



# 5 Ways You Can Teach Even More With Feedback

School of Information Studies  
Syracuse University

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# Agenda

1. Welcome and introductions
2. Effective feedback begins with guidelines
3. 5 Ways ...
4. Formative assessment: identify feedback strategies
5. Summarize

# Effective Feedback Begins with Guidelines!

Establish guidelines and expectations with your students

Students need to be receptive to the feedback

Be clear on how this progresses them towards their final goal





# Effective Feedback Begins with Guidelines!

*“...when students **buy into their learning objectives**, they display more **positive** attitudes toward learning, more **effort** and perseverance, and **greater engagement** in their schooling.”*

*(Pintrich & Schunk, 2002)*



Paul R. Pintrick, PhD, University of Michigan and Dale H. Schunk, PhD, University of North Carolina at Greensboro

- Book: *“Motivation in Education: Theory, Research & Applications”*, 2002
- Research article: *“The Role of Expectancy and Self-Efficiency Beliefs”* (1996), by Paul R. Pintrick

# Feedback



## What is it?

- Useful information about the effects of an action in light of a goal
- Essential to learner improvement
- ...what else can you add...

# Questions we should be asking ourselves ..

1. When should I be giving feedback?
2. How do I set this up initially for long-term gain?
3. Is feedback the same each time?
4. Is feedback different based on the different modes of content delivery or learning target?



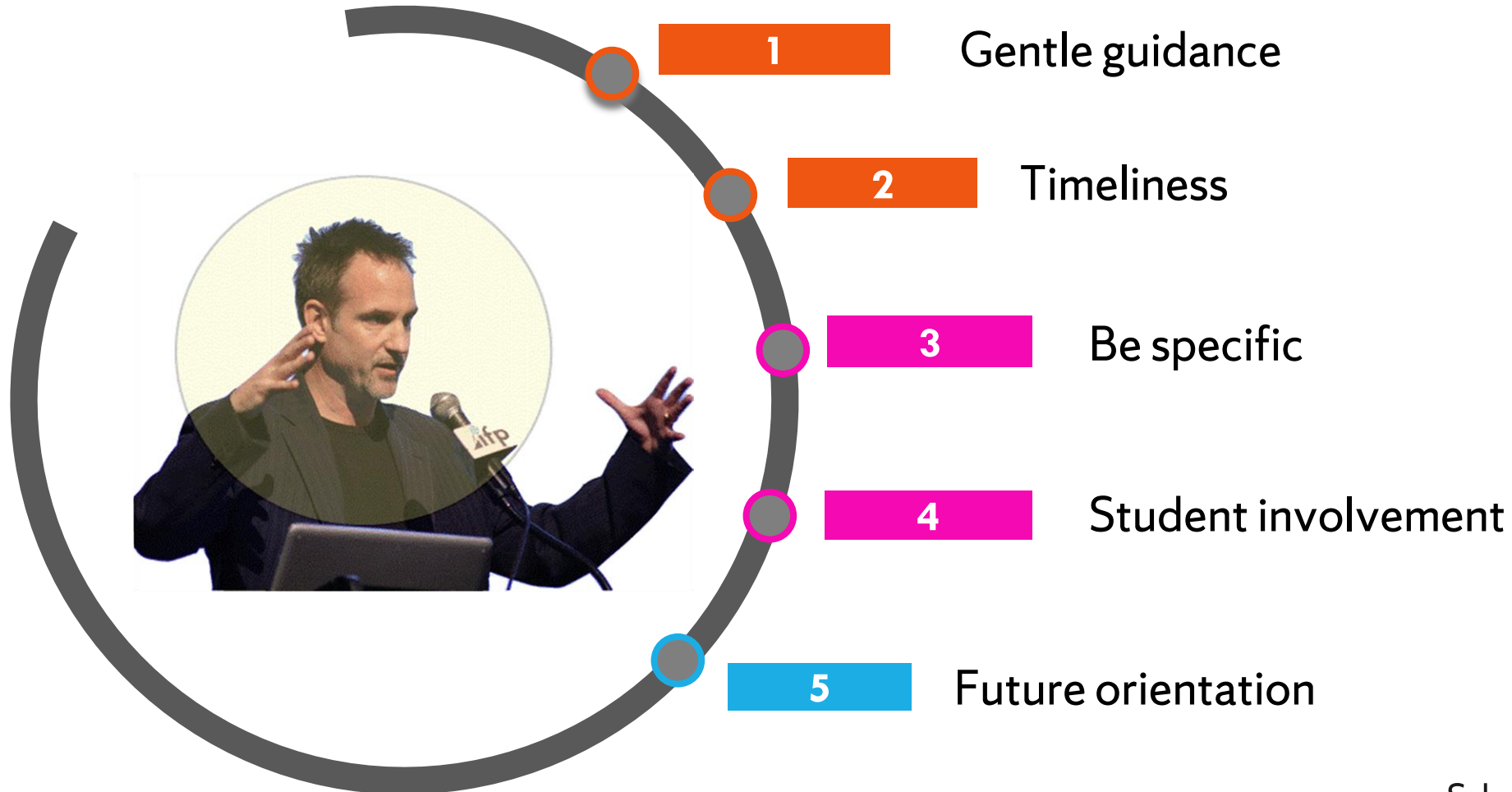




5 Ways ...

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# 5 Ways You Can Teach Even More With Feedback







