

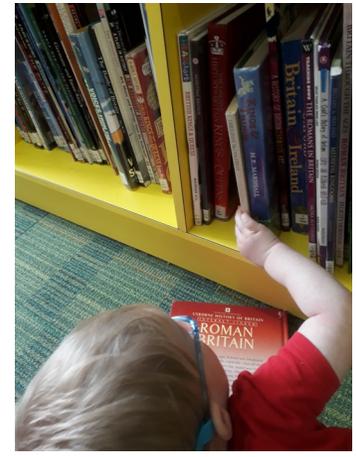
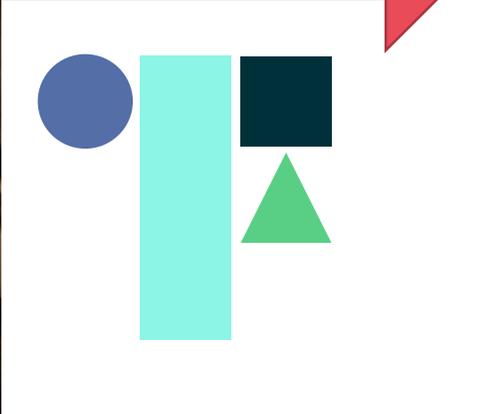
# Feedback workshop

**SLO – Thursday, 14<sup>th</sup> November, 2019**

**Harry Fletcher-Wood - @hfletcherwood**

**Ambition Institute**

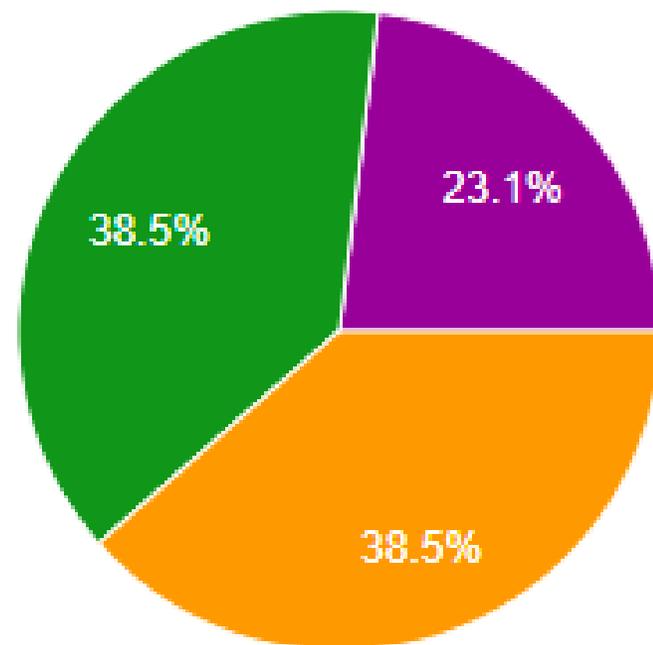
2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019



# Goals...

## De fase waar ik het meest op wil verbeteren is...

13 responses



- Fase 1: Verwachtingen verhelderen
- Fase 2: Studentreacties ontlokken en verzamelen
- Fase 3: Reacties analyseren en interpreteren
- Fase 4: Communiceren met studenten over resultaten
- Fase 5: Vervolgacties ondernemen: onderwijs en leren aanpassen

How can we design effective assessments?

How can we give efficient and effective feedback?

How can we ensure students improve/respond?

How can we encourage students (and teachers) to act?

Less is more

What is...

$$8 \times 7$$

$$18 \times 47$$

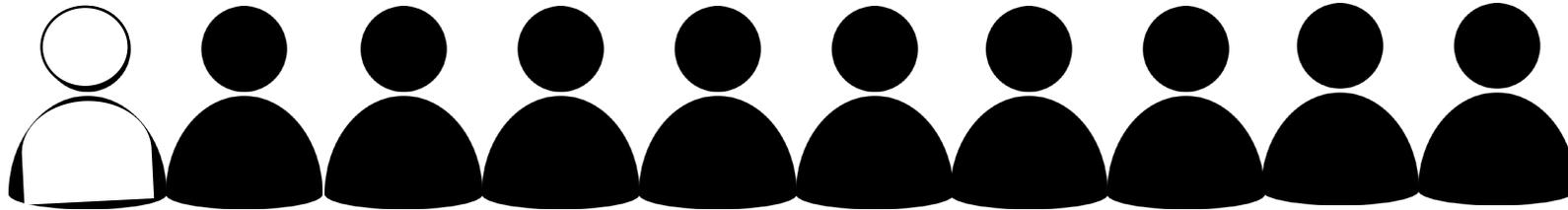
Working memory is limited

Less is more

What was the last big change you planned to make (at home or at work) which didn't happen?

# Change or die?

# Change or die?



Less is more

Working memory is limited

Change is unlikely

**38%** of experiments in feedback  
had a negative effect



Less is more

Working memory is limited

Change is unlikely

Teaching must be sustainable

Less is more

Working memory is limited

Change is unlikely

Teaching must be sustainable

Feedback should:

- Have a clear goal
- Be occasional
- Cause improvement

How can we design effective assessments?

How can we give efficient and effective feedback?

How can we ensure students improve/respond?

How can we encourage students (and teachers) to act?

# Ik zal blij zijn als ik aan het einde van de sessie kan...

- > Een breed scala aan mogelijkheden heb om leerlingen formatief te toetsen en van goede feedback te voorzien, zodat ze de volgende stap in het leerproces kunnen maken.

# How can we design effective assessments?

1)

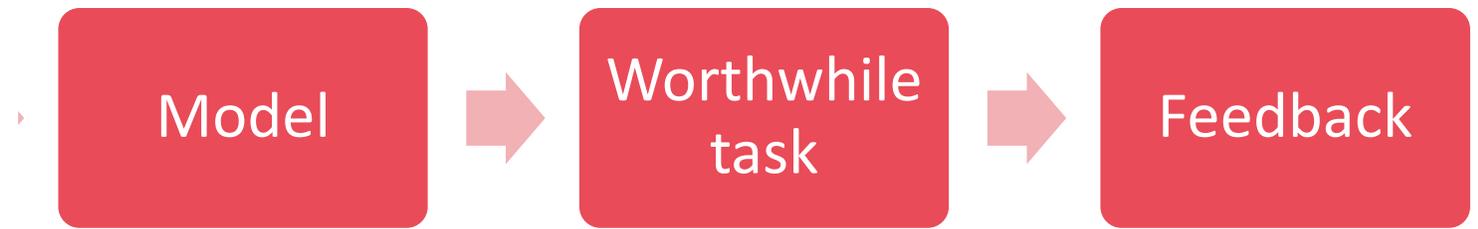
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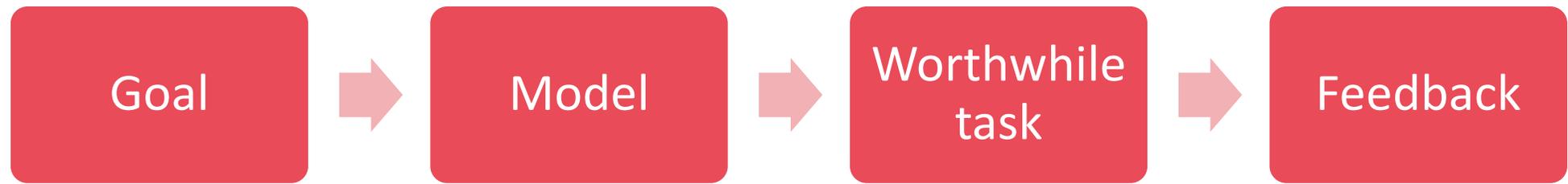
Feedback

