

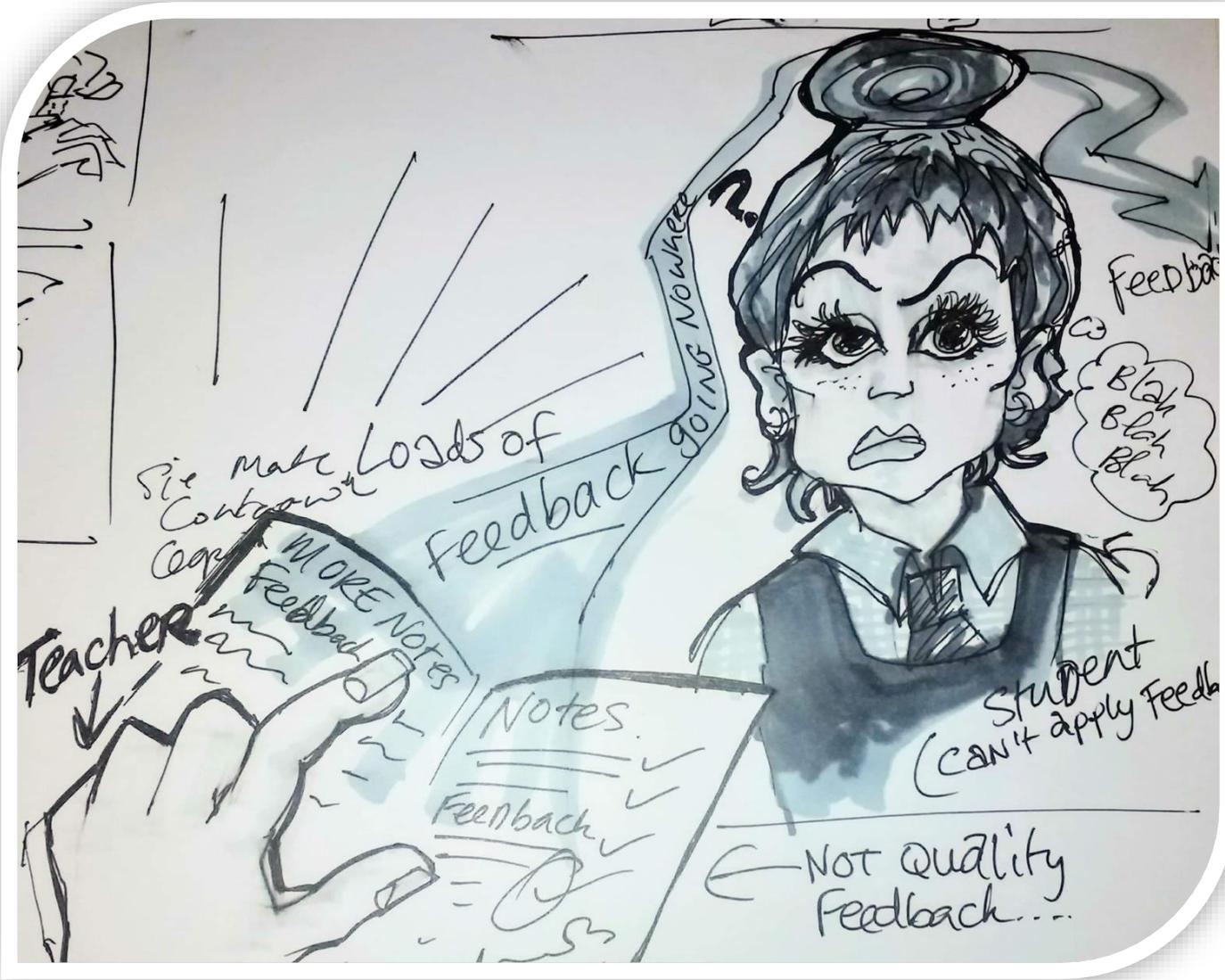
# Feedback and Feedforward

*Moving students from feedback to feedforward through engaging in reflective activities.*

Lorraine Gannon



# Feedback



Written feedback to students 'seems to have little or no impact' even when teachers have been diligent in providing it (Sadler 2010, p535)

**Hattie & Timperley**

*Feedback model*

**Black & William**

*Formative assessment model*

**Q.1** Where am I going?



Where the learner is going

*"To be able to plan and draft a narrative."*

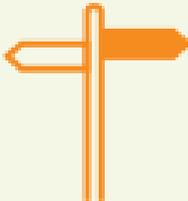
**Q.2** How am I going?



