



## EVIDENCE FOR LEARNING

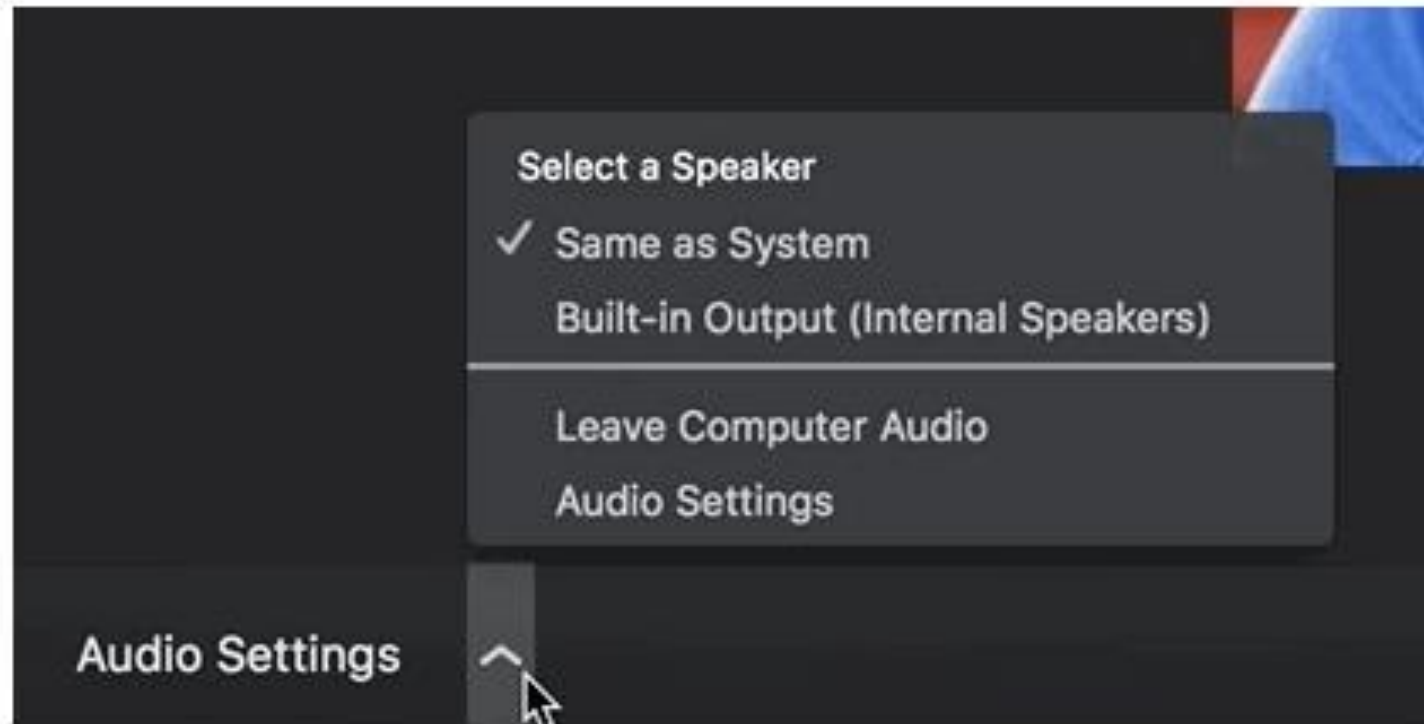
In the end, it all comes down to the relationship between the teacher and the student. To give effective feedback, the teacher needs to know the student—to understand what feedback the student needs right now. And to receive feedback in a meaningful way, the student needs to trust the teacher—to believe that the teacher knows what he or she is talking about and has the student's best interests at heart. Without this trust, the student is unlikely to invest the time and effort needed to absorb and use the feedback.

The only thing that matters is what the student does with the feedback. If the feedback you're giving your students is producing more of what you want, it's probably good feedback. But if your feedback is getting you less of what you want, it probably needs to change.

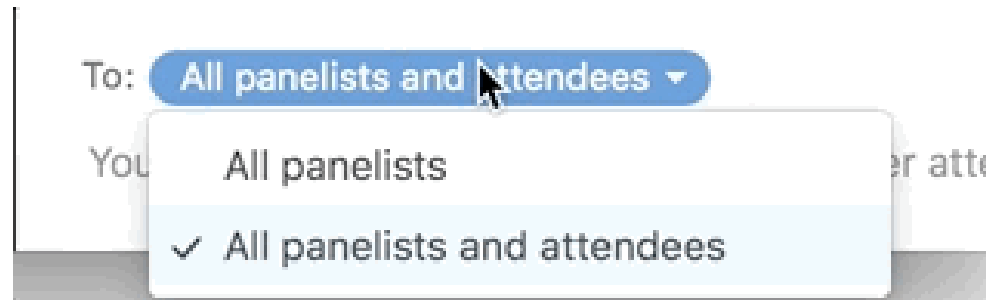
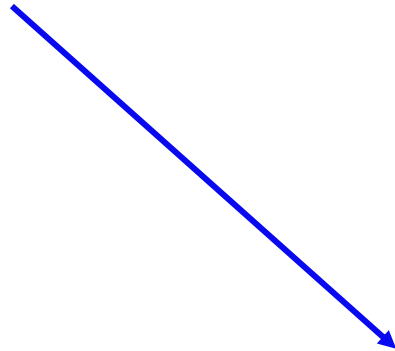
Dylan Wiliam

# Using Zoom Webinar

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# Using Zoom Webinar



# Feedback to increase student learning

Robin Arri, Anisha Ghani and Dr Tanya Vaughan  
18 August 2020, Webinar



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# Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.





