

# Transforming the learning through *Feed-forward*

*'The unexamined  
life is not worth  
living' Socrates.*

Karen Yager – [yagerk@knox.nsw.edu.au](mailto:yagerk@knox.nsw.edu.au)

# Metacognition

*'If our aim is to improve student performance, not just measure it, we must ensure that students know the performances expected of them, the standards against which they will be judged, and have opportunities to learn from the assessment in future assessments'*  
(Wiggins, 2002).

THE SKY IS THE LIMIT



*When you have a dream, don't let anything dim it.*

*Keep hoping, keep trying ... the sky is the limit!*

*Anonymous*

# The Power of Feedback in School Settings

John Hattie (2003)

Feedback directed to the 'self' (e.g.: "You are a great student"). 'Rarely does it enhance achievement or learning'.

Increases the ability to accommodate feedback and create internal feedback...

## Level 3: Self-regulation

Relates to greater skill in self evaluation/self regulation

Pedestal of feedback

Feedback at this process level appears to be more effective than at the task level for enhancing deeper learning'

## Level 2: Process

Aimed at the processes used to create the product/task

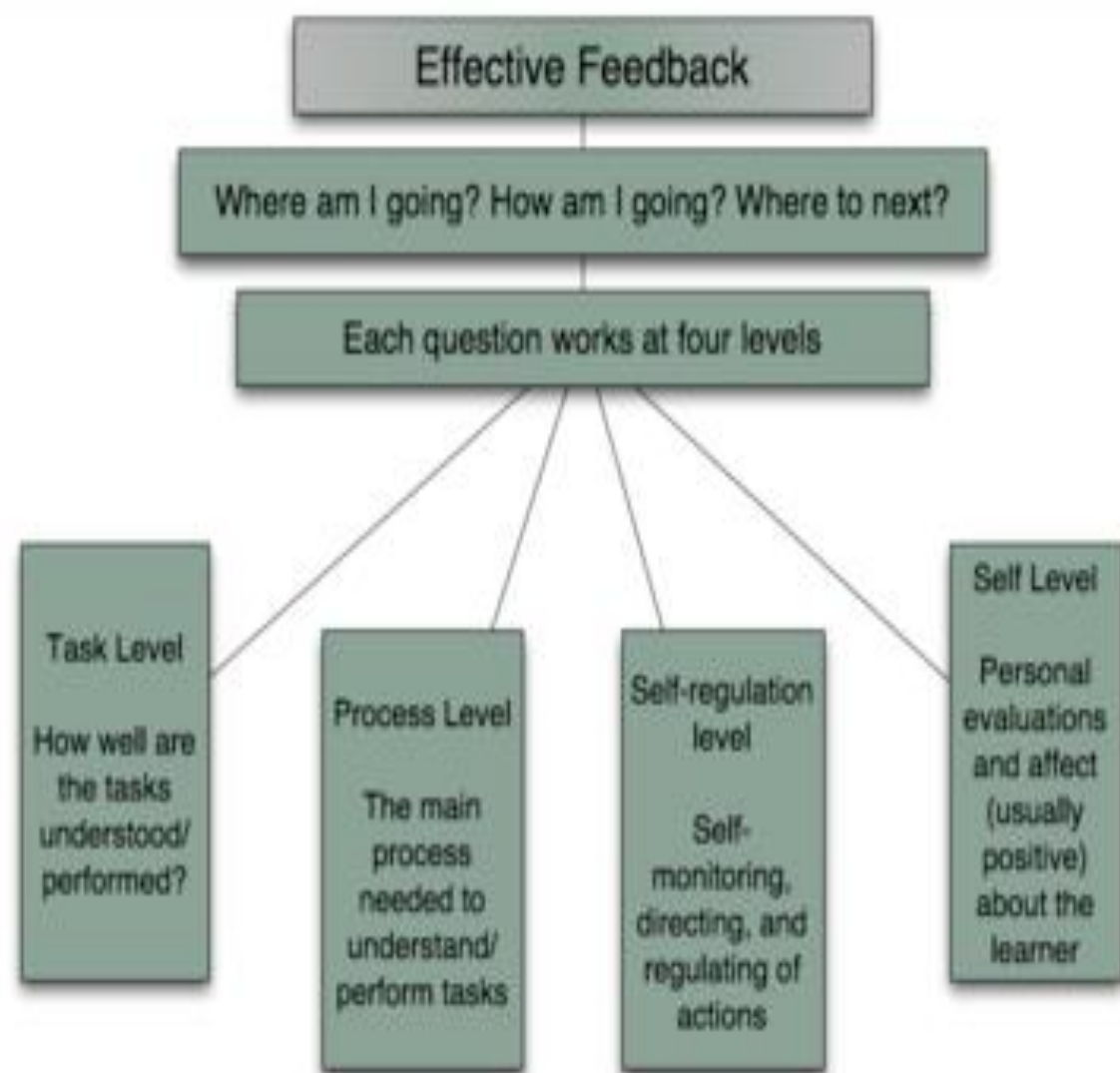
'Having correct information is a pedestal on which processing and self-regulation can be effectively built.'