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## *Gentle Guidance*

Guides through explicit  
expectations and ongoing  
coaching

# Gentle Guidance

- ❑ Affirm what they did well
  - Important for those that struggle and excel
  - Different from praise
- ❑ Constructive guidance help students gain confidence and perform higher
- ❑ Deliver negative feedback in manageable chunks

## Students say:

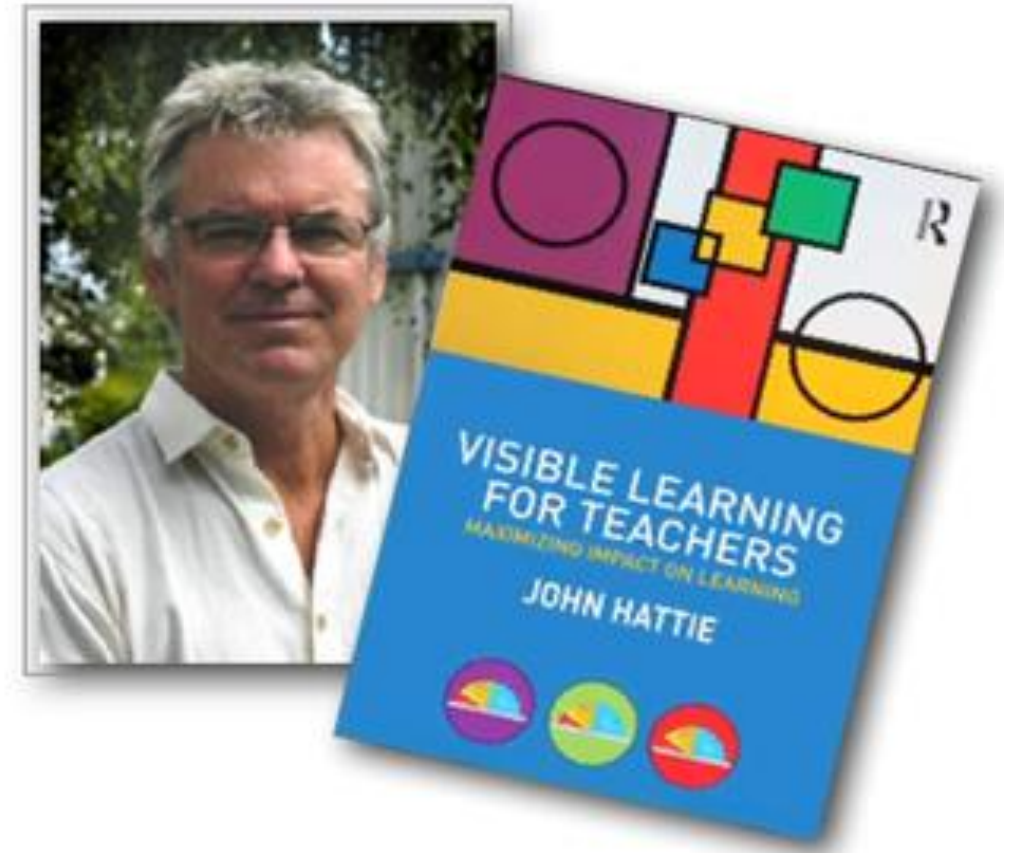
- Instructor feedback must demonstrate that materials are read and actively evaluated
- Being excessively positive without balance is not effective: affirmative comments must be “authentic”



# Gentle Guidance

## John Hattie, PhD

- “...*giving effective feedback to your students involves two steps: tell your student about their **current level of performance** and tell them what they could do **to improve**.*”



- John Hattie, PhD – Currently Director of Melbourne Education Research Institute at University of Melbourne
- Professor and Chair of Educational Research Methodology at the University of North Carolina
  - Honorary Professor of Education at the University of Auckland
  - Authored “*Visible Learning for Teachers*” and/or co-authored 17 additional books and more than 500 papers



# 02

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## *Timeliness*

Give immediately after student shows proof of learning, give at the right time



## Students say:

- ❑ Give feedback at the right time
- ❑ Inform them if you are not able to give promptly
- ❑ Online graduate perspective:
  - Establish time frame for instructor response and it is important that the instructor meet these expectations
  - “...gave me ample time to use the information...in a meaningful way. It allowed me to process it and use it to prepare for another assignment.” (anonymous)

