

The perfect feedback message: evidence and practice?

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Endemic problems



- 1) So much to teach, such short units
- 2) So much to teach, such short lessons
- 3) How do students know what good work looks like?



- 1) How did students do?
- 2) What are students thinking?
- 3) How can I help all students improve?

I: Feedback: opportunities and risks

II: The perfect feedback message

III: Now what?

Feedback

High impact for very low cost, based on moderate evidence.



Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



Homework (Secondary)

Moderate impact for very low cost, based on limited evidence.



Mastery learning

Moderate impact for very low cost, based on moderate evidence.



Collaborative learning

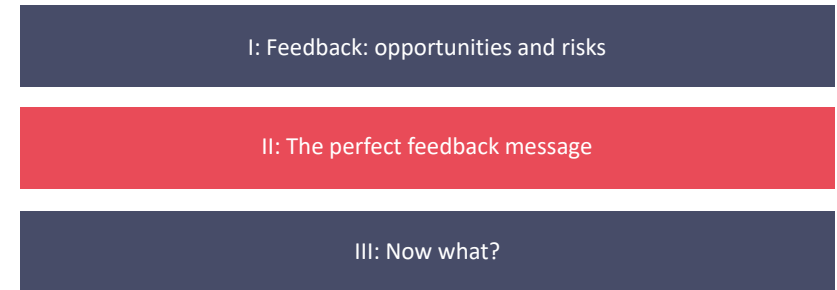
Moderate impact for very low cost, based on extensive evidence.



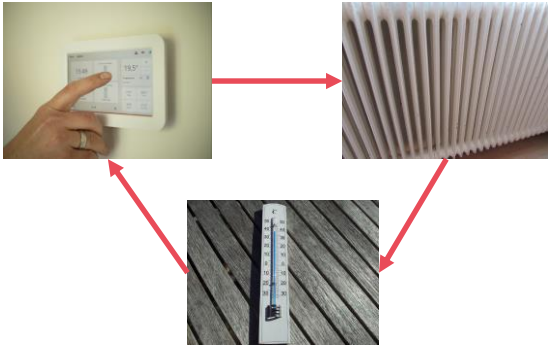
38% of experiments in feedback had a negative effect



Kluger and DeNisi, 1996



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Information about the gap between actual and reference [desired] levels is considered as feedback only when it is used to alter the gap.

Sadler, 1989

Pick something to give feedback on.
Write one sentence of feedback.

Good answers to questions 1-6; Question 7 is not correct.



The perfect feedback message

1) When should I offer feedback?

2) What should I focus on?

3) How can I ensure students benefit?

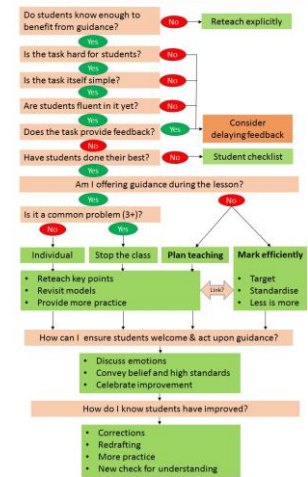
4) How can I ensure students respond?

5) How can I make this sustainable?

Why might be feedback be undesirable?



Kluger and DeNisi, 1996



tinyurl.com/feedback-tree

The perfect feedback message

1) Wait until it will really help: get students to refine their work first.

What more could your student do for themselves before you give feedback?

Choose a task for them to do before you review their work.

Good answers to questions 1-6; Question 7 is not correct.

What more could your student do for themselves before you give feedback?

Choose a task for them to do before you review their work.

Good answers to questions 1-6; Question 7 is not correct.

“Use the checklist to identify the question you have got wrong.”



The perfect feedback message

1) When should I offer feedback?

2) What should I focus on?

3) How can I ensure students benefit?

4) How can I ensure students respond?

5) How can I make this sustainable?

Improving the student...
...not the task



Wiliam, 2017

Can you think of a recent time you gave feedback on:

- 1) How to get the task done
- 2) How to do the task better
- 3) How to do better in similar tasks
- 4) What success looks like in the subject
- 5) How to manage themselves
- 6) How to direct their lives
- 7) How good they are as people



Specific	Concrete		This task	How can I get this done? How can I make this better?
	Reflective		The subject	How can I do better in tasks like this? What does it mean to be good in this subject?
			Self-regulation	How can I manage myself to learn better? Who do I want to be?
	General		Existential	Self-evaluation



Hattie and Timperley, 2007
 Kluger and DeNisi, 1996
 Pryor and Crossouard, 2010

- > Correct Question 2, dividing before adding...
- > Redraft this paragraph: historians always give evidence:
- > Rewrite your method section to describe more fully:



This task
The subject
Self-regulation
Self-evaluation

The perfect feedback message

2) Link immediate and lasting improvements

What level does your feedback target?