## Level 1: Task

'corrective feedback' information focussed

Most feedback remains task focused





# Feed-forward

- *Feed-forward* is information about how students have performed in relation to the stated goals of the learning experience.
- Students must know how well they are expected to perform.
- *Feed-forward* is not effective until students have acted on it.
- Most vital part of assessment process
- No point in doing the assessment if quality *feed-forward* is not given
- Need to plan for time for giving quality *feed-forward* to students
  1. What *feed-forward* is to be given?
  2. How is this *feed-forward* to be delivered?
  3. When is the *feed-forward* to be given?
  4. What role do your students play?





# Focus on learning

- What do the students need to learn?
- Why does it matter?
- What do they already know?
- How will they demonstrate learning?
- How will they get there?
- How well do I expect them to do it?

# Effective *Feed-forward*

- Honest yet sensitive
- Precise, specific and constructive
- Strategic, frequent and timely
- Encourages students to make the difference and do resubmits
- Promotes questioning, synthesis, distillation and deeper understanding
- Invites self-assessment and self-reflection
- Informs future teaching and learning



# *Feed-forward*

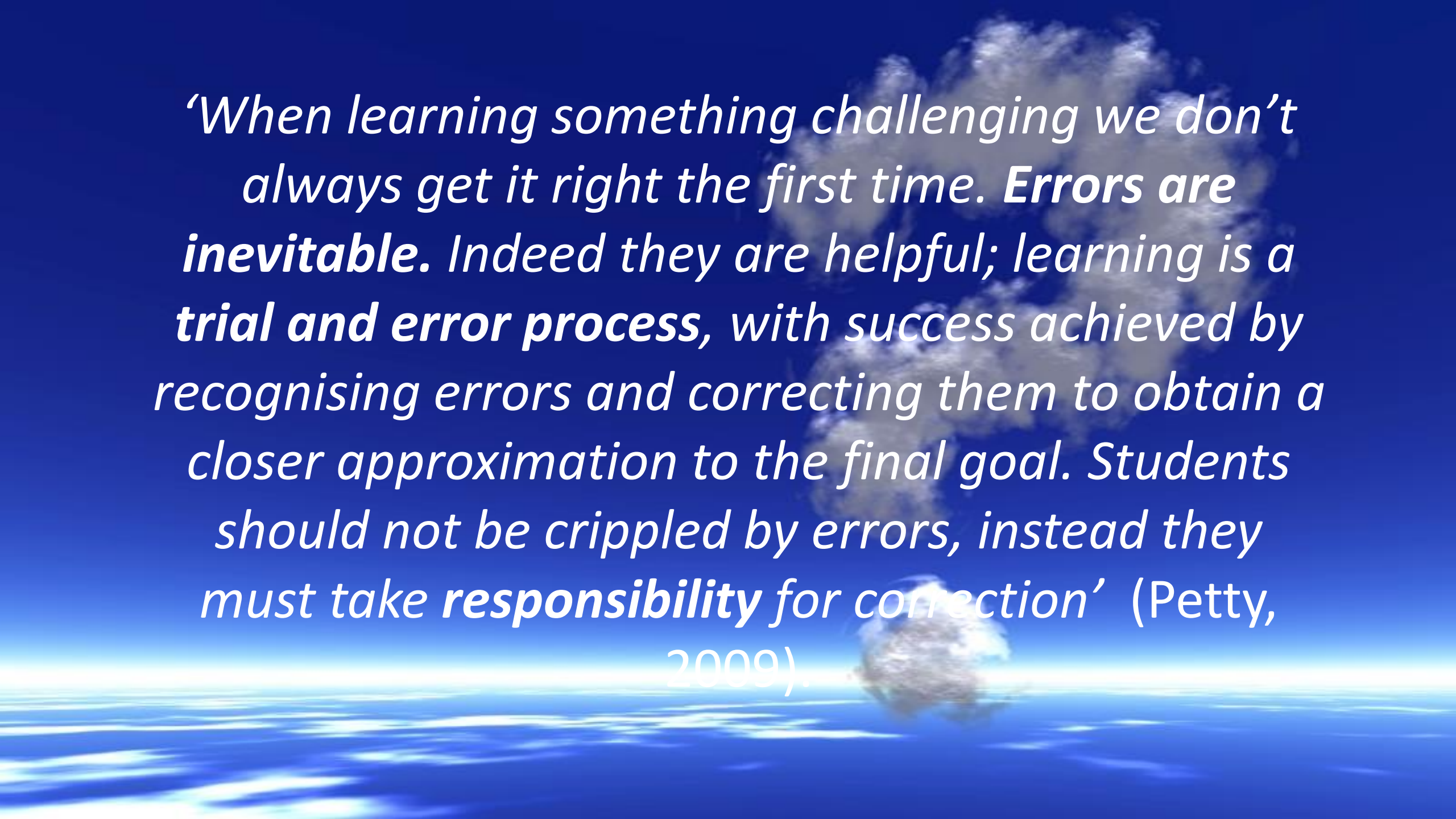
- Effective comments are clear, succinct and related to the specific learning intention (Wolsey, 2008).
- There is no one **appropriate** way of providing *feed-forward* to students. Rather, the nature of the task and the context of the work in the particular learning area should determine the form in which the *feed-forward* occurs.





