

LEVELS OF FEEDBACK

The studies conducted within the context of Visible Learning highlight the importance of determining the quality of feedback questions and types of feedback. (Hattie, 2012, Hattie and Timperley, 2007)

Hattie and Timperley (2007) outline three major feedback questions: 'Where am I going?', 'How am I doing?' and 'Where to next?'. These questions can be addressed at different feedback levels depending on where the student is in the learning cycle.

- Task - How well the tasks are understood/performed
- Process - The process needed to understand/perform tasks
- Self-Regulation - Self-monitoring, directing and regulating of actions

The stages of learning

For feedback information to be effective it needs to be "aligned with where the student is in the learning cycle, and, if it is not then the feedback is likely to be misinterpreted, misheard or ignored." (Hattie and Clarke, 2019, p.76)

Hattie and Clarke (2019) recommend the use of surface, deep and transfer for planning and observation to guide feedback. Knowing if a learner is in the surface, deep or transfer phase of learning can help hone the feedback to that level, or just above the current level of learning. Knowing which phase a learner is in also helps determine the next level of challenge and it can be used to structure appropriate questions, tasks and strategies to move learning forward.

One way we can describe the level a learner is 'working' at or where they are in the learning cycle is using the phases surface, deep and transfer (Hattie and Donoghue, 2016). These are described in the following ways:

- Surface phase includes building a knowledge base of content and skills and the ability to store and retrieve new learning through repeated exposure.
- Deep phase includes becoming metacognitive about learning and building a repertoire of learning strategies to connect learning, moving to automatizing learning strategies to become more strategic about learning.
- Transfer phase includes applying learning to new contexts and is a dynamic process that requires learners to actively choose and evaluate strategies, and seek feedback to enhance the adaptive skills

If the learner is learning 'ideas' or at the surface knowledge phase then feedback is most valuable if directed to the correct or incorrectness of the task. If the learner is working at relating or linking ideas or extending the ideas then feedback is most valuable directed to the process, strategies and self-regulation (making own improvements), and not so much to the task (Hattie and Clarke, 2019).

The phases of learning align with the three levels of feedback.

Three levels of feedback

The table below describe the focus of task, process and self-regulation levels feedback

TASK	PROCESS	SELF-REGULATION
<p>What is task level feedback? The focus is on</p> <ul style="list-style-type: none"> ○ Distinguishing correct from incorrect answers ○ Acquiring more or different information ○ Building more surface level knowledge—reteach and provide multiple opportunities to learn 	<p>What is process level feedback? The focus is on</p> <ul style="list-style-type: none"> ○ Relationships between ideas ○ Students’ strategies for error detection ○ Explicitly learning from errors ○ Cueing the learner to different strategies and errors 	<p>What is self-regulation level feedback? The focus is on</p> <ul style="list-style-type: none"> ○ The ability to create internal feedback and to self-assess ○ The willingness to invest effort into seeking and dealing with feedback information ○ Being able to review work to decide if an answer is correct ○ Seeking help to seek further information and/or confirm a response
<p>Questions teacher could ask themselves:</p> <ul style="list-style-type: none"> ○ Is his/her answer correct/incorrect? ○ What did he/she do well? ○ Where did he/she go wrong? ○ What other information is needed to meet the criteria? ○ What goals should be set next? ○ What are the learners' next steps? 	<p>Questions teacher could ask themselves:</p> <ul style="list-style-type: none"> ○ What is wrong and why? ○ What other information is needed to meet the criteria? ○ What strategies did he/she use? ○ What is the explanation for the correct answer? ○ What are the relationships with other parts of the task? ○ What is his/her understanding of the concepts/knowledge related to the task? ○ What tips on task completion should the learner be given? 	<p>Questions teacher could ask themselves:</p> <ul style="list-style-type: none"> ○ How can he/she monitor his/her own work? ○ How can he/she evaluate the information provided? ○ How can he/she reflect on his/her own learning? ○ What learning intentions have they achieved? ○ Can you now teach another student how to...? ○ What self-regulation strategies should the learner apply next?

Examples of task level feedback

Your learning goal was to correctly spell these words from your personal dictionary when editing your writing. You have correctly spelt these words when editing (teacher points to words edited). There are words in these lines (teacher puts a mark near each line) from your dictionary which still need to be edited.

We have been learning about the impact of water pollution on living things. You have included humans and sea creatures in your impact chart so far. Your next step is to consider other living things that might live in water or on land and add these to your impact chart. The resources in the shared digital folder might give you some more ideas.

Examples of process level feedback

You're stuck on this word and looked at me instead of trying to work it out. What are you finding tricky about that word? What strategies have you tried? Looking at the strategy prompt sheet, can you try another strategy?