Worthwhile  
task

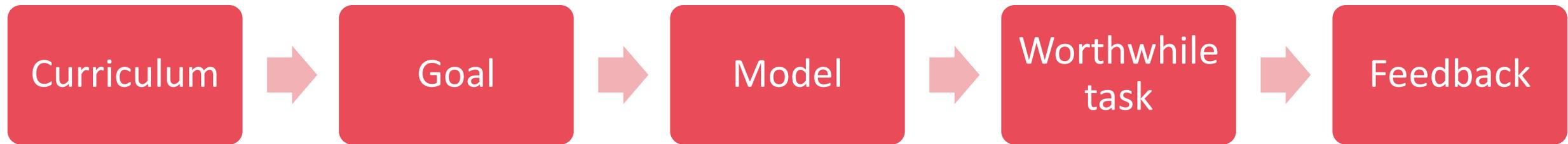


Feedback





# What do we need before we give feedback?



# How can we design effective assessments?

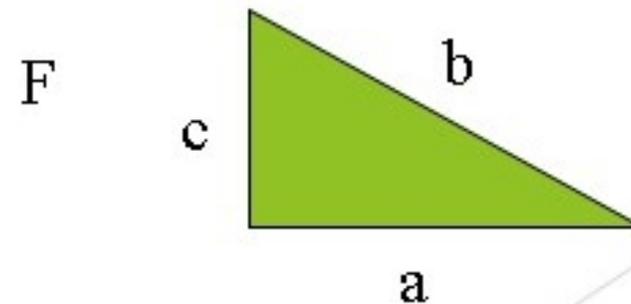
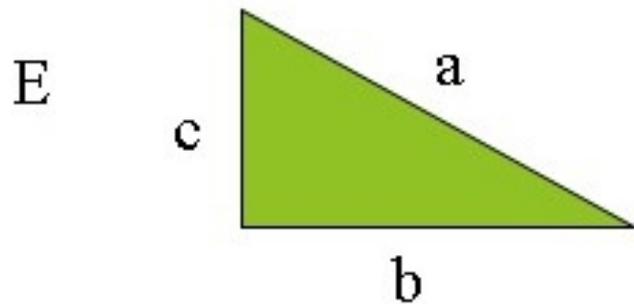
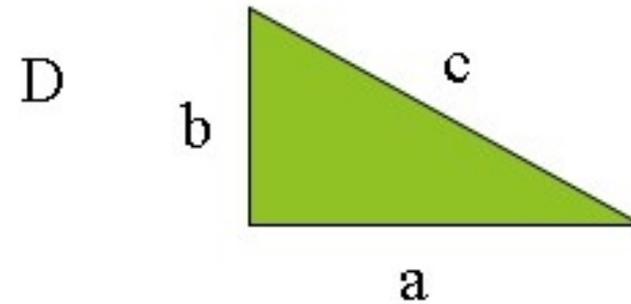
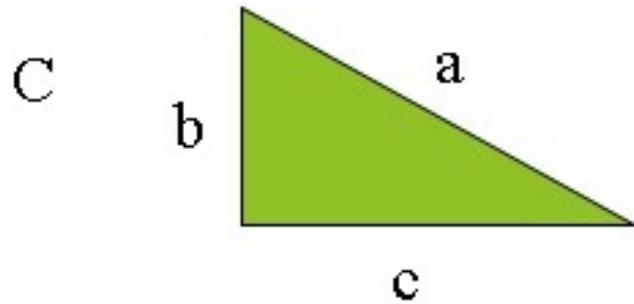
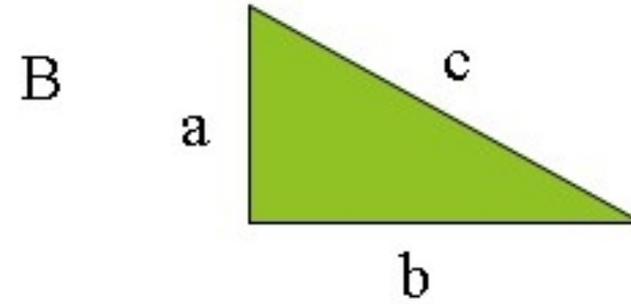
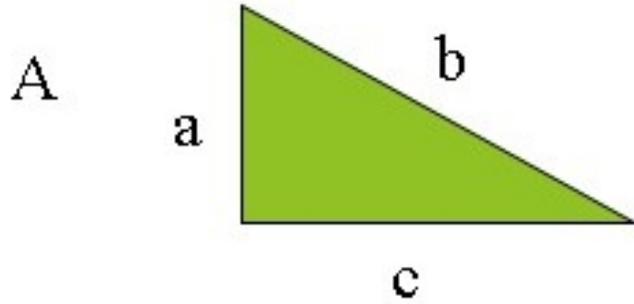
1) Getting the prerequisites right

2)

1)	6)
2)	7)
3)	8)
4)	9)
5)	10)

1) X X	6) X X X X X X X
2) X X X	7) X X X X X
3) X X X X X X X	8) X X
4) X X	9) X X X X X X X X X X X X X X X
5) X	10) X X X X X X X X X X X X X

► In which of these right-angled triangles is  $a^2 + b^2 = c^2$ ?



Dear Madam Sir

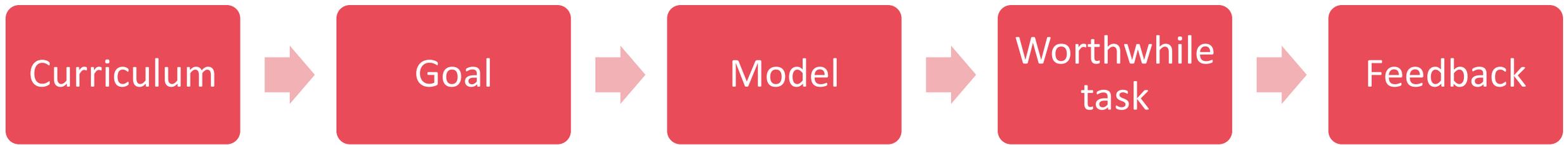
I am a student from the Greenwich Free School and I am writing this letter to explain whether we should or shouldn't intervene in Syria. I have a range of examples about when we have/have not intervened that might change your view on the subject. Please take this into consideration. First I will talk about WW2, then Iraq and then Syria itself.

WW2

In WW2 we waited until Hitler attacked Poland before we intervened. This paragraph will show whether that

we left Hitler he began to grow his armies to a size that was inappropriate and that meant when we did fight him it was a lot harder than if we had responded when he started. My second point is appeasement. Two places Hitler invaded before Poland (Austria and Czechoslovakia) gave him items and factories in which he could create weapons that were used in the war if we reacted earlier they would have less weapons to use. My third and final point is about money. At the end of WW2 Britain had spent £260 trillion and Britain itself is worth 1 trillion which is a lot less than it was if we hadn't intervened it wouldn't have cost as much. This paragraph overall shows we should not intervene in Syria but there will be downsides.

justify this link! Ex!



# How can we design effective assessments?

1) Getting the prerequisites right

2) Targeting assessment at our goals

How can we design effective assessments?

How can we give efficient and effective feedback?

How can we ensure students improve/respond?

How can we encourage students (and teachers) to act?

## Die probleem ik heb meestal met planering en formatief toetsen is...

- > Grote klas feedback geven indidueel kost veel tijd
- > Ook vind ik het lastig om gerichte, goede feedback te geven.
- > Het kost me nog teveel tijd om gerichte feedback te geven welke leerlingen kunnen/moeten gebruiken om zichzelf te verbeteren.
- > Time management. How can you give effective feedback on the process to 30 or more students without making use of peer-assessment.
- > Hoe kan ik effectieve feedback geven. Wat is het juiste moment en hoe zorg ik dat de leerlingen de feedback als nuttig ervaren. Eigenlijk dus het toepassen van de decision tree

# Ik zal blij zijn als ik aan het einde van de sessie kan...

- > Zinvoller en efficiënter feedback kan geven.
- > Effectief feedback geven. Kort maar individueel
- > handvatten gebruiken/hebben om minder tijd aan bovenstaande kwijt te zijn :-)
- > Snel, goed en effectief feedback/ feedup en feedforward geven
- > Weet welke tools in kan inzetten waardoor de leerling meer betrokken raakt bij zijn/haar eigen leerproces.
- > Ik zou handvatten willen krijgen om de de leerlingen kritisch te laten (leren) nadenken over hun eigen leerproces en resultaat. Bijvoorbeeld oefeningen of standaard vragen die helpen om de juiste vragen te stellen.
- > Meer handvatten om goede conclusies te kunnen trekken uit de analyse om het onderwijs aan te passen
- > Praktische tools heb om fase 3 en evt fase 5 vorm te geven

# How can we give efficient and effective feedback?

1)

2)

3)

Why might be feedback be undesirable?



Feedback

**Feedback**

Do students  
know enough  
to benefit?

**Feedback**

Do students  
know enough  
to benefit?



**Reteach  
explicitly**

**Feedback**

Do students know enough to benefit?



Is the task hard?



**Reteach explicitly**

**Feedback**

Do students know enough to benefit?



Is the task hard?