Where the learner is right now

*"Your plan includes most of the narrative stages we identified."*

**Q.3** Where to next?



How to get there

*"Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet."*

# Hattie & Timperley – 4 levels of feedback

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

1. **Self** – personal evaluation and affect (usually positive) about the student

*"You always do great work."*



2. **Task** – feedback on how well tasks are performed

*"You need to include appropriate scientific language."*



3. **Process** – feedback on the learning processes underlining or relating and extending tasks

*"You need to take steps to ensure you use credible sources."*



4. **Self-regulated** – feedback on how students monitor, direct and regulate their own learning

*"You sought feedback from a peer and I can see that helped with clarifying your argument."*



Further reading:

William & Black, 'Developing the theory of formative assessment', (2009)

Hattie & Timperley, 2011, 'The Power of Feedback'

Sadler, 2010, 'Beyond feedback:

Developing student capability in complex appraisal'

Dowden et al, 2013, 'Students'

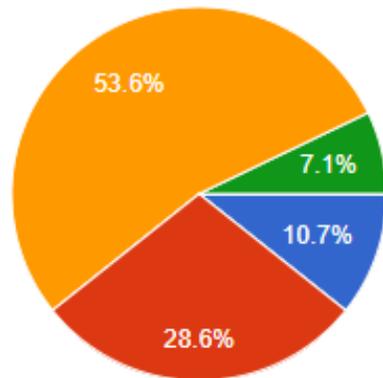
perceptions of written feedback in teacher education: ideally feedback is a continuing two-way communication that encourages progress'

# Examples of student responses on reflection form.



3. How did you score on investigation?

28 responses



- A grade
- B grade
- C grade
- D grade
- E grade



4. What can you do to improve in the investigation component of the task?

28 responses

- use more ancient sources
- wider research
- Better citing and sources
- Ancient sources
- more sources, don't rely on one ancient sources
- Find better sources and rely more on ancient sources
- More Ancient sources.
- Quality of research needs to improve.

## Where to next?



### 10. Identify goals for your semester 2 empathetic task.

28 responses

have time to edit, use more sources and thorough research

Have it done earlier. Hand in a draft and used better sources

More ancient sources and analysis.

Achieve an A grade in the Investigation category, Emphasis on my direction and topic's perspective.

Improve at integrating ancient sources

Improve my grade from the previous one, ensure that my bibliography is accurate

to actually start weeks before its due and not the night before

I want to have a much better understanding of my character: the way that they would think and act in a situation as well as what would influence that.

### 11. Outline actions you can take to achieve your goals for this task.

28 responses

Read more ancient sources

Hand in draft and review the steps of writing a proper bibliography, as well as using correct and accurate sources. Will ask the teacher for help if it is needed.

put time aside for the empathetic to submit a better assignment

Plan my character separate from the empathetic. Maybe make some defining events, choose an alignment. Try to embrace the empathetic aspect of the task.

More research and knowledge of topic.

go over my rubric and make sure everything is sufficiently prepared

# Completing the feedback / feedforward loop.

12. Comment on any particular area of this task you would like your teacher to assist you with.

28 responses

Help with my understanding of the task (if its similar to the previous task)

grammatical errors and expression

Making sure my planning is accurate and helpful (although much of that comes from drafting and submitting said drafts.).

The research aspect. And how to integrate facts and ancient sources into an empathetic.

Properly writing in the mind of the person we are empathising with.

13. Are there any additional resources your teacher could provide for you?

28 responses

Journal articles

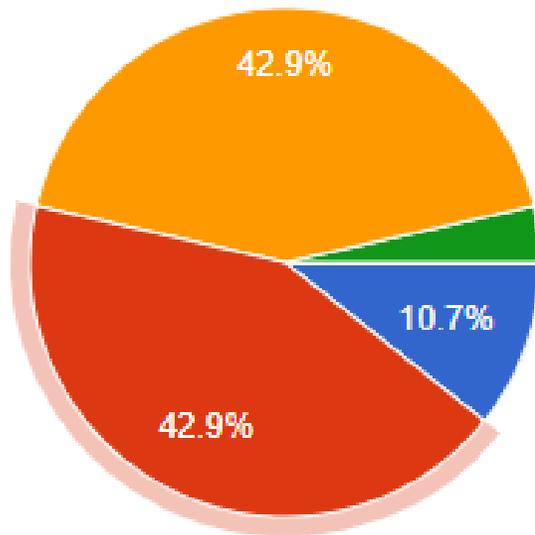
Miss did well with providing sources. Maybe more clarity in interpreting the sources.

