

Where Am I Going?

Where Am I Now?

Where to Next?



Determine Learning Goals

Develop Success Criteria

Elicit Evidence of Learning

Interpret Evidence

Take Responsive Action

THE FEEDBACK CYCLE

Feedback For Learning

**Stephen Merry, Margaret Price, David
Carless, Maddalena Taras**



Feedback For Learning:

Feedback For Learning Susan Askew, 2004-11-23 Teachers may be surrounded by feedback and involved in it every day but the notion is poorly analysed and poorly used Feedback for Learning provides an important collection of contributions to the highly topical theme of feedback to support learning The book spans three major areas which affect all teachers young people s learning teachers learning organisational learning The authors critically examine the assumption that feedback necessarily has positive learning outcomes and describe models and practices which are more likely to result in effective learning at the individual group and organisational level

Developing Feedback for Pupil Learning Ruth

Dann, 2017-08-21 Feedback is often considered to be one of the pivotal enablers of formative assessment This key topic has received considerable attention within research literature and has been studied by a number of leading experts in the field This book is positioned at the heart of these debates and offers a specific contribution to exploring and exploiting the learning gap which feedback seeks to shift Developing Feedback for Pupil Learning seeks to synthesise what we know about feedback and learning into more in depth understandings of what influences both the structure of and changes to the learning gap This research informed but accessibly written enquiry is at the very heart of teaching learning and assessment It offers a timely contribution to understanding what works and what doesn t for whom and why Split into three main parts it covers Feedback for learning in theory policy and practice Conceptualising the learning gap New futures for feedback This text will be essential reading for students teachers researchers and all those who engage with issues related to teaching learning and assessment academically

Using Feedback to Improve Learning Maria Araceli Ruiz-Primo, Susan M.

Brookhart, 2017-10-19 Despite feedback s demonstratively positive effects on student performance research on the specific components of successful feedback practice is in short supply In Using Feedback to Improve Learning Ruiz Primo and Brookhart offer critical characteristics of feedback strategies to affirm classroom feedback s positive effect on student learning The book provides pre and in service teachers as well as educational researchers with empirically supported techniques for using feedback as a part of formative assessment in the classroom

How to Give Effective Feedback to Your Students Susan M. Brookhart, 2008 A teacher s feedback on student schoolwork can be a powerful force for learning if it contains a helpful message and is delivered with certain considerations in mind But what kind of content makes a feedback message helpful to a student And what kinds of strategies work best for delivering feedback In How to Give Effective Feedback to Your Students Susan M Brookhart answers these questions by describing important elements of feedback content focus comparison function valence clarity specificity and tone and strategy timing amount mode and audience Grounded in what researchers have learned about effective feedback the book provides practical suggestions and classroom examples that demonstrate what to do and not do to have a positive impact on students In addition to general guidelines for good feedback readers will learn what kinds of feedback work best in the various content areas and how to adjust feedback

for different kinds of learners including successful students struggling students and English language learners Done well feedback has a two pronged effect it influences cognitive factors by helping students understand where they are in their learning and where they need to go next and it influences motivational factors by helping students develop a feeling of control over their own learning Taken together these factors explain why learning how to give good feedback should be at the top of every teacher s to do list

Visible Learning: Feedback John Hattie, Shirley Clarke, 2018-08-15 Feedback is arguably the most critical and powerful aspect of teaching and learning Yet there remains a paradox why is feedback so powerful and why is it so variable It is this paradox which Visible Learning Feedback aims to unravel and resolve Combining research excellence theory and vast teaching expertise this book covers the principles and practicalities of feedback including the variability of feedback the importance of surface deep and transfer contexts student to teacher feedback peer to peer feedback the power of within lesson feedback and manageable post lesson feedback With numerous case studies examples and engaging anecdotes woven throughout the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback Visible Learning Feedback brings together two internationally known educators and merges Hattie s world famous research expertise with Clarke s vast experience of classroom practice and application making this book an essential resource for teachers in any setting phase or country

Questioning for Formative Feedback Jackie A. Walsh, 2022-05-20 When used effectively quality questions and student dialogue result in self regulated learners and formative feedback that reveals progress toward learning goals Learning knows no boundaries The potential for learning exists whenever and wherever we interact with our environment So how can we infuse school learning with the authenticity and excitement associated with real life experiences In *Questioning for Formative Feedback* Jackie Acree Walsh explores the relationship between questioning and feedback in K 12 classrooms and how dialogue serves as the bridge connecting the two Quality questioning productive dialogue and authentic use of feedback are a powerful trifecta for addressing the needs of a new generation of learners In fact the skillful use of these three processes can fuel and accelerate the academic social and emotional learning of all students In this book Walsh provides a manual of practice for educators who want to engage students as partners in these processes To that end she offers the following features to help create a classroom in which everyone learns through intentional practice Blueprints for coherent models of key processes and products Tools and strategies to help you achieve identified outcomes Protocols with step by step directions to complete an activity Classroom artifacts of authentic classroom use including links to 21 original videos produced exclusively for this book Working together questioning dialogue and feedback can transform learning for all This book supports you in embracing and bringing that vision to fruition