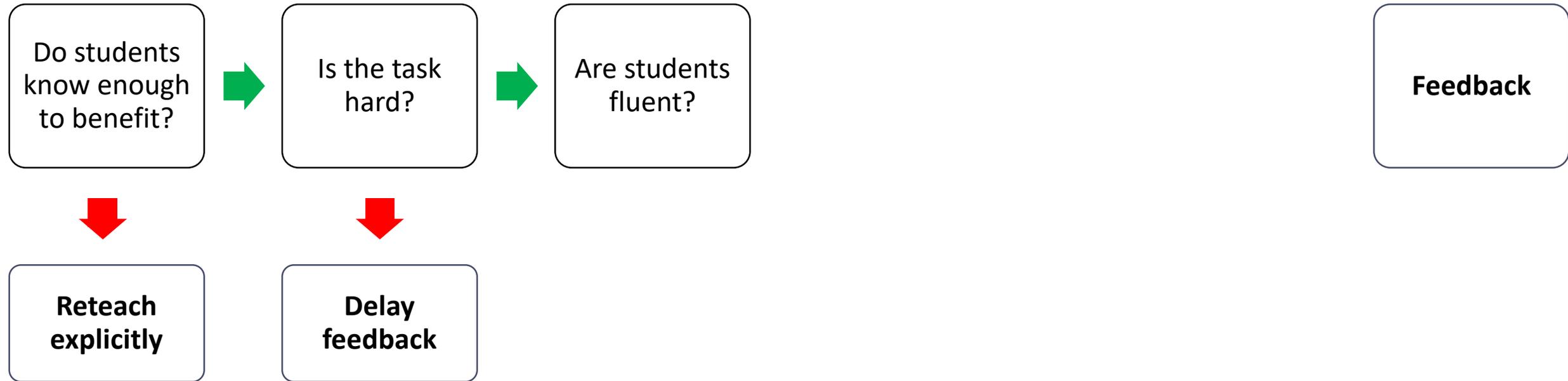
**Feedback**

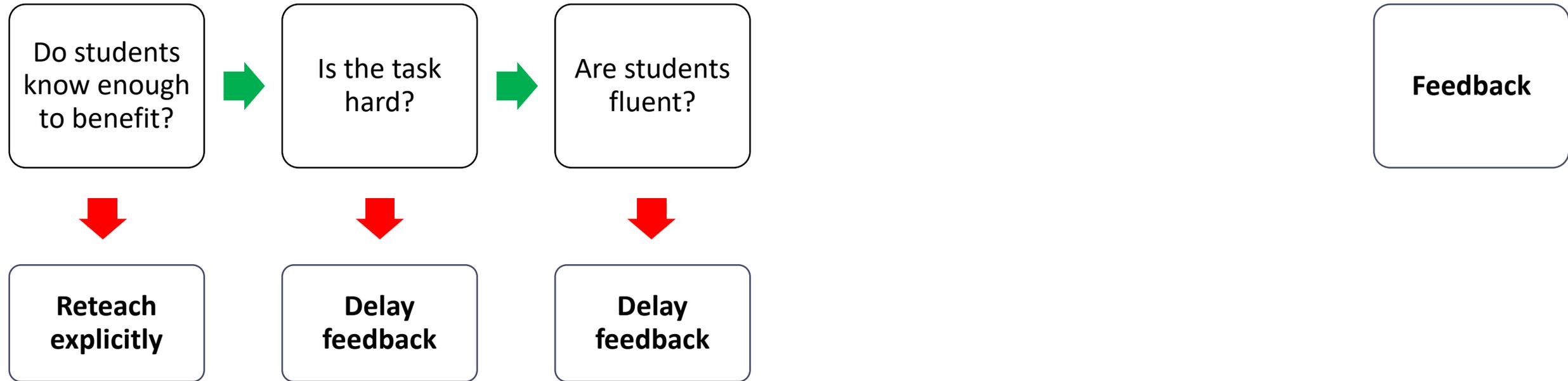


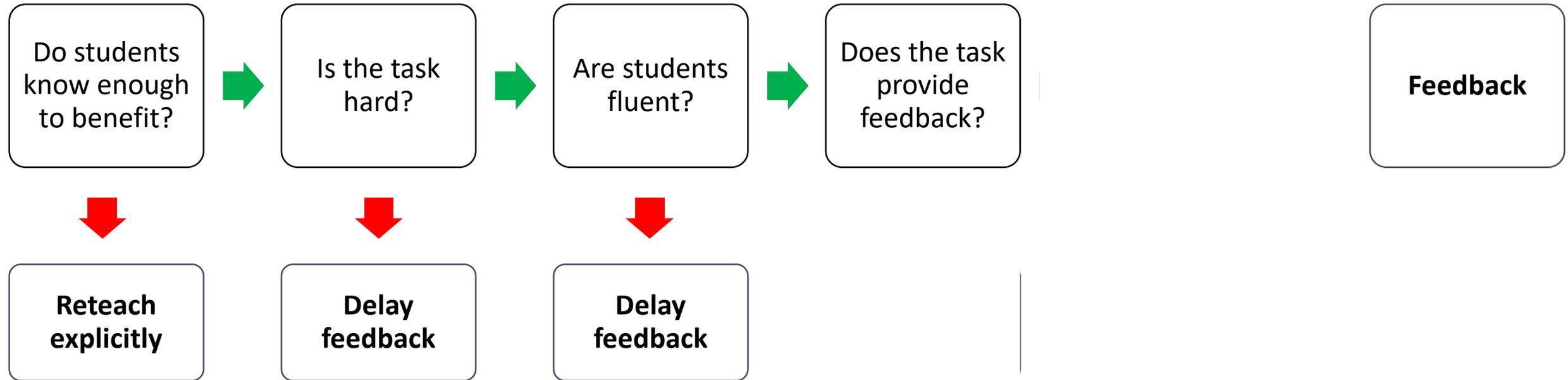
**Reteach explicitly**

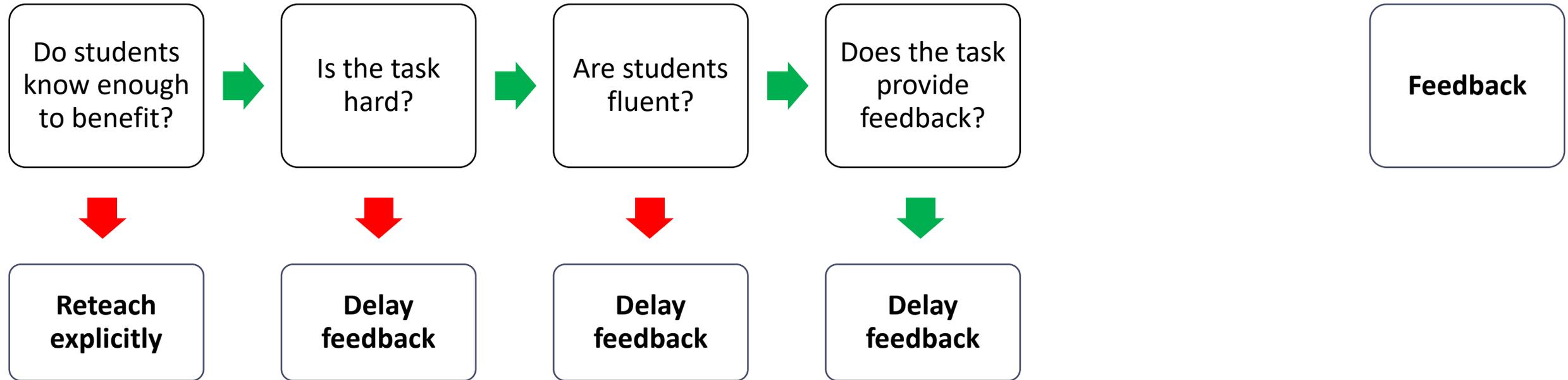


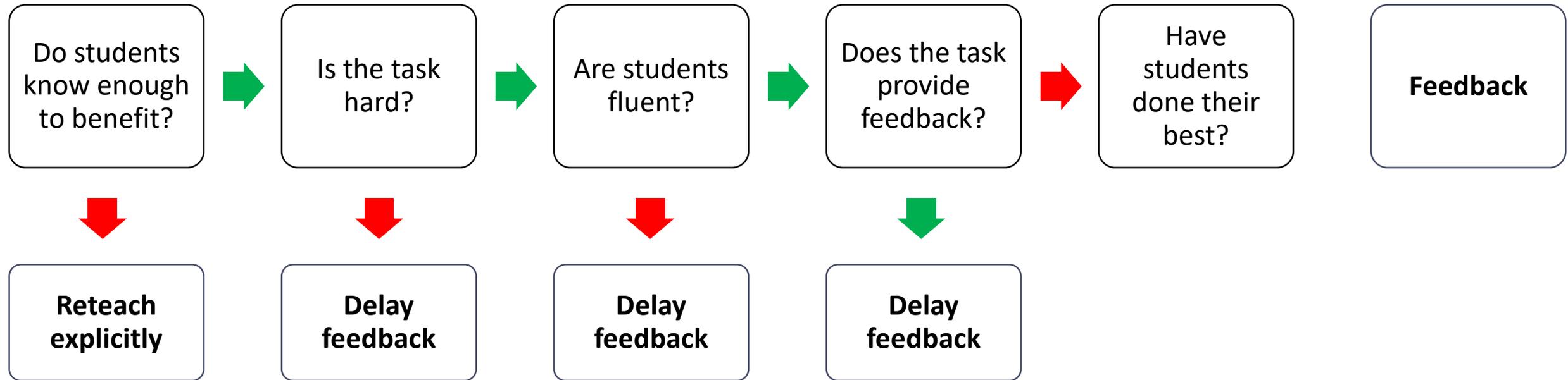
**Delay feedback**

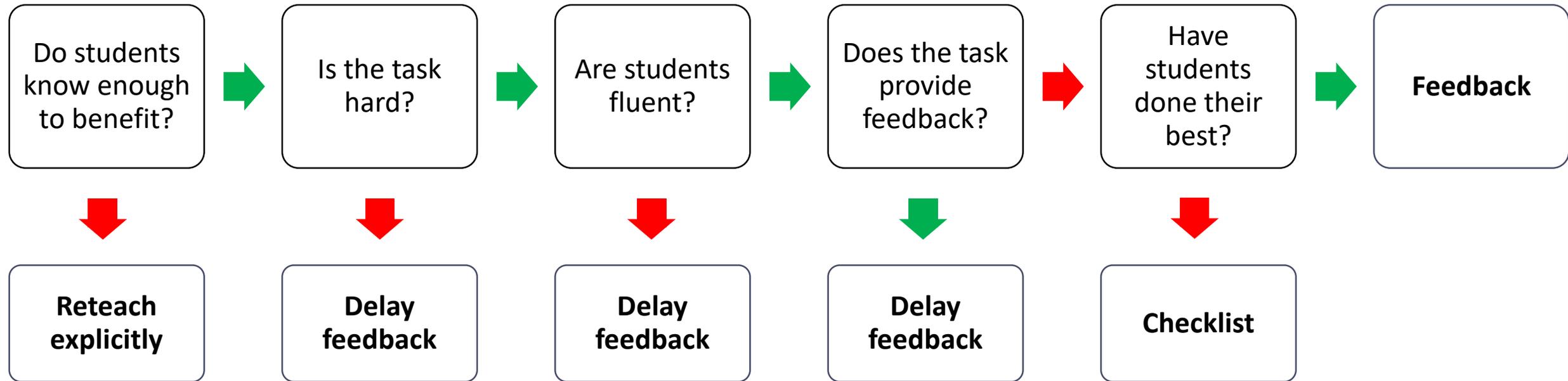












## Guiding improvement – a decision tree



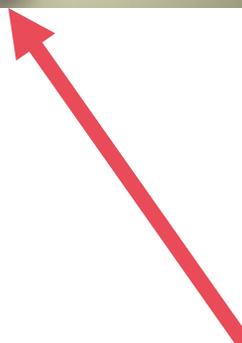
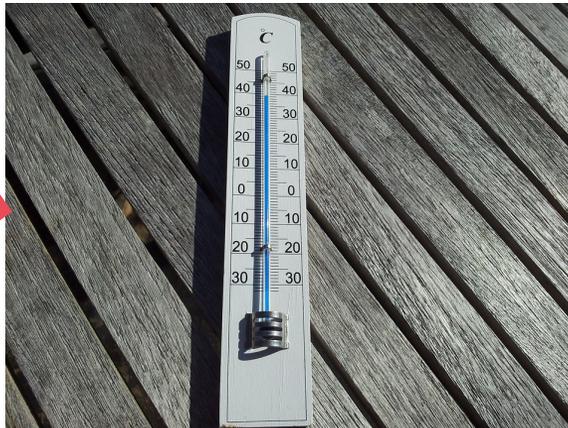
[tinyurl.com/feedback-tree](https://tinyurl.com/feedback-tree)

# How can we give efficient and effective feedback?

1) Wait until students will really benefit

2)

3)

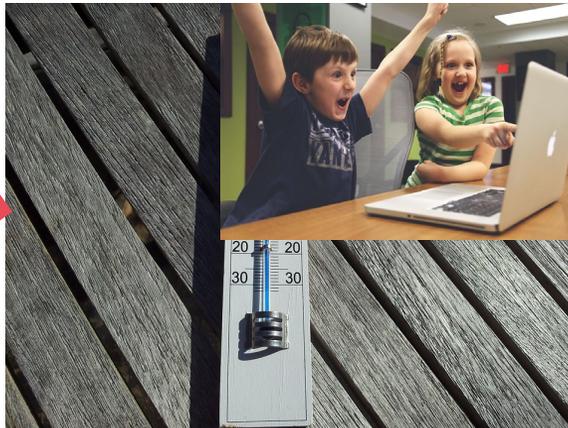
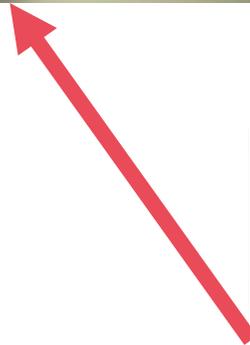