More examples of A level pieces of work/analysis.

How to correctly create an annotated bibliography

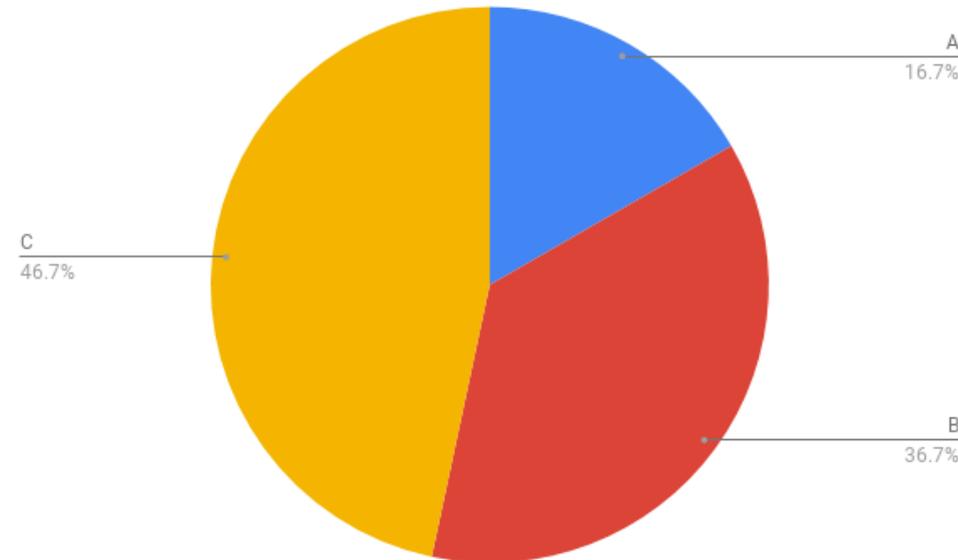
# Results after integrating active reflection as part of the feedback / feedforward process.

Yr 12 - Grades in first task.



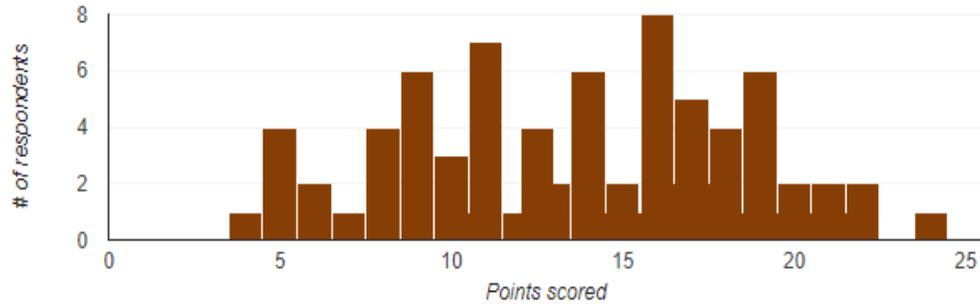
- A grade
- B grade
- C grade
- D grade
- E grade

Yr 12 - Grades in subsequent task.



# Conducting tests through Google forms and providing feedback to students.

Total points distribution



## Frequently missed questions ?

1. What type of map is shown in Figure 1?	26 / 84
6. Using Figures 1 and 2, what is the name of the feature in the northeast section of the satellite image?	18 / 84
7. Using Figure 1, which street is shown in Figure 3?	34 / 84
8. Using Figure 1, give a 4 figure AR for Chinatown.	39 / 80
9. Using Figure 1, give the 4 figure AR for North Beach.	39 / 82
10. Using figure 1, give a 6 figure GR for the Post Office on Howard Street.	35 / 82

## Correct responses

## Feedback given to students

✘ 8. Using Figure 1, give a 4 figure AR for Chinatown.

0 / 1

5283

Correct answer

5183

Individual feedback

For a 4 fig. AR you must go to the bottom left corner of the box and use the value of the easting and northing that the point lies on.

