



The Power of the Feedback Loop

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Hattie and Timperley

“Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which happens second—after a student has responded to initial instruction—when information is provided regarding some aspect(s) of the student’s task performance.” (81)

All Feedback is Assessment!

- Summative - Grades (product - simply correct or incorrect)
- Formative - Feedback on Process (so students know how to improve)
- Sustainable - Feedback on Self Regulation (so students focus on learning to assess and improve their own work)

3 Questions to Ask When Giving (and Receiving) Feedback

- “Where am I going?”
- “How am I going?”
- “Where to next?”

The climate of the classroom is critical, particularly if disconfirmation and corrective feedback at any level is to be welcomed and used by the students (and teachers). Errors and disconfirmation are most powerful in climates in which they are seen as leading to future learning, particularly relating to processing and regulation.

(100)

How do we create a climate where students view errors as leading to learning?

What spoke to your own experience?

- Discuss an area of Hattie and Timperley's piece/research that most interests you and why it speaks to you.