*Information about the gap between actual and reference [desired] levels is considered as feedback only when it is used to alter the gap.*



Sadler, 1989





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

~~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.

Improving the student...

...not the task

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

<b>Specific</b>	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?
	<b>General</b>		Existential	Self-evaluation

> *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

# How can we give efficient and effective feedback?

1) Wait until students will really benefit

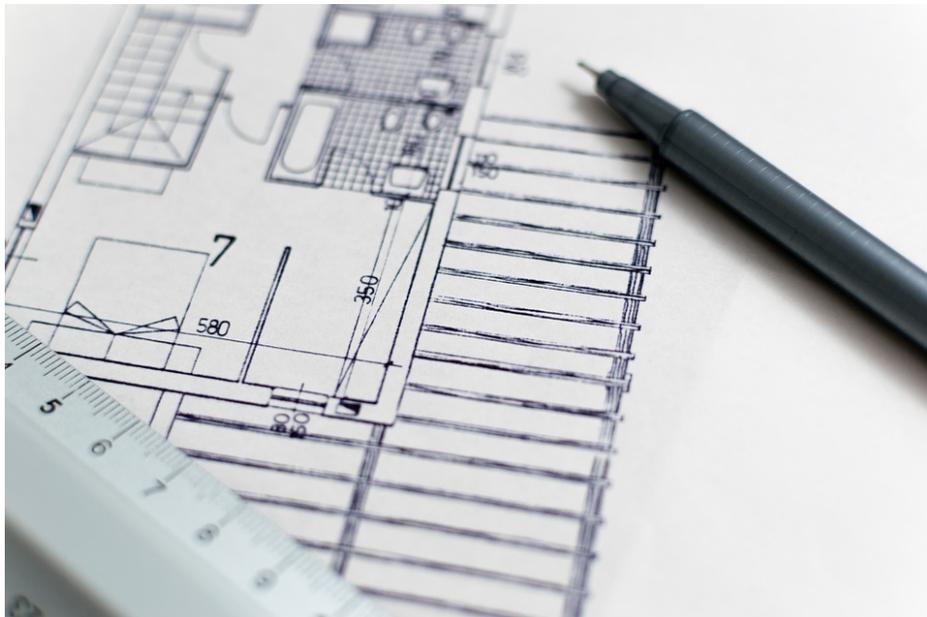
2) Target and practise an improvement

3)





- Name
- Title
- Date
- Capital letters
- Punctuation
- ...