The Feedback-Friendly Classroom Deborah McCallum, 2015-12-11 Learning is inherently social built on the daily interactions in the classroom What if feedback from teacher to student between students from student to teacher could be seen as essential

to the ongoing process that defines the learning environment This groundbreaking book explores using feedback to help students become better learners examines the crucial use of verbal and nonverbal language to engage and guide students and shows strategies and activities to establish and promote effective feedback within the classroom and beyond

Feedback in Higher and Professional Education David Boud, Elizabeth Molloy, 2012-12-12 Learners complain that they do not get enough feedback and educators resent that although they put considerable time into generating feedback students take little notice of it Both parties agree that it is very important *Feedback in Higher and Professional Education* explores what needs to be done to make feedback more effective It examines the problem of feedback and suggests that there is a lack of clarity and shared meaning about what it is and what constitutes doing it well It argues that new ways of thinking about feedback are needed There has been considerable development in research on feedback in recent years but surprisingly little awareness of what needs to be done to improve it and good ideas are not translated into action The book provides a multi disciplinary and international account of the role of feedback in higher and professional education It challenges three conventional assumptions about feedback in learning That feedback constitutes one way flow of information from a knowledgeable person to a less knowledgeable person That the job of feedback is complete with the imparting of performance related information That a generic model of best practice feedback can be applied to all learners and all learning situations It seeking a new approach to feedback it proposes that it is necessary to recognise that learners need to be much more actively involved in seeking generating and using feedback Rather than it being something they are subjected to it must be an activity that they drive

Challenging Learning Through Feedback James Nottingham, Jill Nottingham, 2017-01-20 Using feedback to enhance learning Feedback has the potential to dramatically improve student learning if done correctly In fact providing high quality feedback is one of the most critical roles of a teacher *Challenging Learning Through Feedback* provides educators with the tools they need to craft high quality feedback and avoid common mistakes Readers will learn How to know when feedback is and isn t working How to design feedback so that it answers three essential questions Practical strategies for crafting Learning Intentions and Success Criteria Strategies templates and rubrics for providing feedback How to teach students to give high quality feedback to themselves and others *Challenging Learning Through Feedback (International Edition)* James Nottingham, Jill Nottingham, 2017-02-21 Using feedback to enhance learning Feedback has the potential to dramatically improve student learning if done correctly In fact providing high quality feedback is one of the most critical roles of a teacher *Challenging Learning Through Feedback* provides educators with the tools they need to craft high quality feedback and avoid common mistakes Readers will learn How to know when feedback is and isn t working How to design feedback so that it answers three essential questions Practical strategies for crafting Learning Intentions and Success Criteria Strategies templates and rubrics for providing feedback How to teach students to give high quality feedback to themselves and others *Fostering Reflection and Providing Feedback* Jane

Westberg, Hilliard Jason, 2001-08-22 This book is a treasure trove of practical suggestions for promoting reflections and feedback that is based upon sound educational theory and research I recommend it highly David M Irby PhD Vice Dean for Education University of California The authors of this concise volume describe the two underlying principles of becoming a thoughtful practitioner reflection and feedback They offer strategies to assist students in developing the attitudes and skills to think about and assess their work consciously and consistently Physicians nurses psychologists social workers who are educators of students residents and practitioners in the health professions will find this an invaluable resource Feedback

Jane E. Pollock, 2011-12-01 Works like an app to close the learning gap Jane E Pollock coauthor of Classroom Instruction That Works expands on the bestseller's feedback strategy in this groundbreaking work While feedback is not a new concept what is new is using it the way children use computer apps to set goals track their progress and self regulate their own learning With only a slight shift in teaching strategy this no cost technique Informs teachers while students are learning not after Engages and motivates learners Teaches 21st century skills Helps students understand and meet standards Educators will find a wealth of classroom examples and success stories that bring this proven practice to life In addition to boosting achievement Feedback helps students develop a lifelong learning skill that they will use in everything they do **Effects of Peer Understanding Feedback on Learning** John Pierre Priollaud, 1969 **Reconceptualising Feedback in Higher Education** Stephen Merry, Margaret Price, David Carless, Maddalena Taras, 2013-07-18 Feedback is a crucial element of teaching learning and assessment There is however substantial evidence that staff and students are dissatisfied with it and there is growing impetus for change Student Surveys have indicated that feedback is one of the most problematic aspects of the student experience and so particularly in need of further scrutiny Current practices waste both student learning potential and staff resources Up until now the ways of addressing these problems has been through relatively minor interventions based on the established model of feedback providing information but the change that is required is more fundamental and far reaching Reconceptualising Feedback in Higher Education coming from a think tank composed of specialist expertise in assessment feedback is a direct and more fundamental response to the impetus for change Its purpose is to challenge established beliefs and practices through critical evaluation of evidence and discussion of the renewal of current feedback practices In promoting a new conceptualisation and a repositioning of assessment feedback within an enhanced and more coherent paradigm of student learning this book analyses the current issues in feedback practice and their implications for student learning identifies the key characteristics of effective feedback practices explores the changes needed to feedback practice and how they can be brought about illustrates through examples how processes to promote and sustain effective feedback practices can be embedded in modern mass higher education Provoking academics to think afresh about the way they conceptualise and utilise feedback this book will help those with responsibility for strategic development of assessment at an institutional level educational developers course management teams researchers tutors and student representatives