How can you link it with another level?

Good answers to questions 1-6; Question 7 is not correct.

This task
The subject
Self-regulation
Self-evaluation

What level does your feedback target?

How can you link it with another level?

Good answers to questions 1-6; Question 7 is not correct.

Correct Question 7 – always use order of operations.



This task
The subject
Self-regulation
Self-evaluation

The perfect feedback message

1) When should I offer feedback?

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3) How can I ensure students benefit?

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Adding additional explanation of feedback points makes:

- A) Students more likely to respond
- B) Students less likely to respond
- C) No difference

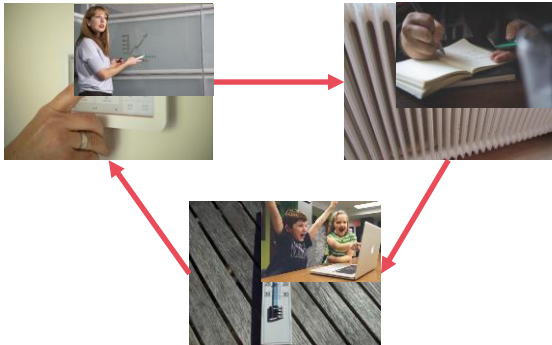
Nelson and Schunn, 2008

Feedback is often:

- > Illegible
- > Incomprehensible
- > Jargony

Students like quantity but it's overwhelming

Jonsson, 2013



The perfect feedback message

3) Give them the chance to improve now, and/or a reminder.

What can students do to act on the feedback?
When should they do it?

Good answers to questions 1-6; Question 7 is not correct.



What can students do to act on the feedback?
When should they do it?

Good answers to questions 1-6; Question 7 is not correct.

*Good answers to questions 1-6; correct Question 7 for homework.
Good answers to questions 1-6; note what you will do differently for questions like Question 7 next time.*



The perfect feedback message

1) When should I offer feedback?

2) What should I focus on?

3) How can I ensure students benefit?

4) How can I ensure students respond?

5) How can I make this sustainable?

*I'm giving you these
comments
because I have high
expectations
and I know you can
reach them.*

The perfect feedback message

How can you show students your high expectations and your belief in them?

Good answers to questions 1-6; Question 7 is not correct.

4) Tell + show students they can do improve

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How can you show students your high expectations and your belief in them?

Good answers to questions 1-6; Question 7 is not correct.

Good answers to questions 1-6; I know you know how to get Question 7 right – fix it now.



The perfect feedback message

1) When should I offer feedback?

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Important Examples for Revising/Completing the Quiz

<p>$x = 120$</p>	<p>Given: $JZ \parallel XY$ $\angle 1 \cong \angle 2$ Prove: $XT = TY$</p> <p>Proof: By $\angle 1 \cong \angle 2$ So $\triangle TXZ$ is isosceles since it has 2 congruent angles. Therefore $TX = TY$</p>
<p>Given: $\angle 1 \cong \angle 2$ $AD = BE$</p> <p>Prove: $\triangle ADE \cong \triangle BDE$ by ASA Therefore $AD = BE$</p>	<p>Inscribed Angle Theorem</p>

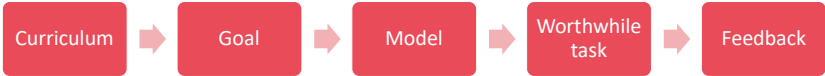
I believe that Appeasement ~~did~~ didn't work for many reasons. I believe that it didn't work because Hitler did everything in secrecy and then took over ~~three~~ three countries.

Collect ~~three~~ more ~~proofs~~ proofs of evidence supporting your point.

• Appeasement didn't work ~~for~~ because He built up an army in secrecy so he could take over three other countries. Furthermore, Appeasement didn't work because ~~Hitler~~ Hitler couldn't be trusted as he had broken his word before and he also began to believe that Britain and France wouldn't put a fight so he kept on doing things which violated the peace agreement.

Feedback

What do we need before we give feedback?



The perfect feedback message

Could you:

- Simplify/reduce your feedback?
- Offer it in a quicker format?
- Reuse this feedback for another student/the group?

Good answers to questions 1-6; Question 7 is not correct.

5) Target and limit feedback



Could you:

- Simplify/reduce your feedback?
- Offer it in a quicker format?
- Reuse this feedback for another student/the group?

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I: Feedback: opportunities and risks

II: The perfect feedback message

III: Now what?

Can you think of a recent change you tried, and failed to make?

- > Exercise
- > Healthy eating
- > Work habits

What stopped you?



Change or die?



Deutschman, 2005



Pick one small change...

Which makes your life better..

With social support..

To form a habit

Thank you

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