

HIGH IMPACT FEEDBACK FOR STUDENT GROWTH

Considering the research on how we can use feedback to move learners from surface to deep level understanding

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Definition: Feedback

Information provided to a learner regarding aspects of one's performance or understanding, that is effective in bridging the gap between actual understanding and task mastery

(Hattie & Timperley, 2007; Sadler, 1998)



Feedback as
information

Feedback as
interaction

Feedback as
action

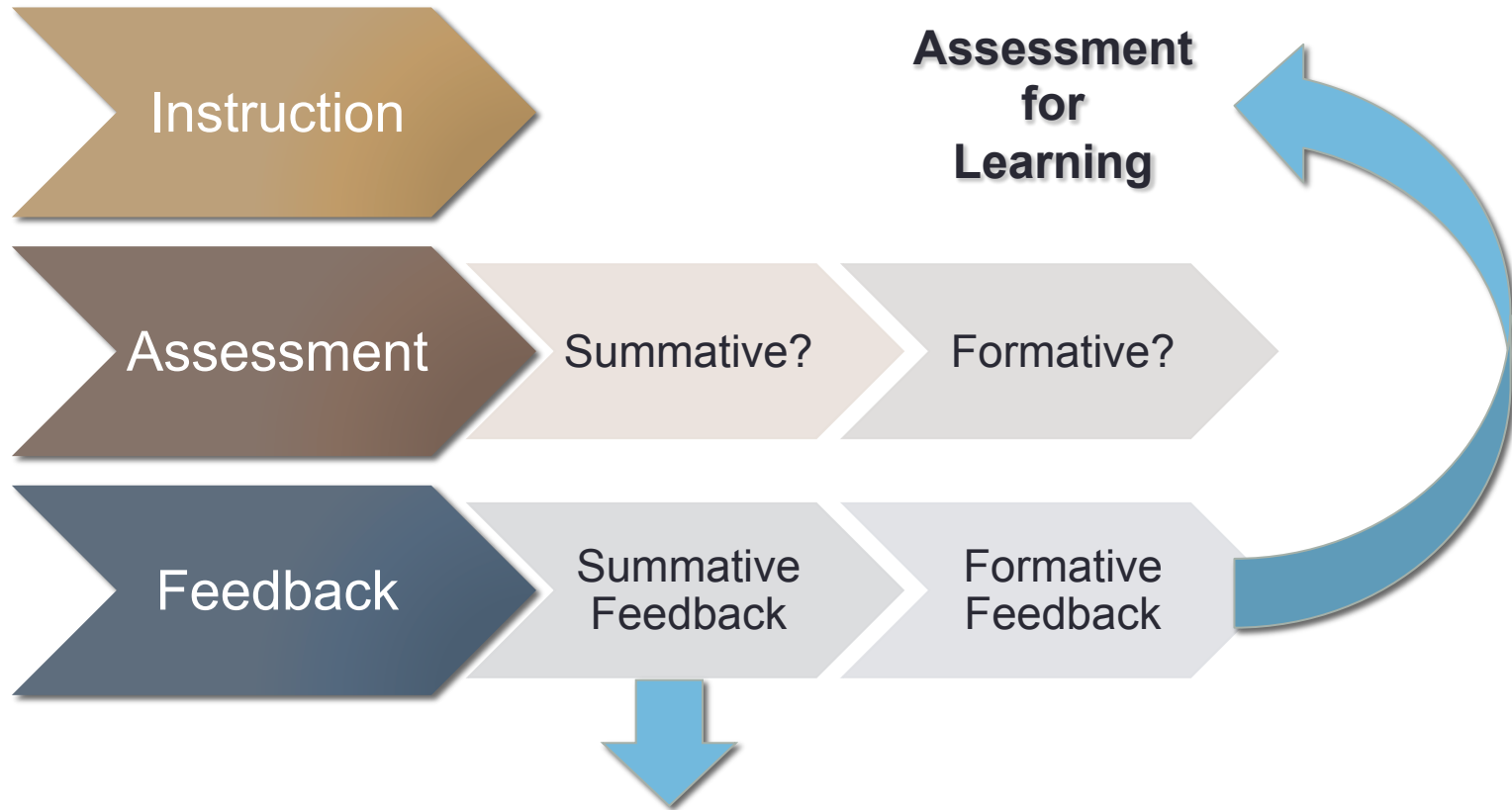


Where am I going?
(Feed-Up)

How am I going?
(Feedback)

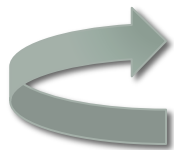
Where to next?
(Feed-Forward)





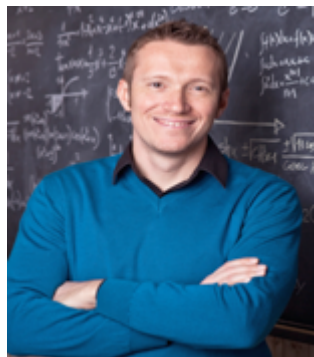
The Feedback Voices

What do my
learners
know?



