they are and what to do next.



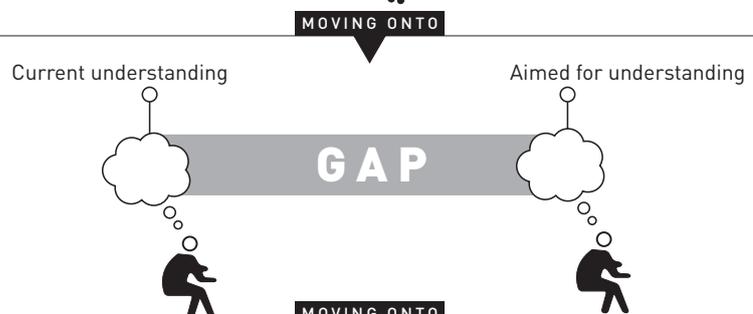
Visible learning

To teach effectively, teachers need to know intimate details of students' learning. But these details are inside their heads. Effective teaching, therefore, makes them visible in order for teachers to adapt accordingly.



Closing the gap

These effective teaching strategies give teachers the information about students' learning that helps them bridge the gap between what is understood and what is aimed to be understood.



Key feedback questions

Both teachers and students need to answer:

- Where am I going?
- How am I doing?
- Where to next?

Or in Geoff Petty's words:
Goal > Medal > Mission



Three types of feedback

The answers to the above are directed to how to improve tasks, the processes behind them or student self-regulation.



REFERENCES

Hattie, J. (2009)
Visible Learning, Routledge, London

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|-------------|---------------|------------------------|-------------------|
| ■ Confirm | ■ Tune | ■ Change viewpoint | ■ More effort |
| ■ Add to | ■ Restructure | ■ Alternative strategy | ■ More motivation |
| ■ Overwrite | ■ Omit | ■ New direction | ■ More engagement |



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