

The power of feedback: insights from research

Dr Lee Elliot Major

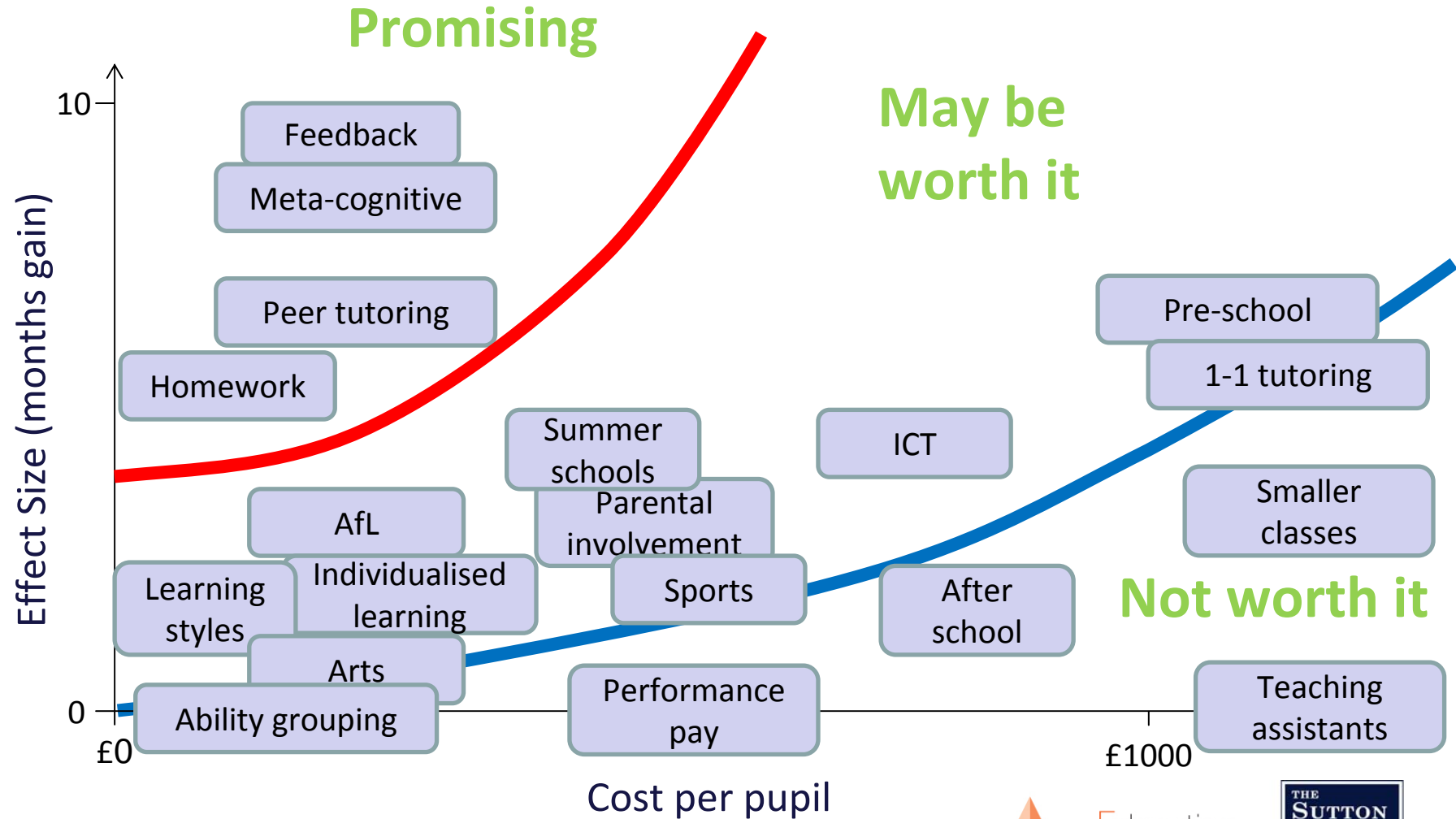
Director of Research, Sutton Trust,
Chair of evaluation advisory group,
Education Endowment Foundation



Outline

1. Top of the toolkit table
2. What is effective feedback?
3. What works best?
4. Hattie's model
5. Discussion

Toolkit findings



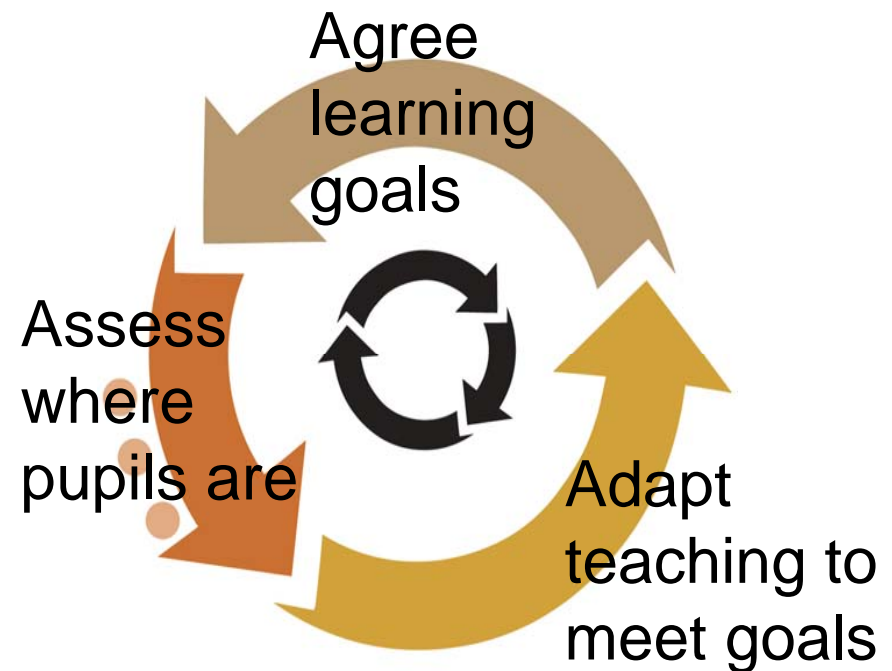
Education
Endowment
Foundation



What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the *learning goals* which can then *redirect* the **teacher's** and the learner's actions to achieve the goal.

The 'Learning Loop'



Education
Endowment
Foundation



Key messages

- Must relate to learning goals
- Must link to future learning and teaching
- Summative assessment is just one means by which feedback is created
- Fundamental, habitual not cosmetic reform
- Can have negative impact if done badly

Top ten tips

- Address faulty interpretations, not total lack of understanding.
- More impact from telling pupils when they got it right
- Comments, not grades, impact on future learning
- Cues, prompts
- Suitably challenging
- Give *sparingly* (needs to be meaningful)
- Timely
- Specific and clear (relating to learning goals)
- Focus on task and process; not praise for the self 'clever boy' etc
- Self and peer assessment can be powerful

Two helpful models

Outward bound schemes
(Hattie)



- Challenging and specific goals
- Learners seek instant feedback
- Instructors reassess and redirect learner's strategies

Sports programmes
(Wiliam)

- Develop and produce talent
- Challenging and specific goals
- Specific feedback to move learning on
- Split into manageable steps for action

Hattie's four feedback levels

- *Task* How well has the task been performed; is it correct or incorrect?
- *Process* What are the strategies needed to perform the task; are there alternative strategies that can be used?
- *Self-regulation* Self monitoring, directing, monitoring the processes and task; what is the knowledge and understanding needed to know what you are doing?
- *Self* Personal evaluation and affect about the learner

