

# Supporting Student Learning with Feedback



## FOUNDATIONS

### LEARNER IMPACTS

- Achievement
- Motivation
- Self-regulation
- Behavior

## DESCRIPTION

Feedback is “information provided [as ‘a consequence of performance’] by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance and understanding” (Hattie & Timperley, 2007). Research suggests that feedback provided to learners and instructors in a formative context should adhere to certain characteristics in order to positively impact learner performance and achievement (Shute, 2007). This principle provides an overview of the formative assessment feedback literature and provides research-based recommendations for providing feedback to both learners and instructors that has the potential to support student learning (i.e., feedback that is corrective/addresses misconception[s], motivating, and facilitates self-regulation). Recommendations include providing feedback statements to learners that are understandable, descriptive, specific, and actionable (Lipnevich & Smith, 2009; Nicol & MacFarlane-Dick, 2006; Shute, 2007) and providing specific, timely performance reporting and recommendations to instructors to inform intervention (Bennett, 2011; Wiliam, 2007).

## CAPABILITIES

- Adaptivity: Local “targeted” feedback
- Instruction: Software simulation
- Instruction: Item leveled hints

## SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Utilizing Intelligent Tutoring Systems (ITS) in association with formative assessment instruments
- Simple Technology: Providing access to specific, targeted resources based on performance
- Content Support: Providing specific, descriptive, and actionable feedback statements in association with assessment instruments



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## SELF-ASSESSMENT INSTRUMENT



| Principle Criteria                                      | Integration (4-5 points)   | Exploration (2-3 points)   | Consideration (1 point)  | Not Applicable (0 Points)                             | Total Points |
|---|--|--|--|---|--------------|
| <b>Definition</b>                                       | Strong integration of formative assessment into a comprehensive assessment system                              | Some integration of formative assessment into a comprehensive assessment system                              | Poor integration of formative assessment into a comprehensive assessment system                              | Does NOT use effectively or is not a related activity | = ____       |
|   | Strong use of timely, specific feedback to support students and instructors throughout the learning experience | Some use of timely, specific feedback to support students and instructors throughout the learning experience | Poor use of timely, specific feedback to support students and instructors throughout the learning experience |   |              |
| <b>Establishing where learners are</b>                  | Strong use of activities that elicit evidence of learning  | Some use of activities that elicit evidence of learning  | Poor use of activities that elicit evidence of learning  | Does NOT use effectively or is not a related activity | = ____       |
|   | Strong assessment of prior knowledge   | Some assessment of prior knowledge   | Poor assessment of prior knowledge   |   |              |
|   | Strong use of pre-training as needed to ensure prerequisites are met   | Some use of pre-training as needed to ensure prerequisites are met   | Poor use of pre-training as needed to ensure prerequisites are met   |   |              |
| <b>Establishing where learners are going</b>            | Strong use of criteria to clarify the conditions for success   | Some use of criteria to clarify the conditions for success   | Poor use of criteria to clarify the conditions for success   | Does NOT use effectively or is not a related activity | = ____       |
|   | Strong use of continual peer and instructor communication to support progress                                  | Some use of continual peer and instructor communication to support progress                                  | Poor use of continual peer and instructor communication to support progress                                  |   |              |
|   | Strong use of hints, tips, instructions, or related measures to facilitate the discussion of course standards  | Some use of hints, tips, instructions, or related measures to facilitate the discussion of course standards  | Poor use of hints, tips, instructions, or related measures to facilitate the discussion of course standards  |   |              |
| <b>Establishing how learners are going to get there</b> | Strong use of feedback to propel learners towards the objectives   | Some use of feedback to propel learners towards the objectives   | Poor use of feedback to propel learners towards the objectives   | Does NOT use effectively or is not a related activity | = ____       |
|   | Strong use of peers and collaboration to work towards goals  | Some use of peers and collaboration to work towards goals  | Poor use of peers and collaboration to work towards goals  |   |              |
|   | Strong use of self-regulated learning (SRL) strategies to work towards goals                                   | Some use of SRL strategies to work towards goals   | Poor use of SRL strategies to work towards goals   |   |              |