What are
they ready to
do next?

Teacher Voice

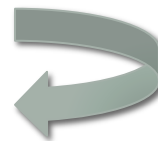


To Learner



To Teacher

Learner Voice



Self-Regulation



Peer Voice (Nuthall's 80%)



Feedback through the eyes of the Learner?

Based on the individual ways students perceive feedback, how will they respond?

Increase Performance? \longleftrightarrow Decrease Performance?

Increase Effort? \longleftrightarrow Decrease Effort?

Increase Aspiration? \longleftrightarrow Decrease Aspiration?

Decide the Learning Goal is too Hard? \longleftrightarrow Decide the Learning Goal is Too Easy?

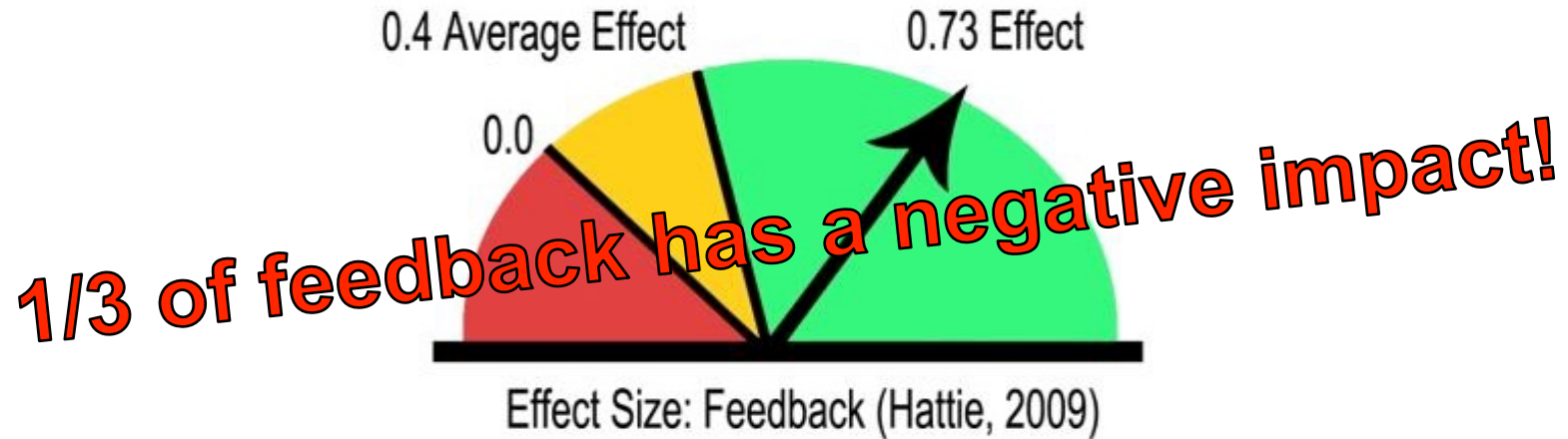
Or...
Ignore the Feedback?



John Hattie

‘The most powerful single modification that enhances achievement is feedback’

Feedback = Impact?



Informed by:

Number of meta-analyses: 23

Number of studies: 1,287

Number of effects: **2,050**

Number of participants: 67,931

(Kluger & DeNisi, 1996)

Rank these types of feedback



- 1.12 Success Criteria
- 1.10 Cues (prompts, guiding questions, hints)
- 0.64 Video / Audio Feedback
- 0.55 Feedback providing information about growth
- 0.55 Not-Complex Feedback
- 0.51 Challenging goals (not too easy, not too hard)
- 0.47 No threat to self-esteem



More than a years growth
Average Teacher Effects

- 0.37 Corrective Feedback
- 0.30 Easy goals (do your best)
- 0.09 Corrective feedback w/ praise
- 0.08 Threat to self-esteem
- 0.03 Complex feedback

- 0.14 Discouragement
- 0.34 Rewards

Negative Influence

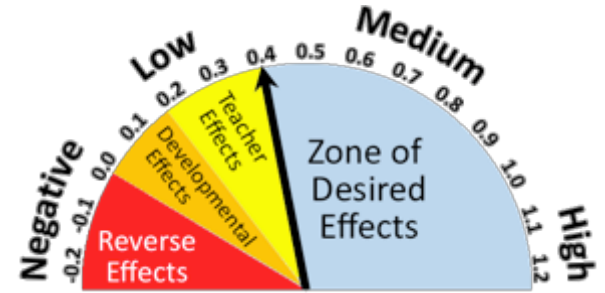
The BIG 7 of Effective Feedback

1. Ensure students understand the criteria for success
2. Lead the learner towards the answer, through use of cues and prompts
3. Give information about student growth
4. Use learner friendly language
5. Be presented in a range of modes
6. Set learning goals with the right amount of challenge
7. Not threaten student sense of self

A little on deep level learning...