# Honest *feed-forward*

*‘An expert teacher, mentor or coach can readily explain, demonstrate and detect flaws in performance. He or she can also identify talent and potential, and build on these. In contrast, trial and error learning or poor teaching are less effective and take longer. If performance flaws are not detected and corrected, these can become ingrained and will be much harder to eradicate later. Learners who don’t receive instruction, encouragement and correction can become disillusioned and quit due to lack of progress’ (Dinham, *Feedback on Feedback*, 2008).*



*‘When learning something challenging we don’t always get it right the first time. **Errors are inevitable.** Indeed they are helpful; learning is a **trial and error process**, with success achieved by recognising errors and correcting them to obtain a closer approximation to the final goal. Students should not be crippled by errors, instead they must take **responsibility** for correction’ (Petty, 2009).*

THOUGHT BY @URBAN\_TEACHER:

STUDENTS & TEACHERS  
LEARN BY DOING

AND THEY NEED:

- \* STIMULUS
- \* MOTIVATION
- \* PRAISE
- \* SUCCESS



AND THE ROOM TO MAKE MISTAKES...

@bryanMMathers





# Precise & Specific

- Targets the skills and understanding that are the focus of the unit of work and assessment.
- Inset-word
- Could focus on one or two aspects, such as the use of verbs in writing.

**FORMATIVE ASSESSMENT**

FORMATIVE ASSESSMENT IS NOT A PART OF THE GRADE PROCESS, BUT A PART OF THE INSTRUCTION PROCESS.