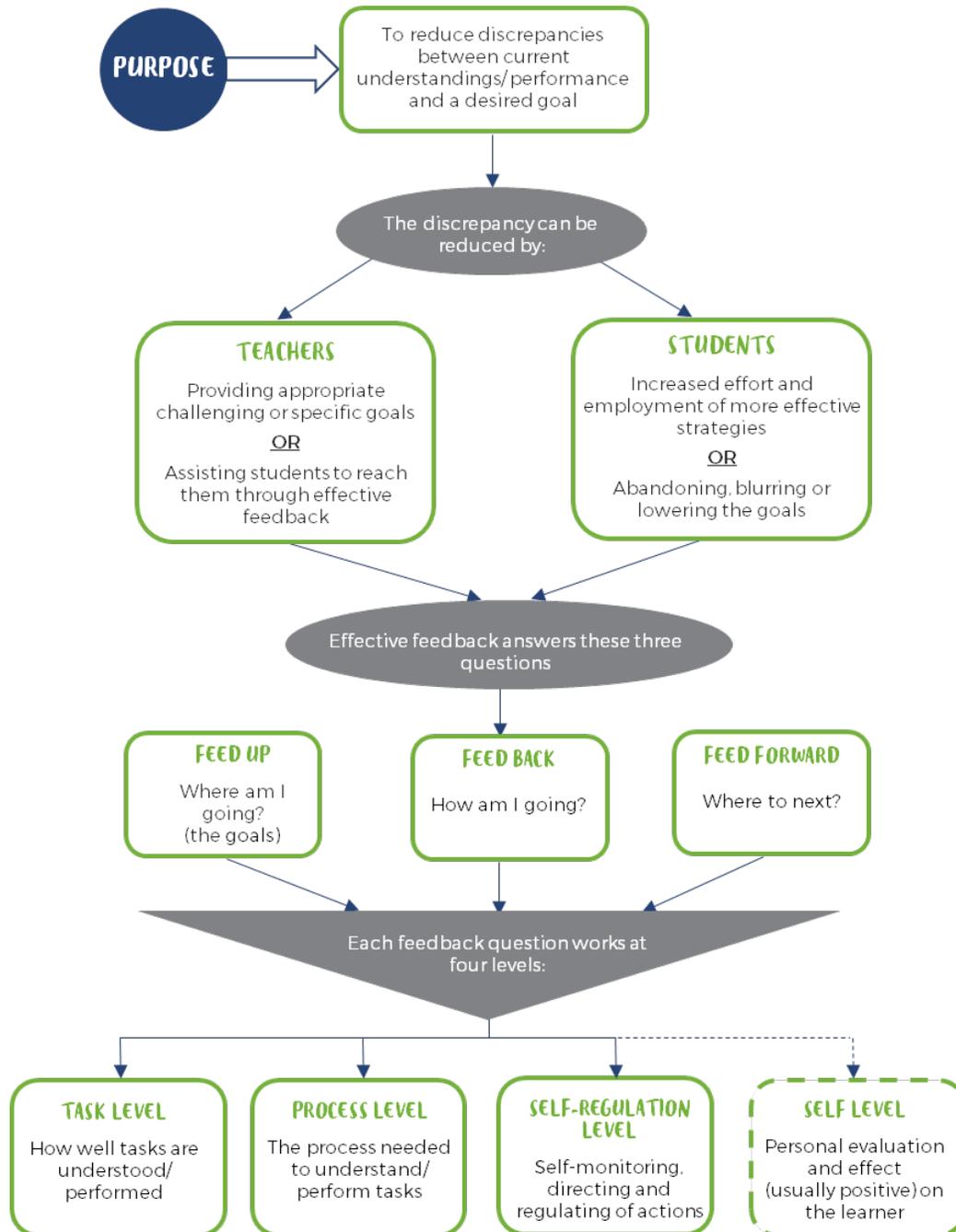
We have been focusing on comparing and contrasting mathematical solutions and justifying which we think is most efficient. What are you noticing about your justification and the examples we went through as a class? How might you use these examples and the success criteria to strengthen your justification?

Examples of self-regulation level feedback

We have been learning about the impact of water pollution on living things. Your self-assessment shows that you have met the success criteria of describing water pollution, classifying types, and explaining specific effects of it on animals, plants, and water. When evaluating your work where you've explained effects on animals, plants, and water, which of your explanations is the strongest? Why?

We have been learning about the design process and the challenge was to create a tool that has multiple uses for a room of your house. One of the success criteria was to create a digital instruction manual for your tool. How did you decide what to include in your instruction manual? Which parts of your instruction manual are most effective? What might you change or keep the same the next time we do a similar task?

A MODEL OF FEEDBACK



Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.