



EFFECTIVE FEEDBACK



June 9, 2016



Springcourse & Multiplier Event
Evidence Based Education





Jan Coppeters


I know what effective feedback means and how to apply it







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Granada, June 9, 2016 – Jan Coppeters – PVOC Oost-Vlaanderen, Belgium




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Success criteria



- ✓ I understand the importance of setting **learning goals**.

- ✓ I know that effective feedback gives information how to **reduce the gap** between where the student currently 'is' and where he or she is 'supposed to be'.

- ✓ I know the **different aspects** of effective feedback.

- ✓ I understand the difference between 'growth mindset' and 'fixed mindset'.

- ✓ I recognize the importance of the **climate** in which feedback is being given.

- ✓ I focus on how feedback is **being received** besides how it's **being given**.


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Why do teachers give tests and tasks?

Formative assessment	Summative assessment
Evaluating learners' progress during a course or module in order to give them opportunities to improve.	Evaluating learners' performance at the end of a module or a course. The results count towards making a final judgement on what the learners have achieved.

Source: Mitchell, D. (2014). *What really works in special and inclusive education. Using evidence-based teaching strategies*. New York: Routledge, p. 184.

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Provide different possibilities for action and expression


Assess learning goals flexible

- 1 Different **methods** to express themselves.
- 2 Different **tools** to develop and work something out.
- 3 Let pupils **demonstrate in different ways what they have learned**, with customized support.

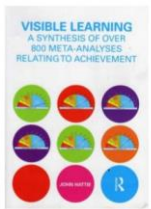
Reference: Meirsschaut, Monsecour en Wilsens, 2015
www.arteveldhogeschool.be/buozrl/infopartner

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How important is it to give effective feedback?



Professor John Hattie (2009)
University of Auckland

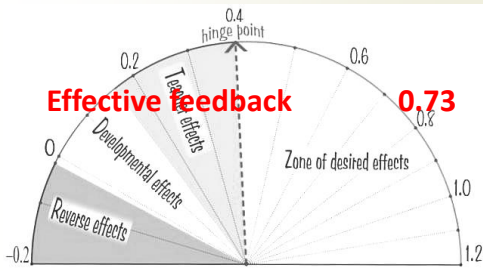
"[...] it soon became clear that feedback was among the most powerful influences on achievement"

"The major message is for teachers to pay attention to the formative effects of their teaching ..."

Visible learning; a synthesis of over 800 meta-analyses relating to achievement.

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Hattie, J. (2009). *Visible learning*.
New York: Routledge



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What is feedback?

Feedback is information provided by a teacher, peer, parent or expert on the aspects of an individual's performance or understanding in relation to the goal that has to be achieved.

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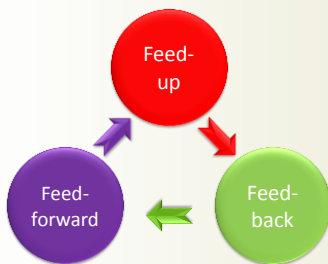
What is effective feedback?

1. Goal-oriented
 - Provide information and instructions on task execution
 - Teacher recognizes how and why pupils understand or don't understand the assignment.
 - Then the teacher helps to enhance learning.
 - Specific and challenging goals
 - Tasks are not too complex.
2. Teacher looks ahead: how can I help the pupil achieve the desired goal?
3. Feedback comes after instruction

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Components of effective feedback




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



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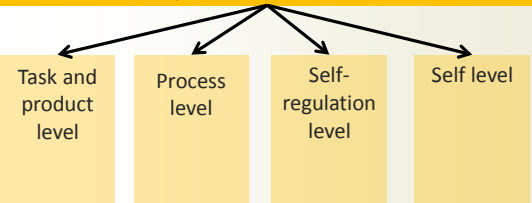
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The four feedback levels



The three feedback questions work at four levels of feedback




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Feedback at the task and product level

- 'Corrective feedback'
- Gives pupils information about their performance when working on the following tasks:
 - **Answer** correct or incorrect
 - **Behavior** acceptable or not
 - **Interpretation** right or wrong
- Helps to achieve the learning goal
- Helps to regulate the learning behavior better.