Social Science - Year 7 Geography

Semester 2 2018

**Assessment item 1 -Reflection**

Weighting: 25%

Section 1: Knowledge & Understanding	/32
Section 2: Geographical Skills	/25

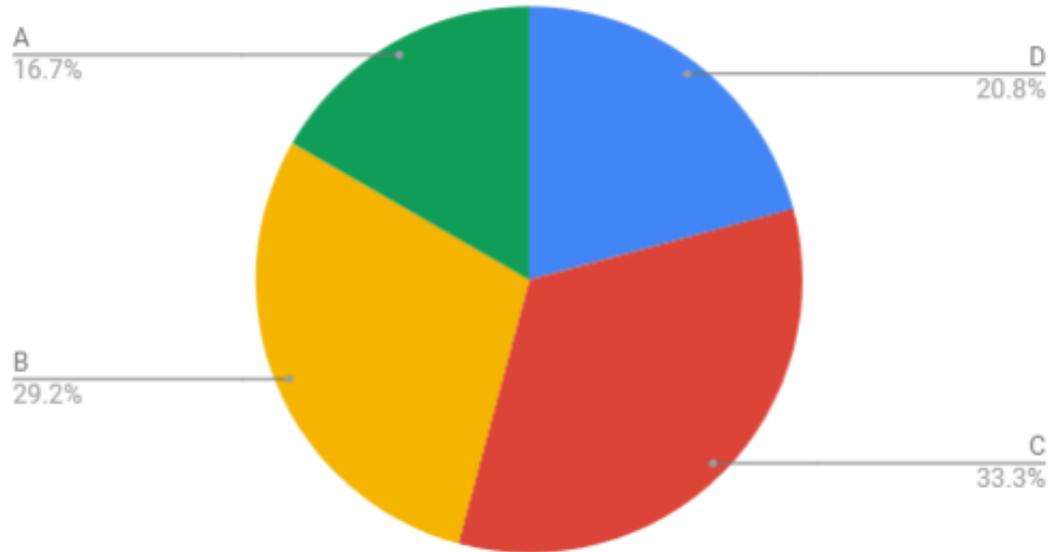
**Instructions:**

- Check your school emails. You should have two emails with your score and feedback for both the Knowledge & Understanding Test and the Geographical Skills Test.
- Review your tests and then complete corrections and reflection in your book.

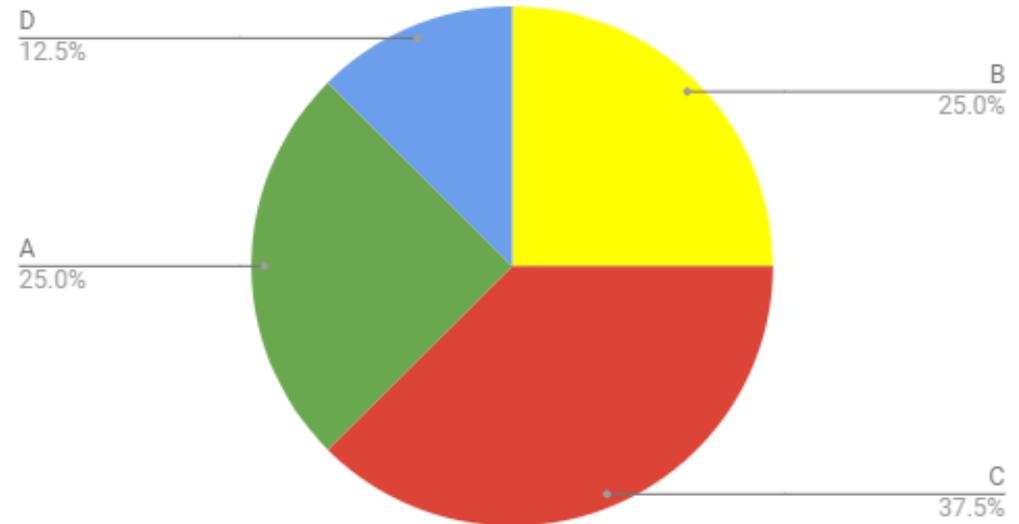
<p>Where am I going?</p> 	<p>How do you feel about the result you achieved in this task?</p> <p>What questions did you do well in?</p> <p>What questions did you find difficult?</p>
<p>How am I going?</p> 	<p>After reading the feedback and completing corrections, are there any questions you still find difficult?</p>
<p>Where to next?</p> 	<p>What can you do to achieve a higher result in the next task?</p> <p>What questions or geographical skills would you like your teacher to help you with?</p>

# Results after integrating feedback and reflection.

Yr 7 test 1



Yr 7 test 2



# Where to next?

- Feedback is a 'powerful' influence on learning with the potential to strongly enhance classroom pedagogy (Hattie, 2007).
- Allocating time within teaching programmes for reflection.
- Feedback to feedforward.
- Promoting transferable self-knowledge.