**WITHOUT TECHNOLOGY**

- EXIT TICKET
- PAIR SHARE
- THINGS I'VE LEARNED
- SUMMARIZE
- COLORED PAPER

RED = I DON'T KNOW  
YELLOW = PARTIAL UNDERSTANDING  
GREEN = I KNOW THIS

TRY A WHITEBOARD SPLASH: SUMMARIZE LEARNING IN 10 WORDS OR LESS AND WRITE AS THEY LEAVE THE CLASSROOM.

**USING TECHNOLOGY**

- 01 GOOGLE FORM
- 02 POLL EVERYWHERE
- 03 SOCRATIVE
- 04 TWITTER
- 05 VOICE THREAD
- 06 IPHONE PICTURE
- 07 INFUSE LEARNING

**SMART PHONE**

USE NOTES ON IPHONE TO BRAINSTORM. SHARE WITH A FRIEND. CHOOSE 2 TO TEXT TO THE INSTRUCTOR. TRY POSTING TO LINKEDIN OR PINTEREST.

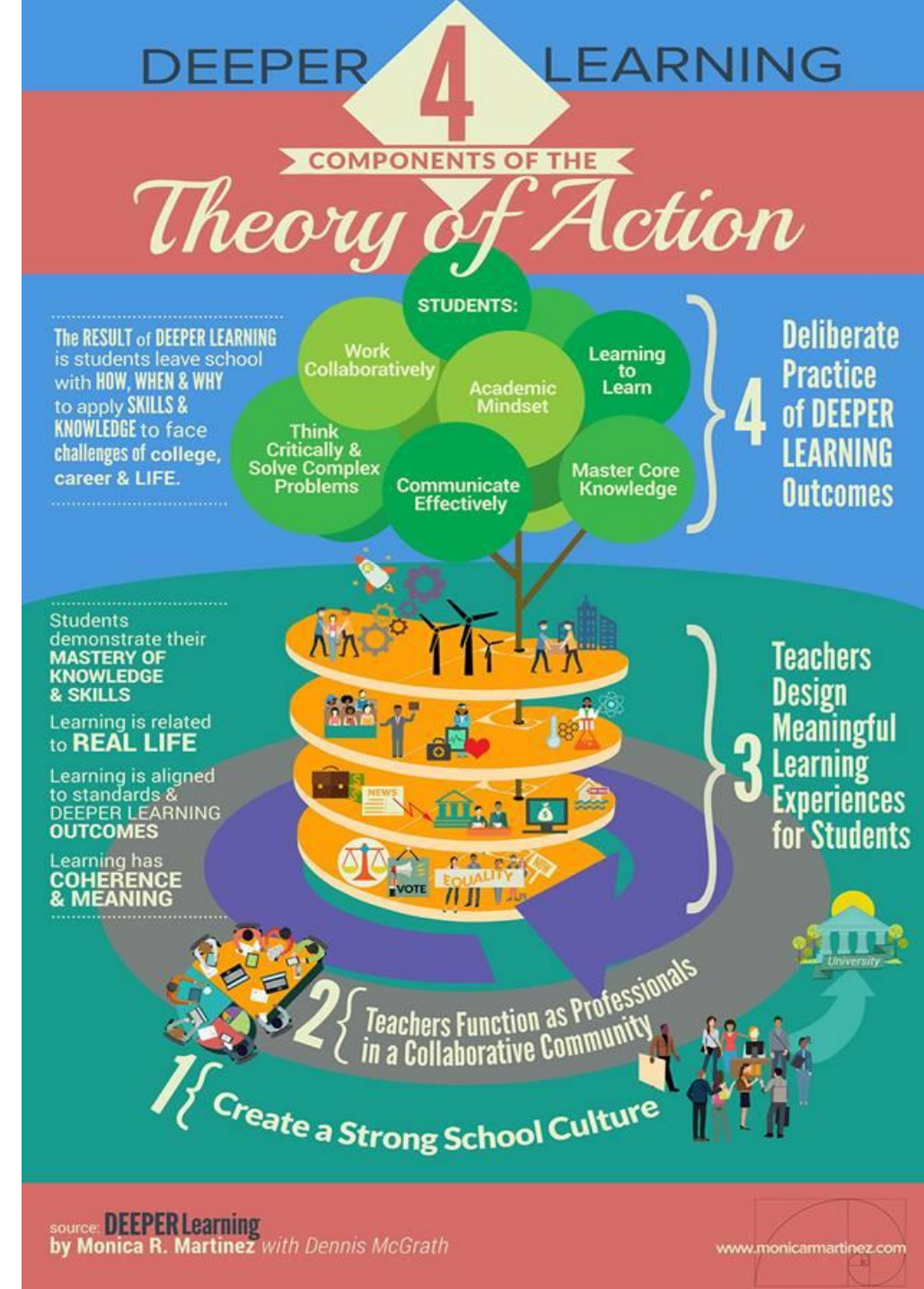
TWITTER  
CREATE A CLASS HASHTAG. FOLLOW THE CONVERSATION. TWEETBACK OR TWITTERFALL. USE A TWEET AS AN EXIT TICKET.