Deep Level Learning: Impact?

Inquiry (0.31 effect)
Problem based Learning (0.15 effect)
'Big Questions'



The answer: Going deep too quick

The challenge: Over 90% of: learning strategies, teacher questioning, & tests are surface level

A model for surface to deep learning

Surface

- Surface Acquiring
- Surface Consolidating

Deep

- Deep Acquiring
- Deep Consolidating

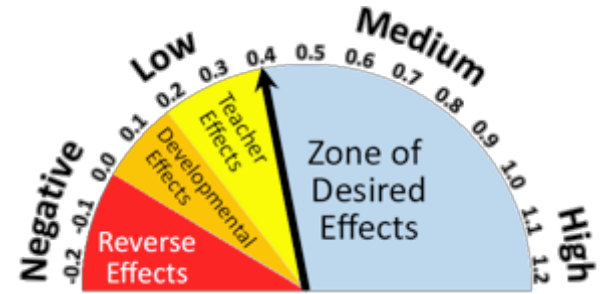
Transfer



Surface —————> Deep —————> Transfer

Deep Level Learning: Impact?

Inquiry	(0.31 effect)
Problem based Learning	(0.15 effect)
‘Big Questions’	



Surface level learning:	0.57+ effect
Deep level learning:	0.53+ effect
Transfer:	1.09 effect
Success Criteria:	1.12 effect

The SOLO Taxonomy



A vertical line with horizontal tick marks at the top, middle, and bottom, serving as a scale for the SOLO Taxonomy levels.

Surface

Deep

Learning Intentions & Success Criteria

Learning Intentions

- Should state the overall goal for the learning, not the activity / task
- A starting prompt: To understand... We are learning about...

Success Criteria

- 4 Success Criteria; 2 surface, and 2 deep
- Scaffolds learning, and allows the students to know what they have achieved, and what they need to do next

All statements should be written in student friendly language

Should be viewable by students at all times

Learning Intentions & Success Criteria

Learning Intention

- To understand characters in text

Success Criteria

- I can **identify** a key character
- I can **describe** the characteristics of a character
- I can **compare** characters within text
- I can **create** a character analysis



Surface

Deep / Transfer

Understanding the Criteria for Success

You will each need a pen and a piece of paper

You have 2 minutes

Draw a house

Understanding the Criteria for Success

Swap drawings with a peer

Assess each other using the rubric below, allocating a grade out of 11

	2.3 TV antenna	3.3 You can see that the windows have blinds	4.3 There is a path to the front door
1.2 House is 3 dimensional	2.2 Smoke coming from Chimney	3.2 There are 2 windows	4.2 There are flowers
1.1 House is 2 dimensional	2.1 Chimney	3.1 There is a window	4.1 There is a tree
Shape	Roof	Walls	Landscape

You have 2 minutes,
complete a second draft

Using the rubric, grade
yourself out of 11



	2.3 TV antenna	3.3 You can see that the windows have blinds	4.3 There is a path to the front door
1.2 House is 3 dimensional	2.2 Smoke coming from Chimney	3.2 There are 2 windows	4.2 There are flowers
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Take a moment to
reflect:

- How does this connect
to the work you are
currently doing?
- What further
implications are there
for practice?

Connecting to models & exemplars

- Modelling
 - Developmental rubrics
 - ‘What a good one looks like’
 - Work samples
 - Bump It Up Wall
 - Student-designed assessment
-
- ***At highest level, when students develop their own success criteria based on models / exemplars***

Detailed
Clear & concise
Concrete
Can be re-visited

Timely
Formative
Relational
Adaptive

Time consuming
Grade focused?
Too broad?
Interpretive
Lacks relational?

Momentary
Too broad?
Uptake?



What are students looking for?

Feedback:

What are students looking for?

Where have I done well?

