

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



Pearson

Supporting Student Learning with Feedback

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	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		
Establishing where learners are	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		
Establishing where learners are going	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		
Establishing how learners are going to get there	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		