CREATED BY  
PAM JIMISON  
EDUCATIONAL TECHNOLOGIST  
WILLIAM JESSUP UNIVERSITY  
@PLJIMISON

FOLLOW MY BLOG:  
[HTTP://WWW.JUEDTECH.WORDPRESS.COM](http://www.juedtech.wordpress.com)

# Strategic & frequent

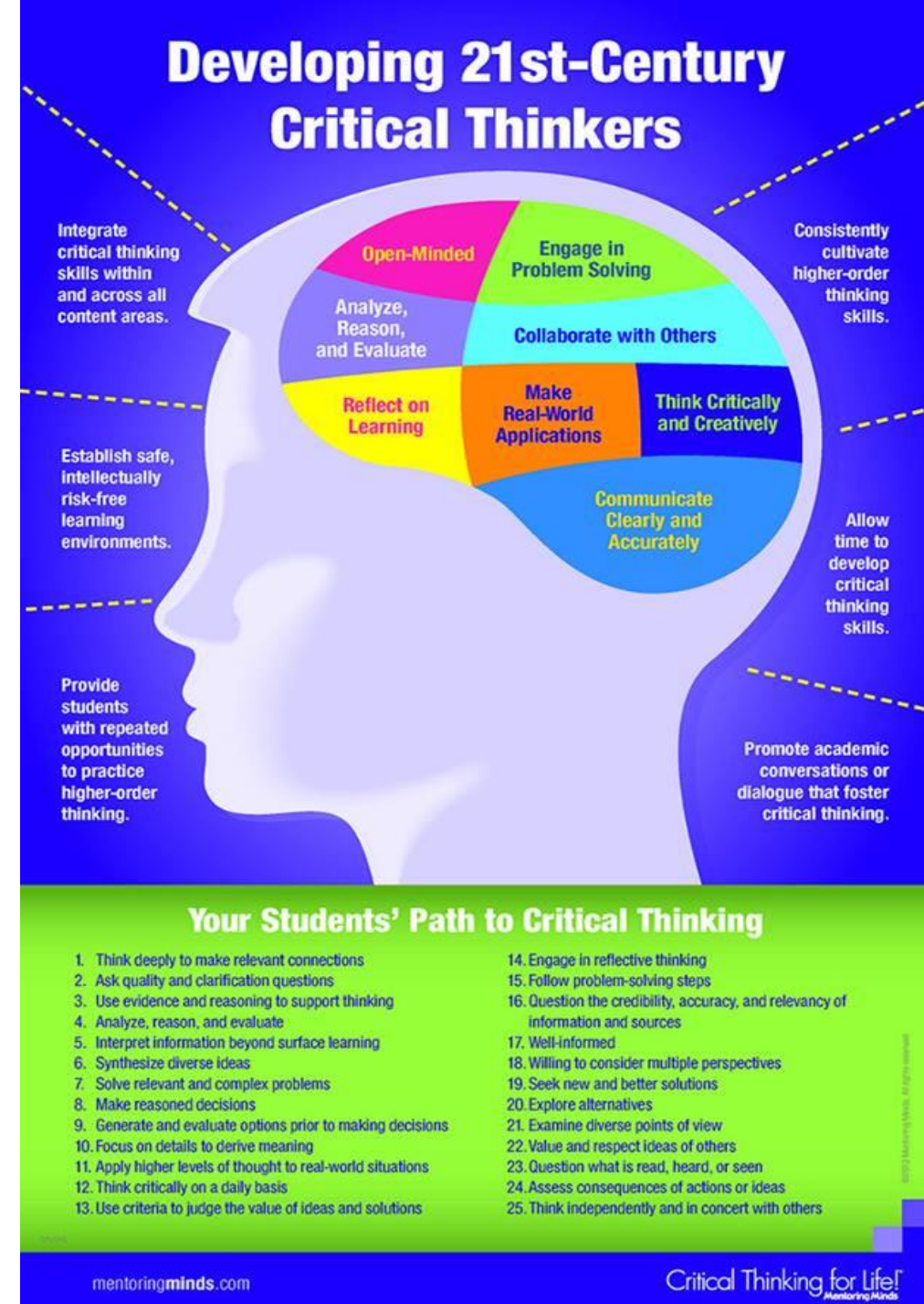
- Starts at the beginning of a unit of work.
- Builds the field of learning
- Looped
- Does not just occur at the end of a unit of work





