

THE ONE ABOUT HOW TO GIVE BETTER FEEDBACK

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THE STUDY

Given the amount of time, energy and effort that is invested into giving feedback, it would be handy to know what good feedback actually looks like. Researchers John Hattie and Helen Timperley from the University of Auckland conducted a thorough review of the existing research. Their findings offer simple tips, strategies and guidelines on what may work best.

THE MAIN FINDINGS

1 In order to be most effective, feedback must answer three questions:

Where am I going?

This makes your goal crystal clear.

How am I going?

This gives an indication of progress.

Where to next?

Perhaps the most important question, as it focuses on strategies needed in order to improve.

2 They also identified four types of feedback and commented on their effectiveness:



Feedback about the person

This is **the least effective** as it leads to labelling, such as “you are smart” or “you are not a maths person”, neither of which is particularly helpful.



Feedback about the task

This is the most common and provides information on whether the work was correct. **This is often effective** if students had a faulty interpretation of what was needed.



Feedback about the process

Provides information on how the students did the task. It prompts them to search out more information and **often leads to deeper learning** than just feedback on the task.



Feedback about self-regulation

This covers how well students monitored their performance, regulated their actions and tweaked their strategies. This is more **effective for novice learners**.