# Timeliness

## Grant Wiggins, Ed.D

*“A great problem in education is untimely feedback....as educators, we should work overtime to figure out ways to ensure that **students get more timely feedback and opportunities** to use it while the **attempt and effects are still fresh in their minds.**”*



Grant Wiggins, Ed.D., Harvard (1950 – 2015), was the President of *Authentic Education* in Hopewell, NJ

- 20 years worked on reform initiatives in the country
- Association for Supervision and Curriculum Development (ASCD) author
- Authored and co-authored many books (with Jay McTighe) and published numerous articles



# 03

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## *Be Specific*

Make sure everyone has a clear understanding of the learning path



## Students say:

- ☐ Communicate learning objective and outcome in clear, student-friendly language
- ☐ Give them opportunity to self-assess from the beginning
- ☐ Comments should be specific to the learner, not “*cookie cutter approach*”
- ☐ Give less feedback: help them identify where they are in their own learning



## *“Student Assignment Feedback, Do We Give Them What They Really Want and/or Expect”*

- ❑ Provide clear understanding = learn more effectively
- ❑ Timely and high in quality = most powerful tool in student learning
- ❑ “*Great job*”, “*Not quite there yet*”, “*Good start*”...does not give insight what the student did right nor wrong



# 04

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## *Student Involvement*

Students have an active role,  
coach and empower students to  
critique their own efforts



### Students say:

- ☐ Allow them to explore samples of previous student work
- ☐ Have them practice writing relevant feedback
- ☐ Help them develop skills in constructive criticism
  - Peer evaluations can be effective method

# Student Involvement

## *“Effective Instructor Feedback: Perceptions of Online Graduate Students”*

- ❑ Effective feedback is not top-down with instructor in control
- ❑ Mutual process with both instructor and student coming to agreement for feedback to students
- ❑ Peer feedback - ensure feedback is constructive and focused with practice (use previous student examples)



*The Journal of Educators Online*, Volume 6, Number 2, July 2009,  
“Effective Instructor Feedback: Perceptions of Online Graduate Students”



05

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## *Future Orientation*

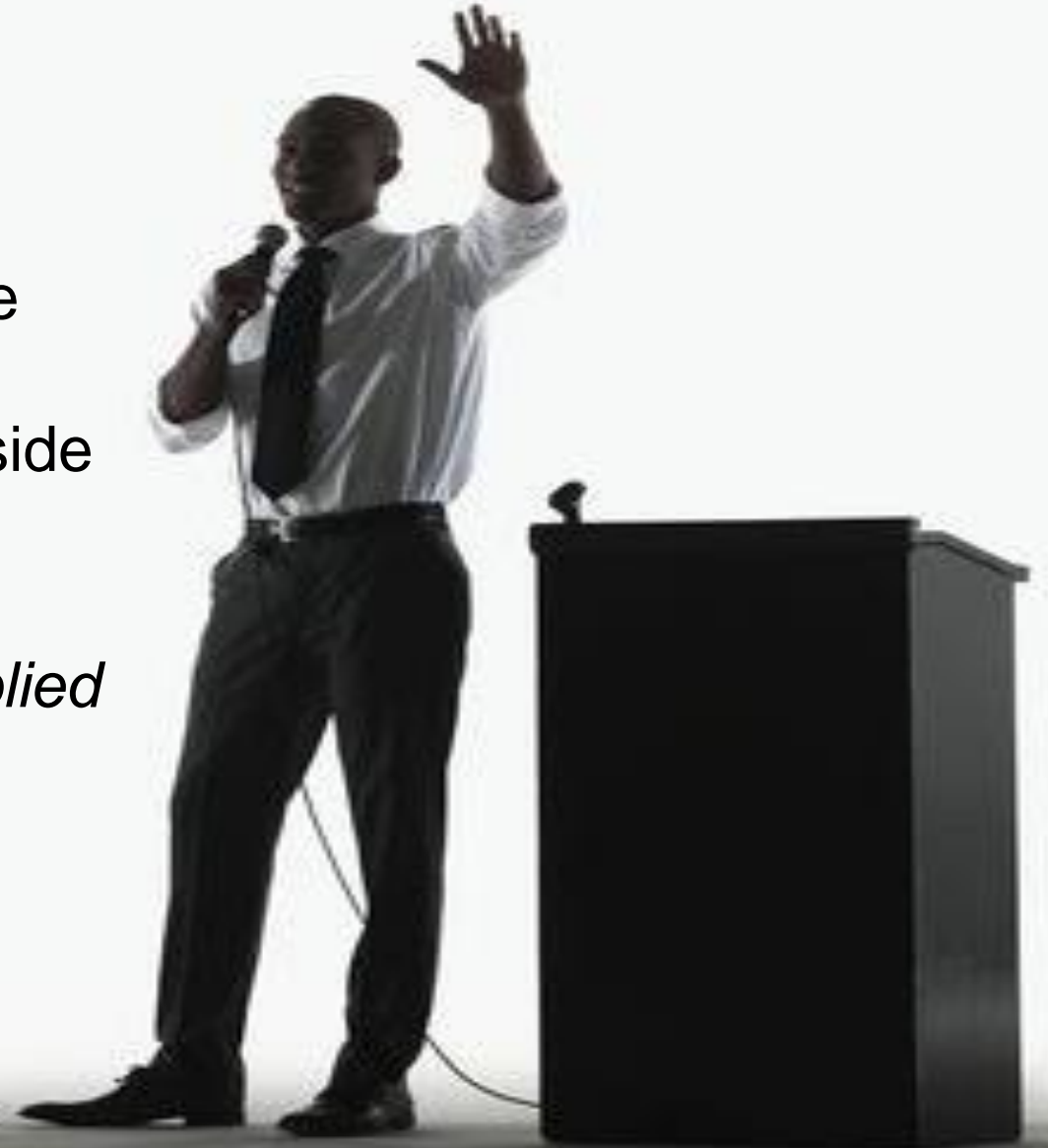
Link to the learning objective,  
goal-referenced