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Feedback at the process level

- Which strategies are needed for the task?
- Are there any alternative strategies?
- Information about the underlying process that is the basis of the execution of the task.
 - How does the student detect errors?
 - Learning from mistakes
 - Use of Strategies
- Relation between effort and success.

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Feedback at the self-regulation level


- What do pupils do to achieve their learning goals?
- How do they monitor, control and evaluate their task?

For example:

- Create outline for an essay
- Make a schematic view out of a text
- Checking the work before handing it in.
- Ask advice from peers
- Inventory of the steps to be taken

- Metacognition (setting goals, control and monitoring)

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Feedback directed to the 'self'

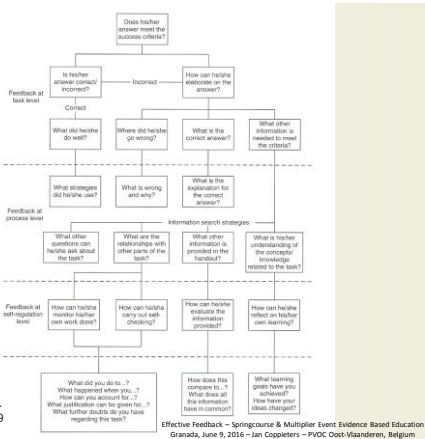
- Praise or disapprove the pupil.
- The pupil says about himself 'I will never be able to do that'.

Consequence:

- Decrease of involvement/effort
- Increase of dependent behavior

- Keep praise and feedback about the learning separate.

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Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 169



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Mindset



Carol Dweck
Professor of psychology
at Stanford University

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<https://www.youtube.com/watch?v=26h0201B3eo>

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https://www.youtube.com/watch?v=TTXrV0_3UjY

Mindset

Fixed mindset	Growth mindset
<ul style="list-style-type: none"> • My abilities, my intelligence, my talents, are just fixed traits • My achievements reveal how intelligent / talented I am • I better look smart all the time and never look dumb. 	<ul style="list-style-type: none"> • My abilities, my intelligence, my talents can be developed • My achievements show how I can do it right now • I would like to learn and become smarter / talented

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Mindset

Fixed mindset	Growth mindset
<p>Rule 1: Make sure you always look smart. If that's not possible, then don't do the task.</p>	<p>Rule 1: Learn, learn, learn, tell me if I 'm wrong , because I want to learn.</p>
<p>Rule 2: Delivering efforts is a reprehensible idea.</p>	<p>Rule 2: Succes is based on hard work.</p>
<p>Rule 3 Hide your mistakes. Failure means you do not have it .</p>	<p>Rule 3 Mistakes are human . I use them to learn from.</p>

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Praise children for their effort,
not their intelligence.

Emphasize learning, not points


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How feedback is received is even more important than how it is given.

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Pedagogical climate

- The pedagogical climate in the classroom is of great importance for feedback.
- The trust between teacher and pupil.

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Hattie:

“Expert teachers are proficient at creating an optimal classroom climate for learning.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“An optimal classroom climate for learning is one that generates an atmosphere of trust – a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“For students, the process of reconceptualizing what they know so that they can take on board new understandings may mean identifying errors and disbanding previous ideas.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“In so many classrooms, the greatest reason why students do not like to expose their mistakes is because of their peers: peers can be nasty, brutal and viral! Expert teachers create classroom climates that welcome admission of errors.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“They achieve this by developing a climate of trust between teacher and student, and between student and student. The climate is one in which ‘learning is cool’, worth engaging in, and everyone – teacher and students – is involved in the process of learning.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“It is a climate in which it is okay to acknowledge that the process of learning is rarely linear, requires commitment and investment of effort, and has many ups and downs in knowing, not knowing, and in building confidence that we *can* know.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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“It is a climate in which error is welcomed, in which student questioning is high, in which engagement is the norm, and in which students can gain reputations as effective learners.”