- Indicates where
- Done well
- Understanding
- Praise for what was done well
- Positive Emotions: Encouraged, confident

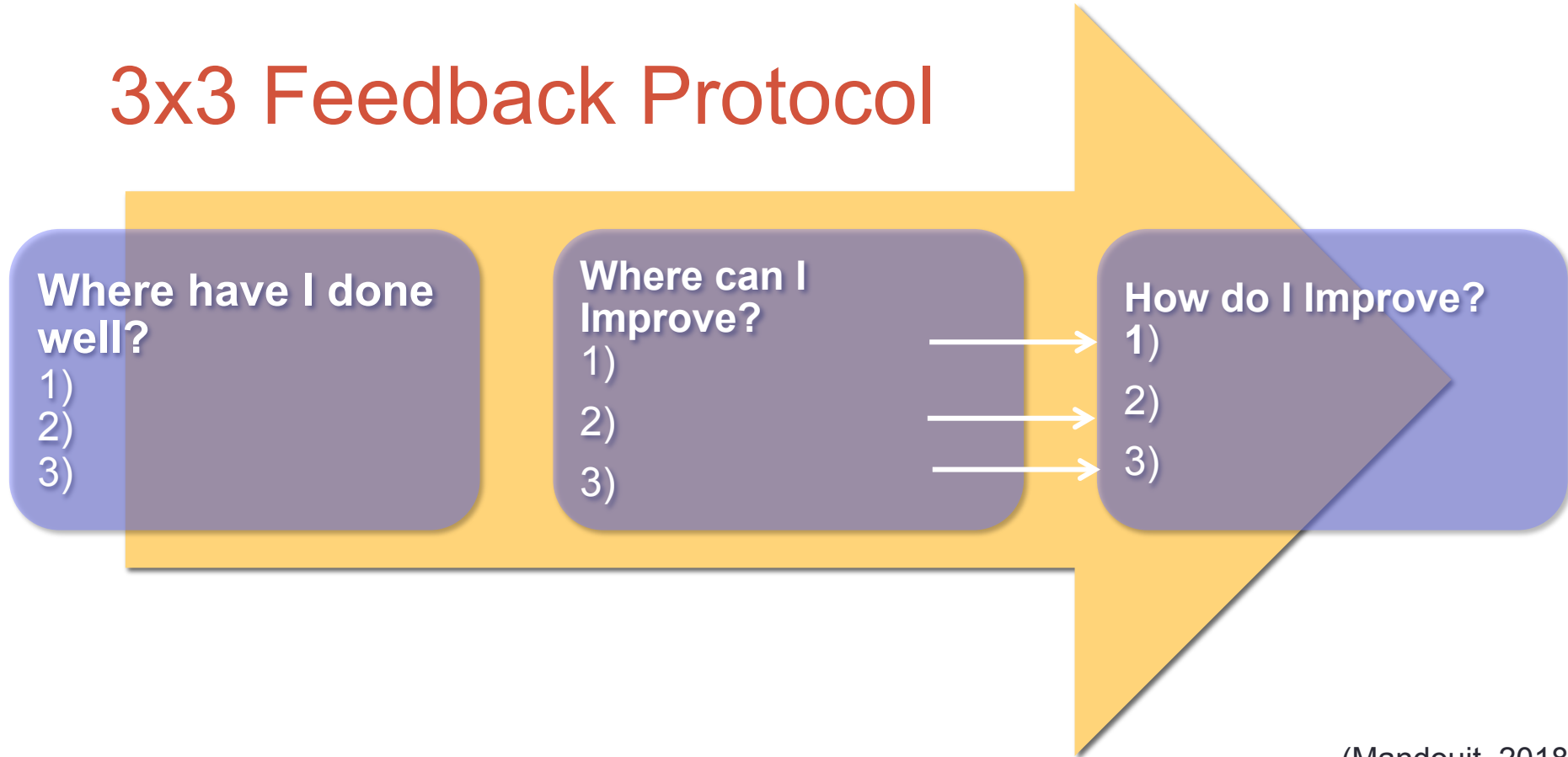
Where can I Improve?

- Error flagging: What & where?
- Corrections / Corrective symbols

How do I Improve?

- Elaborate Ideas
- How to Improve
- Suggestions / Examples / Tips
- Explains Errors

3x3 Feedback Protocol



Advice from the learner...

‘Be kind as well as critical’ (Participant 20)

‘Don't just go crazy with a red pen. You don't need to circle every single mistake in the whole piece...’ (Participant 13)

‘...tell them what they have done wrong first and then explain what they enjoyed about your work, that way the student understands that while there are areas needing improvement, they have still done a half decent job...’ (Participant 1)

‘...and encourage the students to have one on one time, (to allow them) more information’ (Participant 4)

Reflection:

- **Connect:** How do these ideas connect to what you already know?
- **Extend:** How do these ideas push or extend your thinking?
- **Challenge:** What challenges or questions emerge?

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