Designing Effective Feedback Processes in Higher Education Naomi Winstone, David Carless, 2019-06-27 Feedback is one of the most powerful influences on student achievement yet it is difficult to implement productively within the constraints of a mass higher education system *Designing Effective Feedback Processes in Higher Education A Learning Focused Approach* addresses the challenges of developing effective feedback processes in higher education combining theory and practice to equip and empower educators It places less emphasis on what teachers do in terms of providing commentary and more emphasis on how students generate make sense of and use feedback for ongoing improvement Including discussions on promoting student engagement with feedback technology enabled feedback and effective peer feedback this book Contributes to the theory and practice of feedback in higher education by showcasing new paradigm feedback thinking focused on dialogue and student uptake Synthesises the evidence for effective feedback practice Provides contextualised examples of successful innovative feedback designs analysed in relation to relevant literature Highlights the importance of staff and student feedback literacy in developing productive feedback partnerships Supports higher education teachers in further developing their feedback practice *Designing Effective Feedback Processes in Higher Education A Learning Focused Approach* contributes to the theory and practice of higher education pedagogy by re evaluating how feedback processes are designed and managed It is a must read for educators researchers and academic developers in higher education who will benefit from a guide to feedback research and practice that addresses well recognised challenges in relation to assessment and feedback

Creating a Culture of Feedback William M. Ferriter, Paul J. Cancellieri, 2016-11-04 By overemphasizing high stakes evaluations as tools for reporting what students know and can do we've created a culture of grading instead of a culture of feedback in our schools and classrooms In this book the authors urge educators to shift their classroom focus prioritizing effective feedback over grades and making students partners in their own learning Discover how to state learning intentions clearly and provide individualized feedback to give students all the information they need to succeed Benefits Gain instructional strategies for prioritizing feedback over grading in upper elementary middle and high school classrooms Shift classrooms from a culture of grading to a culture of feedback Discover how important feedback is to developing learners and how to use digital tools to effectively involve students in assessment Determine the characteristics of effective feedback for students including how to clarify for students what mastery of the content and skills looks like Learn the benefits of having students engage in peer feedback Gain guidance on communicating the differences between grading and feedback to parents and students Contents Foreword Introduction 1 Where Am I Going 2 How Am I Doing 3 What Are My Next Steps Conclusion References

Challenging Learning Through Feedback James Nottingham, Jill Nottingham, 2017-01-20 Using feedback to enhance learning Feedback has the potential to dramatically improve student learning if done correctly In fact providing high quality feedback is one of the most critical roles of a teacher *Challenging Learning Through Feedback* provides educators with the tools they need to craft high quality feedback and avoid common mistakes Readers will learn How to know

when feedback is and isn't working How to design feedback so that it answers three essential questions Practical strategies for crafting Learning Intentions and Success Criteria Strategies templates and rubrics for providing feedback How to teach students to give high quality feedback to themselves and others Challenging Learning Through Feedback (International Edition) James Nottingham, Jill Nottingham, 2017-02-21 If done incorrectly feedback has minimal effect or even a negative effect In this book the authors show how to avoid the common mistakes teachers make in giving feedback The authors argue that effective feedback answers these three questions What am I trying to achieve How much progress have I made so far And what should I do next

The Impact of Feedback in Higher Education Michael Henderson, Rola Ajjawi, David Boud, Elizabeth Molloy, 2019-09-17 This book asks how we might conceptualise design for and evaluate the impact of feedback in higher education Ultimately the purpose of feedback is to improve what students can do therefore effective feedback must have impact Students need to be actively engaged in seeking sense making and acting upon any information provided to them in order to develop and improve Feedback can thus be understood as not just the giving of information but as a complex process integral to teaching and learning in which both teachers and students have an important role to play The editors challenge us to ask two fundamental questions when does feedback make a difference and how can we recognise that impact This volume draws together leading international researchers across diverse disciplines offering promising directions for both research and practice

How Assessment Supports Learning David Carless, Gordon Joughin, Ngar-Fun Liu, 2006-11-01 How Assessment Supports Learning Learning oriented Assessment in Action invites teachers in higher education to rethink the purposes of assessment and to revise their assessment practices in the interests of improved student learning It combines practice theory research and extensive examples of assessment techniques to support academics in this vital part of their multi faceted role This book presents 39 innovative assessment practices from a range of disciplines and located in a clearly articulated theoretical framework This framework is congruent with outcomes based approaches currently being implemented in universities in Hong Kong and elsewhere The practices which can be modified for use in a wide range of contexts illustrate how assessment can be used to engage students in productive learning provide genuinely helpful feedback efficiently and help students learn to evaluate and improve the quality of their own work The book concludes with suggestions for responding to challenges at the interface between assessment and learning

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