Source: Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge, p. 29.

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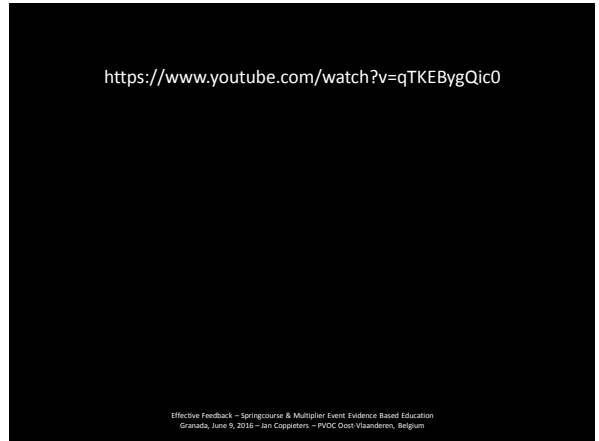


“I missed more than ninthousand shots in my career. I’ve lost almost three hundred games. Twenty-six times I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed. “



(Michael Jordan).

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Communication

Verbal: what we say with words

Para-verbal : tone, volume, rhythm, silence

Non-verbal : posture, gestures , eye contact , facial expressions

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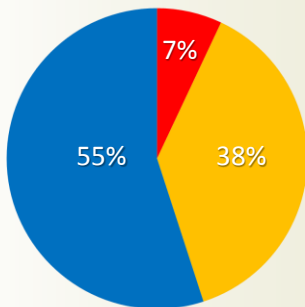


Communication

Verbal

Non-verbal

Para-verbal



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The importance of context

- Mutual influence
- Through the “outside”
- In function of context

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Pedagogical climate

- The pedagogical climate in the classroom is of great importance for feedback.
- The trust between teacher and pupil.
- The teacher asks himself:
 - What will I tell the child about his work/performance?
 - How will I say it?
 - What will he or she do with this information?
 - How will it improve his or her learning performance?
- Increase the child's involvement.
- Encourage self-confidence.
- The quality of feedback prevails over frequency.

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The art of giving feedback

- Both at the level of the **task**, the **process** and the **self-regulation**.
- The praising of the pupil is focused on the **effort** needed for the approach and the **commitment** of the pupil in carrying out the task.
- Focus on the **learning objective**. Good feedback indicates success criteria for the achievement of the objectives.
- Give feedback
 - quickly
 - explicit and concrete
 - dosed
 - also positive
 - adapted to task complexity
 - sincerely (and unbiased)
- Practice and use feedback from **peers**
- Be aware of your own **context**.
- Give space to **respond**.

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To avoid

- Make normative comparisons
- Express overall quality judgments
- Give feedback which discourages or lowers the self-esteem
- Interrupting the pupil
- Feedback + grades: do not give grades to students when they are still learning !

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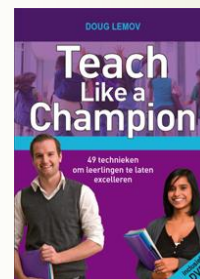
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The frequency of feedback

Hattie advises to give feedback very often.
How can you do that?

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Lemov, D., 2012, *Teach like a champion*,
49 technieken om leerlingen te laten excelleren,
CED-Groep Rotterdam

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The frequency of feedback

Hattie advises to give feedback very often.

How can you do that?

Some examples from *Teach like a champion*:

- Lightning turn
- Everyone writes
- Don't know doesn't count
- Good is good
- Stretch
- Test understanding

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Exercise

- Ask a colleague to observe your classroom interaction with pupils and record which feedback is given and how often.
- Or make a video/audio recording of a lesson or interaction with your pupils.
- Afterwards analyze the feedback given.
- What was the effect of the feedback given?
- What was good and what could be better?

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