<p>? = 7in.</p>	<p>Given: <math>JZ \parallel XY</math>  <math>\angle 1 \cong \angle 2</math>          Prove: <math>XT = TY</math></p> <p>Proof:          By <math>\angle s</math> <math>\angle XY \cong \angle TYX</math>.          So <math>\triangle TXY</math> is          isosceles since it has          2 congruent angles. Therefore  <math>TX = TY</math>.</p>
<p>Given:  <math>\angle 1 \cong \angle 2</math>  <math>EC = DC</math></p> <p><math>\triangle ADC \cong \triangle BEC</math> by ASA          Therefore <math>AD = BE</math>.</p>	<p>Inscribed          Angle          Theorem</p> <p><math>40^\circ</math></p> <p><math>20^\circ</math></p> <p><math>30^\circ</math></p> <p><math>60^\circ</math></p>



Dear Madam Sir

I am a student from the Greenwich (Joe) School and I am writing this letter to explain how we should have a range of examples about when we have not intervened that might change your view on the subject. Please take this into consideration. First I will talk about WW2, then Iraq and then Syria itself.

WW2

In WW2 we waited until Hitler attacked Poland before we had a positive or negative impact. My first point, when we left Hitler he began to grow his armies to a size that was inappropriate and that meant when we did fight him it was a lot harder than if we had responded when he started. My second point is appeasement. Two places Hitler invaded before Poland (Austria and Czechoslovakia) gave him items and factories to which he could create weapons that were used in the war if we reacted earlier they would have less weapons to use. My third and final point is about money. At the end of WW2 Britain had spent £260 billion and Britain itself is worth 1 trillion with a lot less than slowly if we hadn't intervened it would have cost a much. This paragraph overall shows we should take on Syria but there will be downsides.

justify this link! Ex!



✓ P I believe that Appeasement ~~failed~~ ~~did not~~ didn't work for many reasons. I believe that it didn't work because Hitler did everything in secrecy and then took over ~~many~~ <sup>three</sup> countries.

✓ G Collect three pieces of evidence supporting your point.

- ~~Appeasement didn't work~~ Furthermore He built up an army in secrecy so he could take over three other countries. Furthermore, Appeasement didn't work because ~~it was~~ 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.



*Once upon a time...*





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

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



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

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

## How can we give efficient and effective feedback?

1) Wait until students will really benefit

2) Target and practise an improvement

3) Say/write as little as possible

Review books and decide (but don't write yet):

- > Are students ready for feedback? What could they do first?
- > What do you most want students to do (now; in future)?
- > What task (and/or reminders) would help them achieve that goal?
- > How can you make this simpler?

In retrospect, would you change the task?

How can we design effective assessments?

How can we give efficient and effective feedback?

How can we ensure students improve/respond?

How can we encourage students (and teachers) to act?

# Die probleem ik heb meestal met planering en formatief toetsen is...

- > De leerling te motiveren het antwoord uit zichzelf te halen of een medeleerling te raadplegen. Ik geef te snel aanwijzingen, waardoor de leerling achterover leunt.
- > Ik vind het lastig om leerlingen te leren kritisch naar hun eigen werk te kijken.
- > Hoe maak je het zo dat leerlingen er serieus mee omgaan, zodat je de reacties ook goed kunt analyseren
- > I find it difficult to involve students in the process of giving feedback to each other about their work.
- > Als er gecommuniceerd is met leerlingen over de resultaten(feedback). Waar leg je de verantwoording dan? Bewaar je als de docent de resultaten? Doet de leerling dit? Wat is handig?
- > een goede manier vinden om formatief te toetsen. Nu beperkt het zich tot een soort D-toets. Ook laat ik leerlingen schrijven, bijvoorbeeld in klas 3 stones en vocab leren en vervolgens toepassen in een tekstje. Leerlingen kijken dan vooral elkaars werk na in groepjes van 4, omdat ik wil dat ze zoveel mogelijk mogelijkheden zien. Het probleem daar is dat leerlingen het moeilijk vinden iets te zeggen over elkaars werk.
- > Tijd en focus van leerlingen

# Ik zal blij zijn als ik aan het einde van de sessie kan...

- > Terugkoppelingsmethode kunnen hanteren om leerlingen op basis van de leerdoelen zelf onderbouwd te laten kiezen wat zij gaan ondernemen, en hoe ze gaan controleren of zij zelf of de ander de leerdoelen beheerst.
- > Having ideas about making formative lessons in such a way that I can persuade teachers to use formative evaluation.
- > Aangeven aan collega's wat we kunnen doen wat betreft feedback. Praktische tips over feedback. Wanneer geef ik die, hoe, en waar laat ik die feedback dan?

How can we ensure students improve/respond?

1)

2)

Adding additional explanation of feedback points makes:

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

Feedback is often:

- > Illegible
- > Incomprehensible
- > Jargony

Students like quantity but it's overwhelming

*Good answers to questions 1-6; you've struggled a bit with Question 7 and I want you to reconsider the way you've approached it: look back at the key points from last lesson and discuss with me how you'll do it differently next time.*

~~Good answers to questions 1-6; you've struggled a bit with Question 7 and I want you to reconsider the way you've approached it: look back at the key points from last lesson and discuss with me how you'll do it differently next time.~~

Good answers to questions 1-6; review Question 7.

How can we ensure students improve/respond?

1) Be succinct

2)



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



*Good answers to questions 1-6; you've struggled a bit with Question 7 and I want you to reconsider the way you've approached it: look back at the key points from last lesson and discuss with me how you'll do it differently next time.*

~~Good answers to questions 1-6; you've struggled a bit with Question 7 and I want you to reconsider the way you've approached it: look back at the key points from last lesson and discuss with me how you'll do it differently next time.~~

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

## How can we ensure students improve/respond?

1) Be succinct

2) Show high expectations + belief

How can we design effective assessments?

How can we give efficient and effective feedback?

How can we ensure students improve/respond?

How can we encourage students (and teachers) to act?

How can we encourage students (and teachers) to act?

How can we get students to want to act?

How can we get students to plan to act?

How can we get students to start to act?

How can we get students to keep going?

# The problem

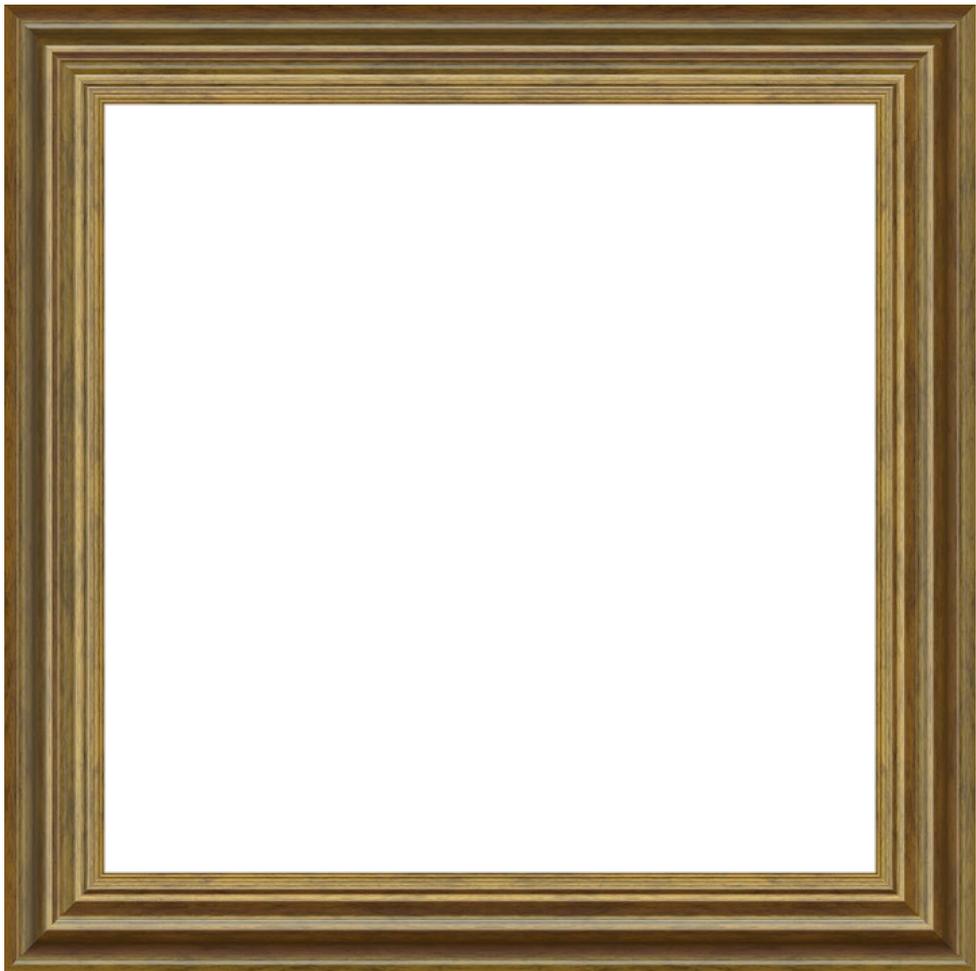
- Michael doesn't want to use his feedback.
- The class don't care how well they do.