# Drafting & re-submits

- Students learn from mistakes
- Encourages students to improve
- Peer marking
- Be strategic and get students to submit sections of work, such as an opening or the setting.
- Set individual targets for improvement
- Teach explicitly reflection and critical evaluation
- Recorded *feed-forward* - Kaizena and can be added to Google drive; Explain Everything;  
<http://doodlecastpro.com/>





# Questioning

- Interest, engage and challenge students
- Check on prior knowledge
- Stimulate recall and use of existing knowledge to create new understanding and meaning
- Help students to extend their thinking from the concrete and factual to the analytical and evaluative
- Focus students' thinking on key concepts and issues
- Promote students' thinking about the way they have learned
- Promote reasoning, problem solving and synthesis
- Student cafes and buzz groups

# Design

- It is about asking the right questions.
- Plan questions with others as you will always design questions that reflect the way you see the world.
- It is not the answer that matters but the discussion that is generated by the question.



# S.C.A.M.P.E.R

- **S**: What if I change or swap this?
- **C**: What can I blend or combine?
- **A**: What could I substitute?
- **M**: What will happen if I add...?
- **P**: How could I use this somewhere else?
- **E**: What happens when I remove...?
- **R**: What if I did this the other way?

**S**ubstitute something

**C**ombine it with something else

**A**dapt something to it

**M**odify or Magnify it

**P**ut it to some other use

**E**liminate something

**R**everse or Rearrange it

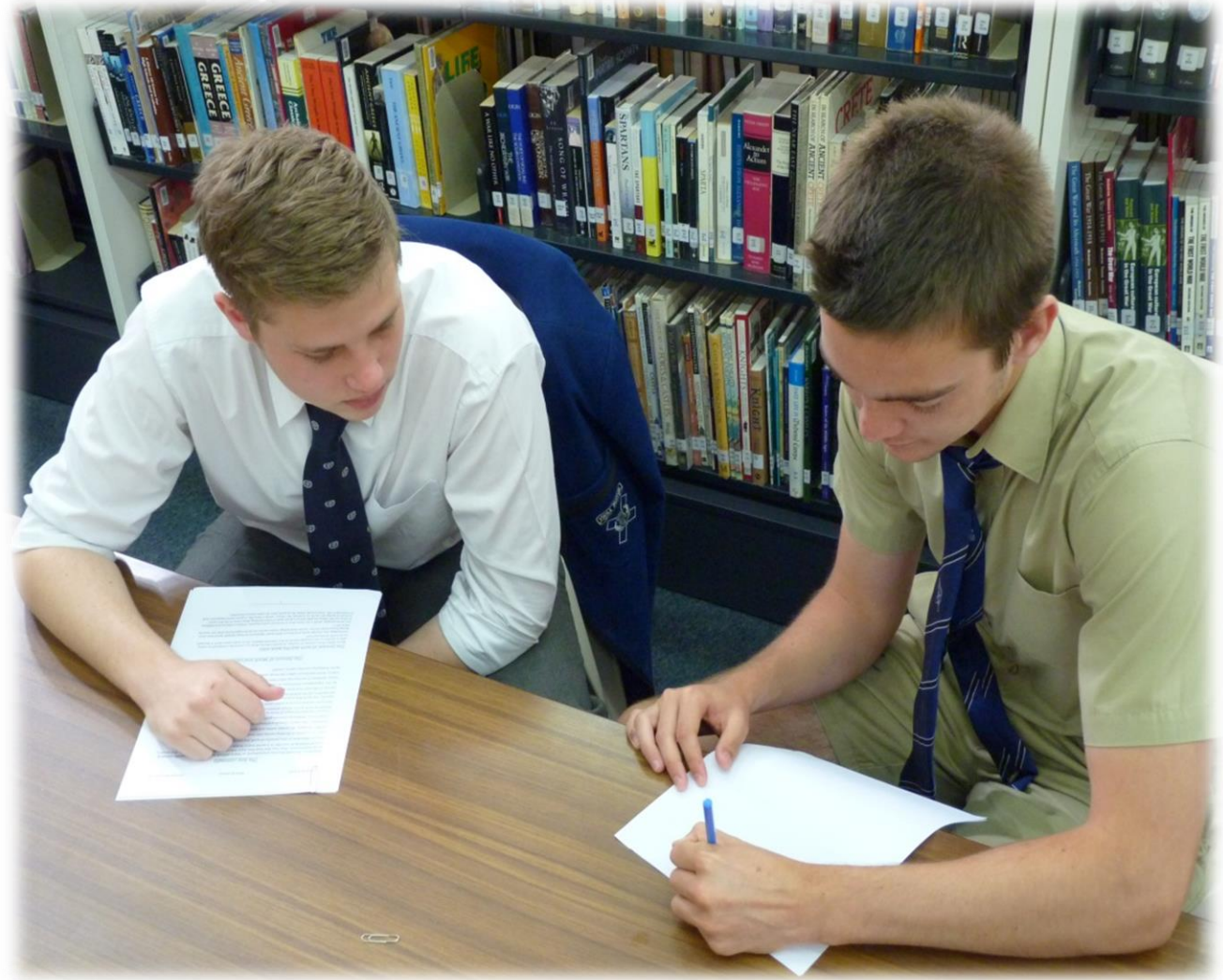