# Future Orientation

## Students say:

- ☐ Prepare them for what is to come in the course
- ☐ Make applicable to practical areas outside of course work
- ☐ Assist them to look ahead
- ☐ “... *considering how new concepts applied to...future thoughts, feelings and/or actions.*” (anonymous)

[The Journal of Educators Online](#), Volume 6, Number 2, July 2009,  
“Effective Instructor Feedback: Perceptions of Online Graduate Students”



# Future Orientation

- ❑ Feedback on student work is time consuming
- ❑ Make best use of time - focus on goals and learning objective of assignment

*“..effective feedback is most often oriented around a specific achievement that **students are** (or should be) **working toward.**”* (Hattie, 2011)





# ***Formative Assessment***

Pick one of your own learning targets: assignment, lab, quiz, in-class activity, discussion, project.....

1. What is your current method of giving feedback
2. What new strategy could you apply
3. 2-3 minutes
4. Share out

# Summarize: 5 Ways You Can Teach Even More With Feedback

**Future Orientation:** Link to the learning objective, goal-referenced

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1

**Gentle Guidance:** Guides through explicit expectations and ongoing coaching

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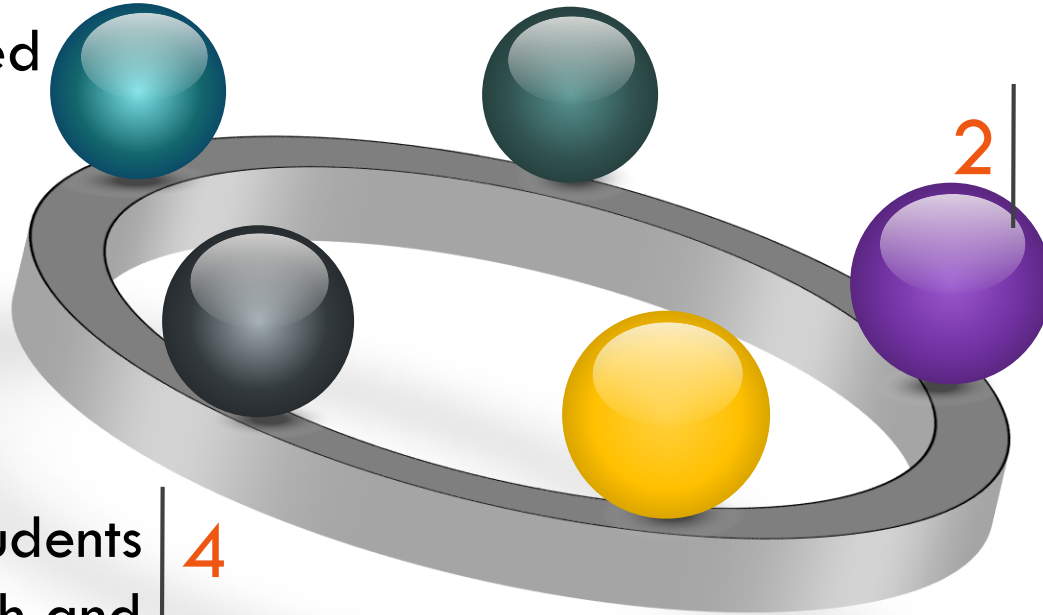
**Timeliness:** Give immediately after student shows proof of learning, give at the right time

**Student Involvement:** Students have an active role, coach and empower students to critique their own efforts

4

3

**Be Specific:** Make sure everyone has a clear understanding of the learning path





# Thank you

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