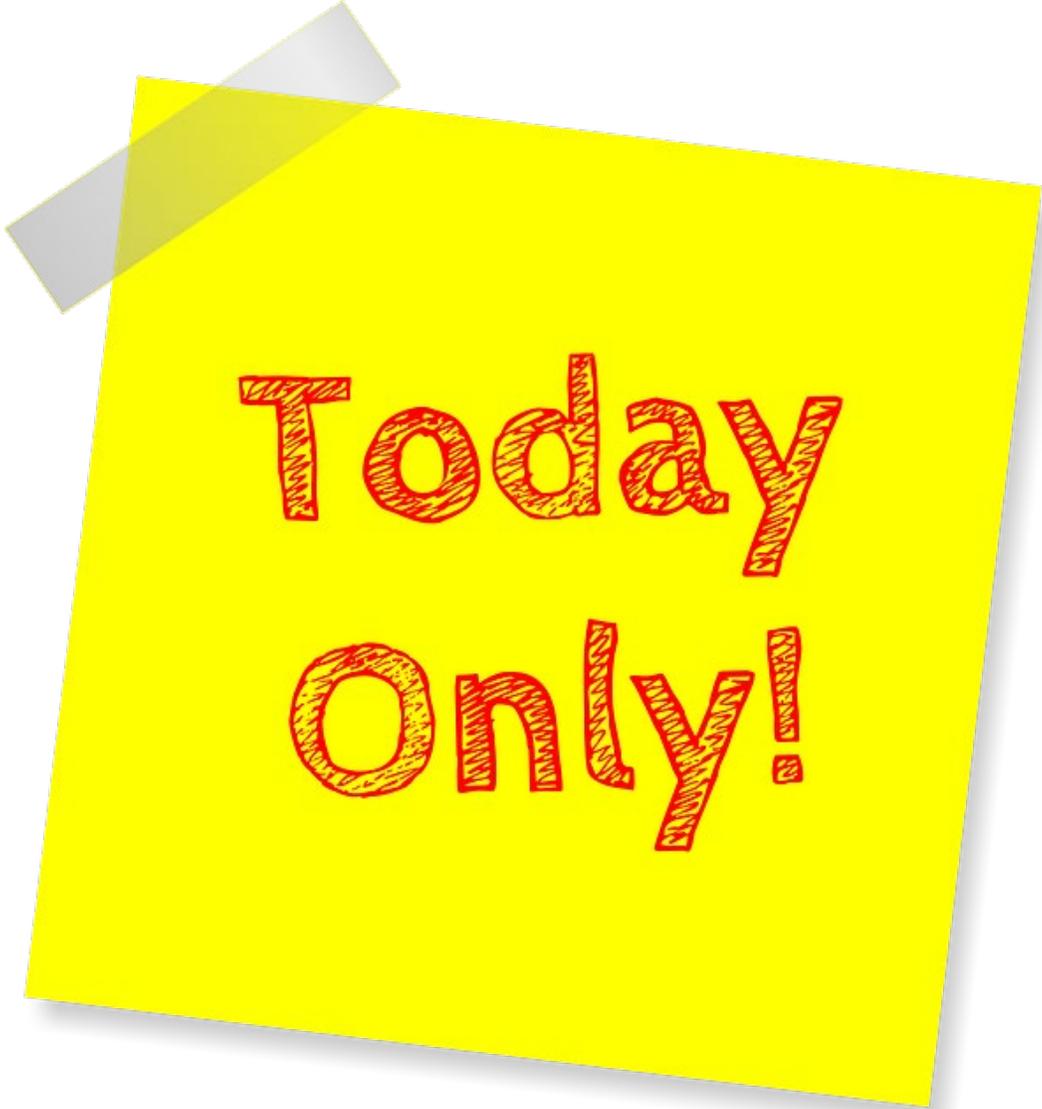


> Errors

> Uncertainty

> What happens next



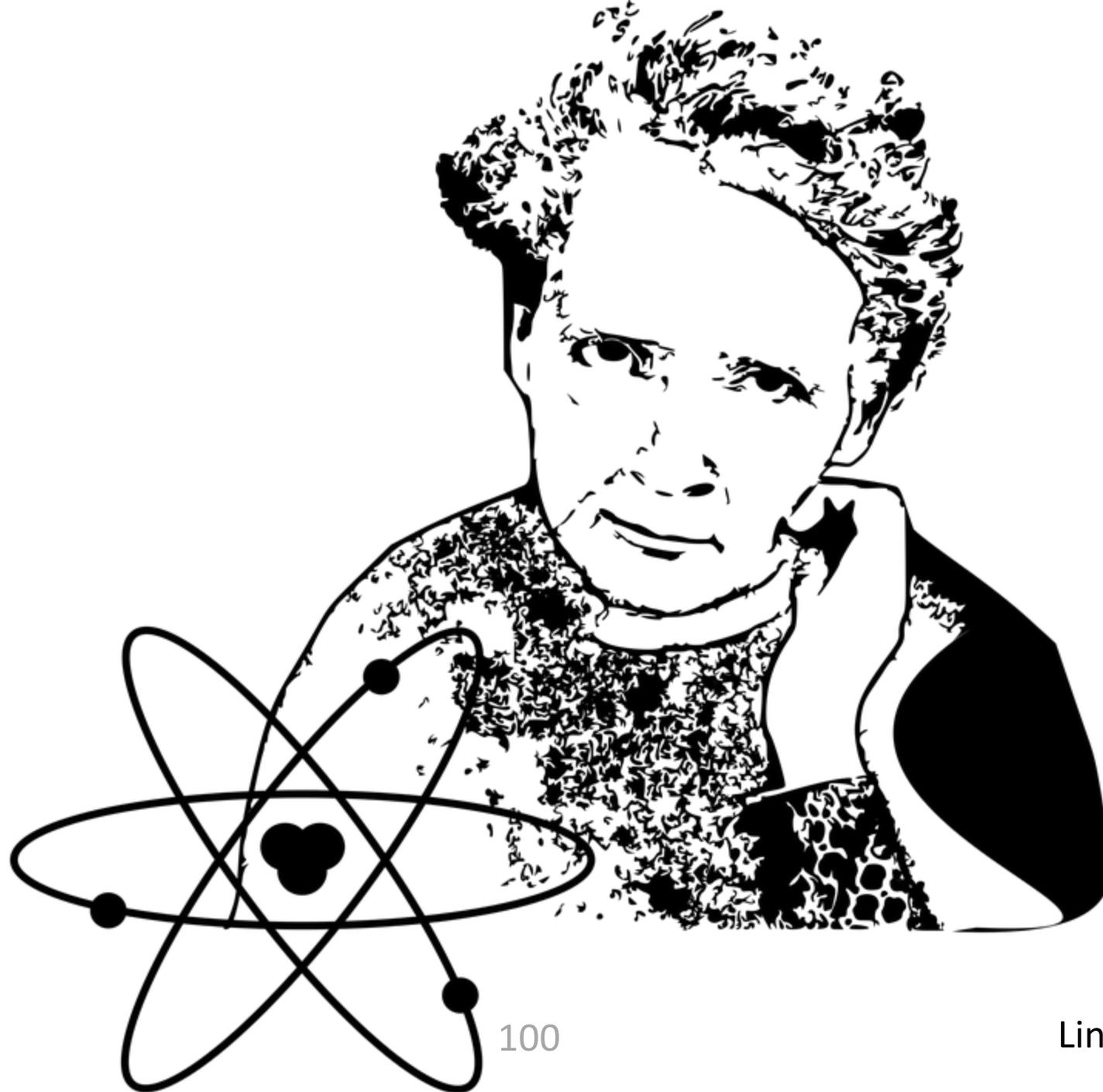


Today  
Only!

Come and get help whenever...

I will give you as much feedback as you want.







> “Look at how Anton has used his feedback to improve...”

> “Look at how this piece of work has been changed.”







Specify what is to be changed

Inspire and Motivate: problems, role models, social norms

How can we encourage students (and teachers) to act?

How can we get students to want to act?

How can we get students to plan to act?