# Williams' Model

- **Paradox:** Paradoxes can be used to evaluate ideas and challenge pupils to reason and find proof.
- **Analogy:** Pupils find the similarities between things and compare one thing to another.
- **Discrepancy:** Pupils should be challenged to discuss what is not known or understood.
- **Provocative questions:** These are questions that require thoughtful consideration to clarify meaning or develop new knowledge.
- **Organised Random Search:** Given a situation or body of knowledge, pupils search for other information to answer questions such as, what would you do or what would you have done?
- **Tolerance for Ambiguity:** Open-ended questions
- **Intuitive Expression:** Empathy questions
- **Evaluative Situations:** Evaluate solutions and answers in terms of their consequences and implications — pose the question what if?
- **Visualisation Skills:** Provide opportunities for pupils to perceive or visualise themselves in many contexts.

# Peer *feed-forward*

- *'When students get to see other students' work it deepens understanding'* (Nicol, 2008).
- *'When students are more active participants in the whole process, then feedback is likely to be most useful to students' learning'* (Hattie & Timperley, 2007).
- White board work
- Critical friends
- Paired sharing
- HSC mock marking



# Peer feed-forward

- Peer discussion about what constitutes effective use of language.
- Invite diagnostic peer and self assessment by using a rubric and marking scheme that has been clearly explained to the students.
- Pairing and sharing
- Require students to design the marking criteria.
- Google Docs
- Learning objects