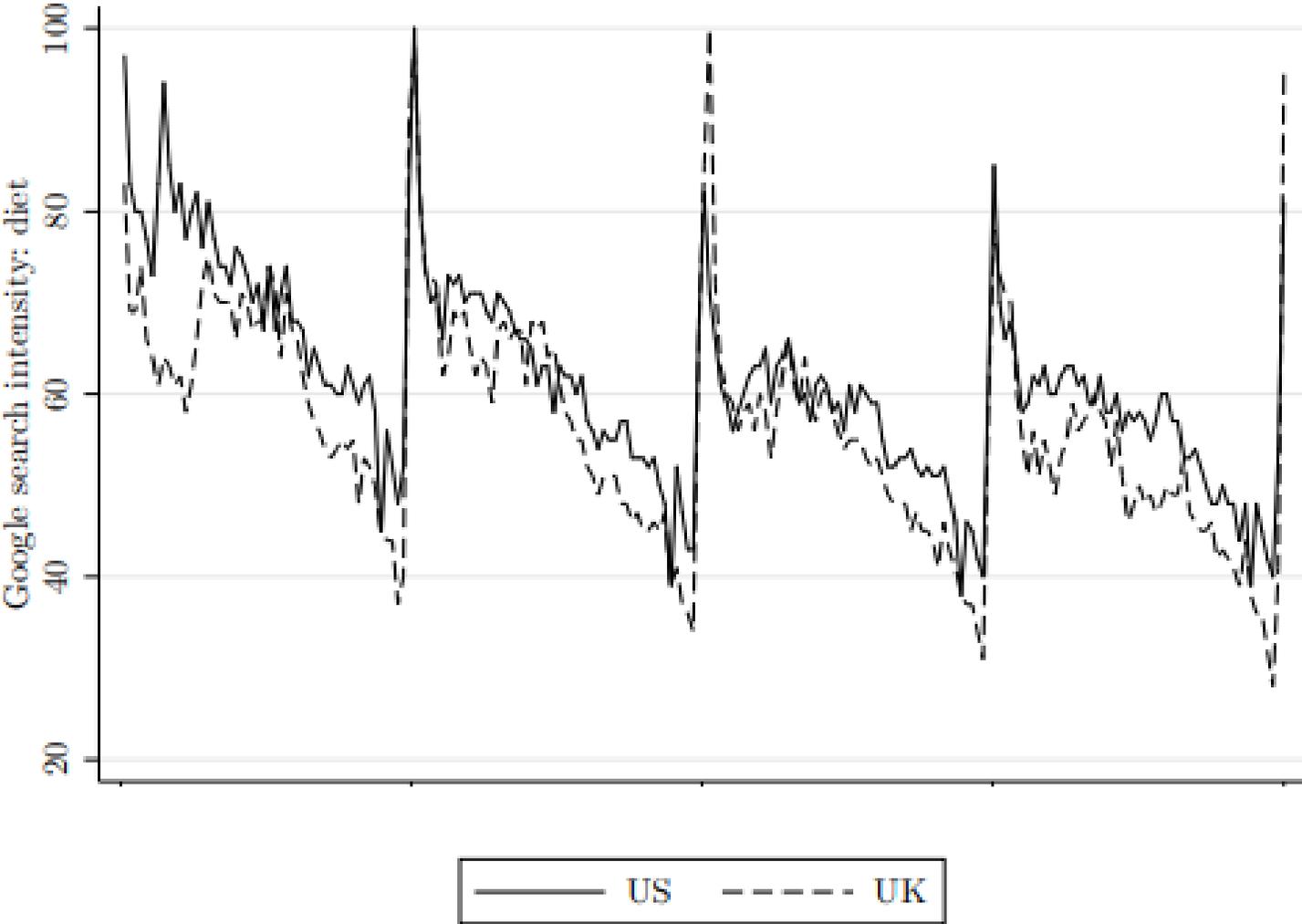
How can we get students to start to act?

How can we get students to keep going?

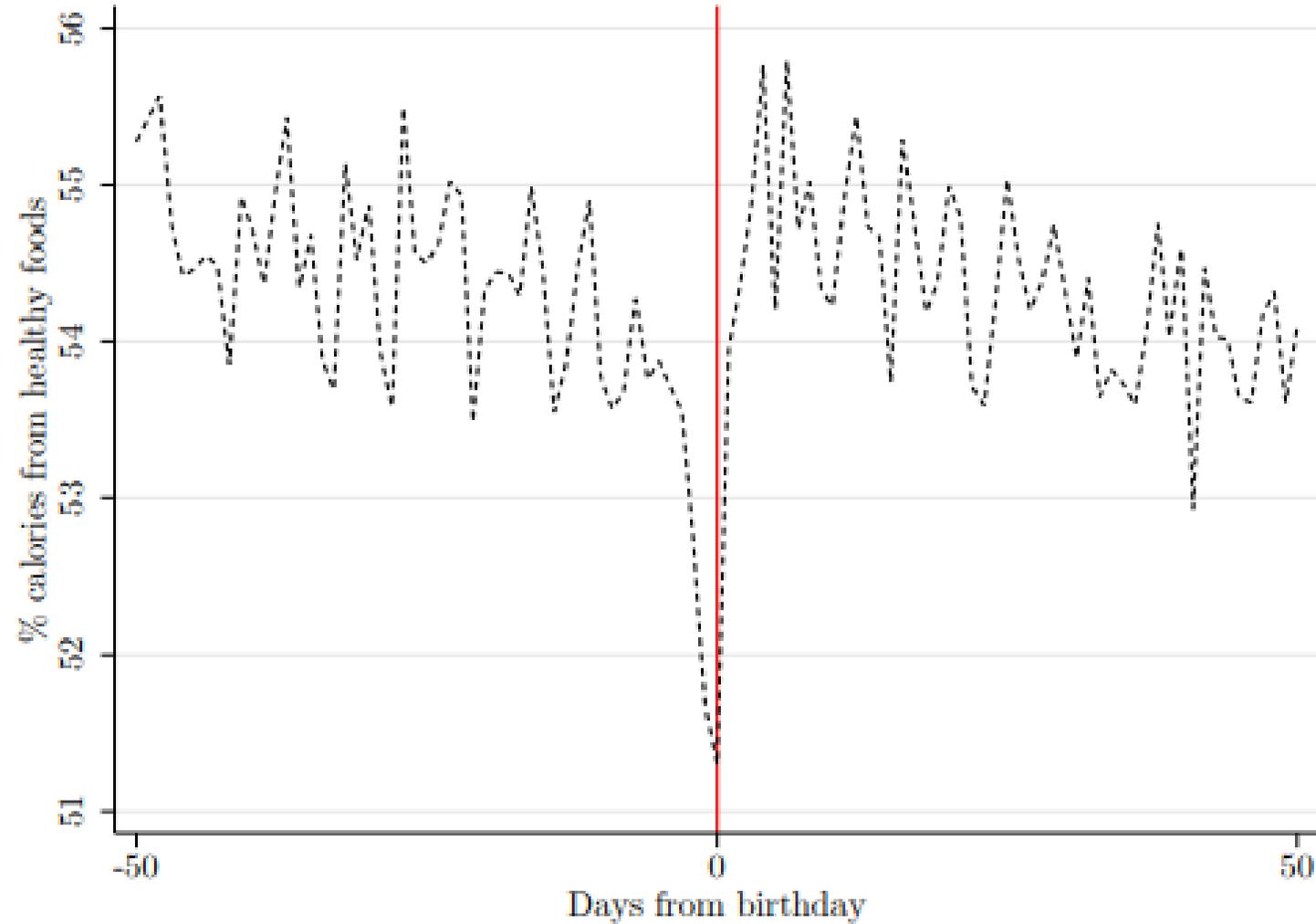
# The problem

- Michael wants to act on his feedback, but then forgets...
- The class care about doing well, but don't act on it...

(a) Searches for “Diet”



## (b) Birthdays



Welcome! This { *year*  
*term*  
*half-term*  
*week*  
*school*  
*class*  
*year* }

I want you to make a fresh start..

*Control Condition*

**[Company Name] IS HOLDING A FREE FLU SHOT CLINIC.**

Flu shots will be available on site at the [location of relevant free flu shot clinic] at the following times:

Monday, October 26th	7:00 am – 3:30 pm
Wednesday, October 28th	7:00 am – 3:30 pm
Friday, October 30th	7:00 am – 3:30 pm
Tuesday, November 3rd	7:00 am – 3:30 pm
Thursday, November 5th	7:00 am – 3:30 pm

Michael: I'm going to do my homework.

You: Great. When?

Where?

Who are you committing to now?

What reminder will you set?

Specify what is to be changed

Inspire and Motivate

Plan when and how change will happen

## Turning intentions into action

How can we get students to want to act?

How can we get students to plan to act?

How can we get students to start to act?

How can we get students to keep going?

# The problem

- Michael plans to improve his work, but gets distracted...
- The class intend to do well, but struggle to get started...



Respond to feedback some time...

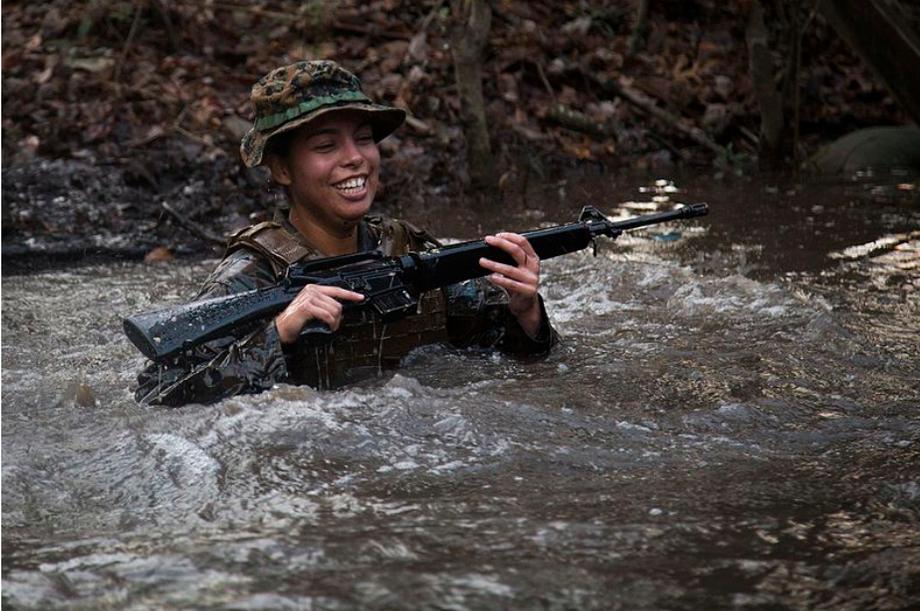
Ask if you don't understand...



Make the feedback...

- > Easy (something all students in the year below can answer).
- > Something students have already done.

Reveal steps one-by-one



*Now that I've reminded you how to do this...*

- > You have two minutes to do as many as you can correctly.*
- > I'm now going to give you some harder questions testing the same skill.*
- > We slipped a bit there, let's do another minute's practice.*

Specify what is to be changed

Inspire and Motivate

Plan when and how change will happen

Initiate change: defaults, ease, practice

## Turning intentions into action

How can we get students to want to act?

How can we get students to plan to act?

How can we get students to start to act?

How can we get students to keep going?

# The problem

- Michael uses feedback for a while, then slips...
- The class do better - sometimes...



This is what I've noticed...

I've counted, and so far, half of the class have improved their work...

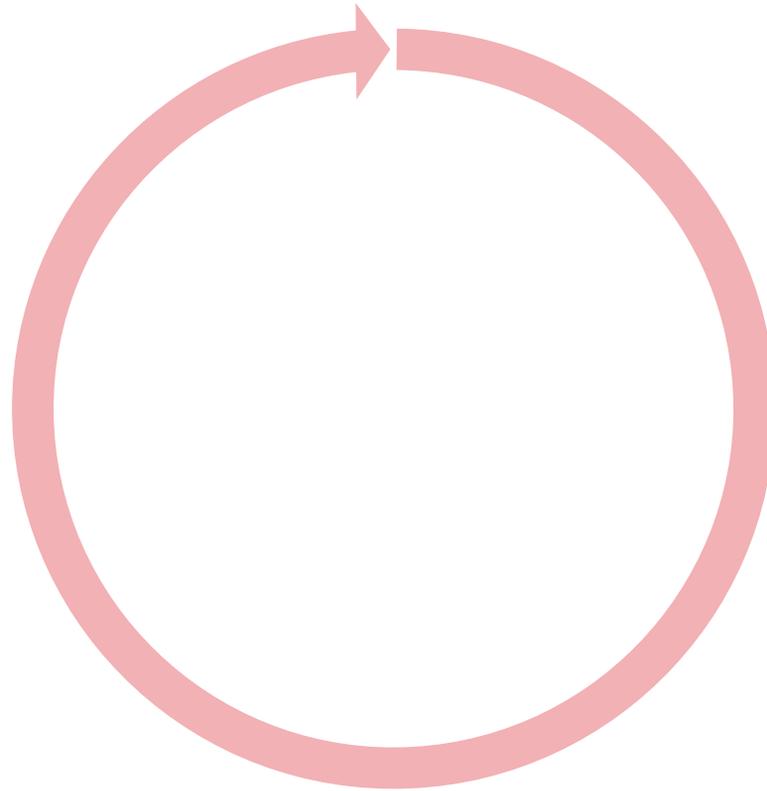
You said you wouldn't fall into this trap again...



You've done so much better...

You're becoming a mathematician...

We are becoming mathematicians...



130

Specify what is to be changed

Inspire and Motivate

Plan when and how change will happen

Initiate change

Follow up: monitor, build identity, relaunch

- > What will you say to the whole class/small groups: write it.
- > Write feedback on five students' work.
  
- > Swap books:
  - > It is effective that you...      have been succinct/clear/encouraging
  - > Maybe you could...      be more clear/succinct/encouraging by...
  
- > Complete your feedback

*Control Condition*

**[Company Name] IS HOLDING A FREE FLU SHOT CLINIC.**

Flu shots will be available on site at the [location of relevant free flu shot clinic] at the following times:

Monday, October 26th	7:00 am – 3:30 pm
Wednesday, October 28th	7:00 am – 3:30 pm
Friday, October 30th	7:00 am – 3:30 pm
Tuesday, November 3rd	7:00 am – 3:30 pm
Thursday, November 5th	7:00 am – 3:30 pm

What will you do...

When will you do it...

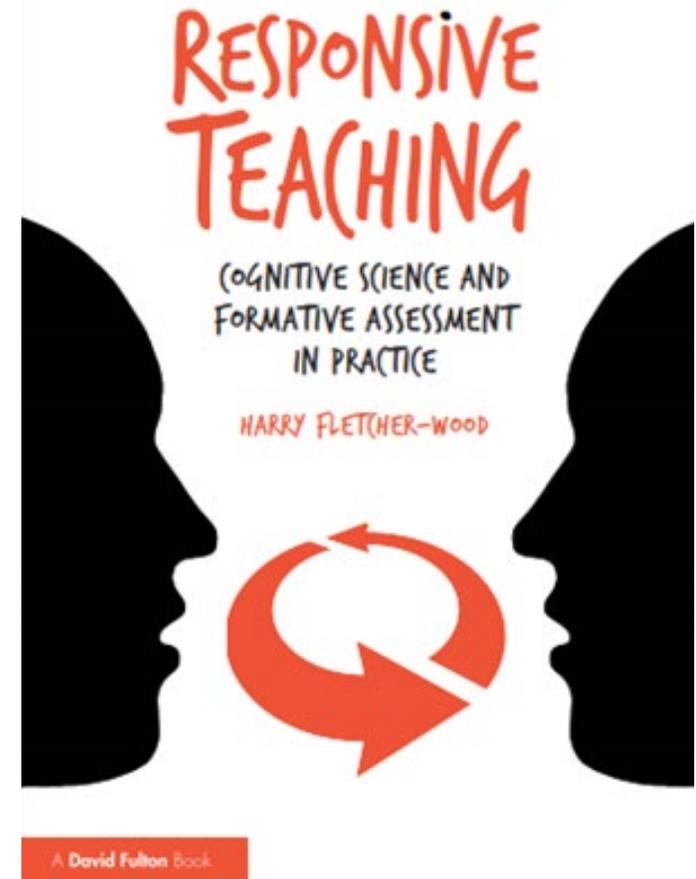
How will you make it easy?

# Thank you

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This worked really effectively. Feedback was very, very positive. Took about 2 ½ hours with willing groups.

Having them give their questions in advance worked beautifully – made it relevant and meant they were bought in.

The tasks worked well and lots of lightbulb moments?

What's a good way to get people to work individually without jumping straight to pairs?

There was a good click moment when we came back to implementation intentions.