# What we will cover

This webinar will look at practical recommendations for school educators and school leaders.

- Unpack the global evidence about the characteristics of effective feedback.
- Explore the implementation of feedback through a case study of an Australian school.
- Answer your submitted questions.

# Feedback

**High impact for very low cost, based on moderate evidence.**

Feedback studies tend to show very high effects on learning.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+8

## 5.2

### Provide feedback to students on their learning

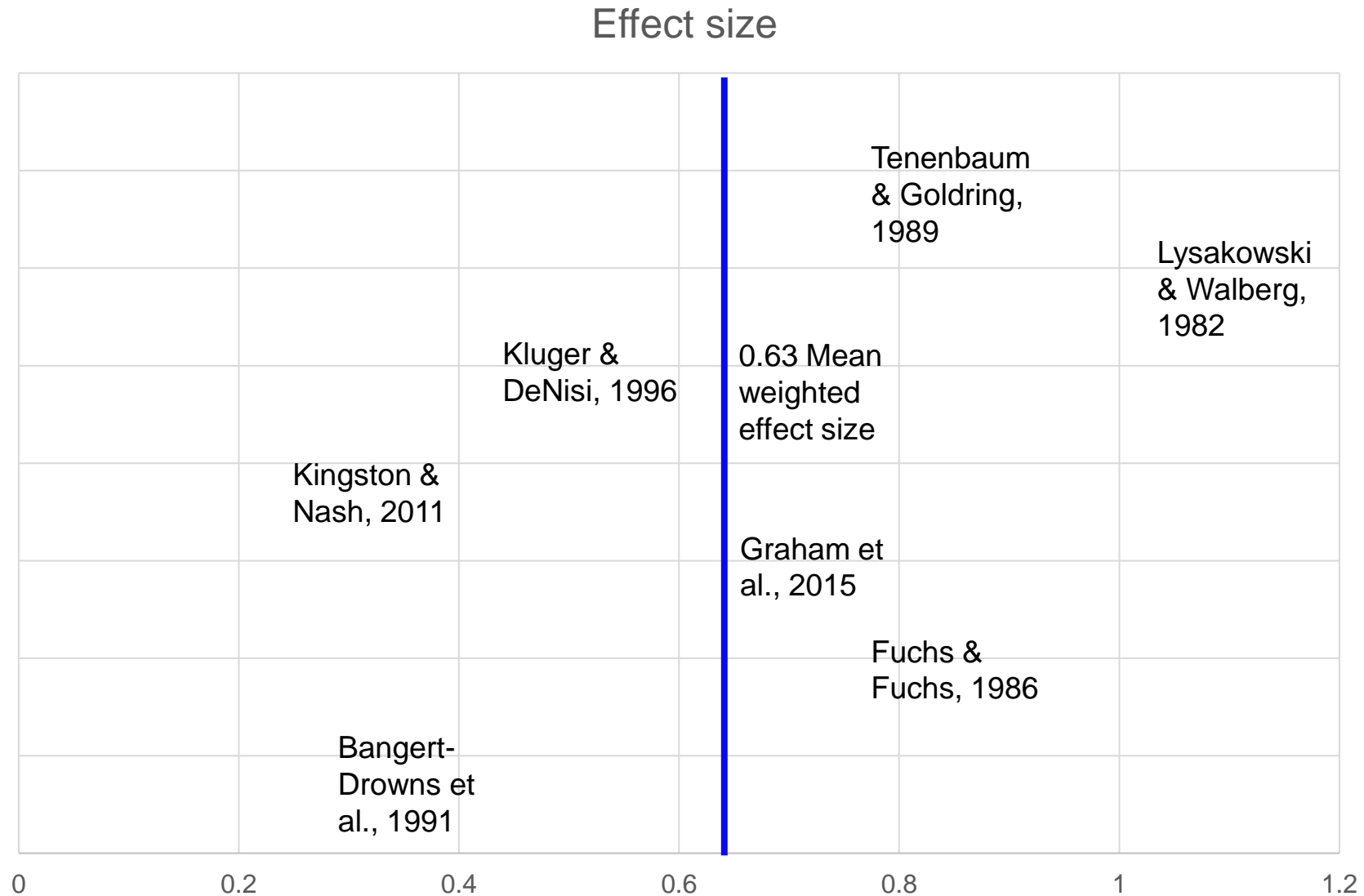
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

## 1.2

### Understand how students learn

Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

# Feedback





# Feedback

How would you define feedback?

What are the different categories of feedback you can give to students (e.g. what are the different areas feedback can focus on?)

Type your definition into the chat box.

## Improving students' writing through feedback

LONG READS

Authors: [Tanya Vaughan](#), [Robyn Arri](#), [Luke Felstead](#), [Elisa Dingle](#),  
[Stephanie MacMahon](#), [Jack Leggett](#)

11 August 2020

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The research team captured the verbal feedback teachers gave to students during a lesson. ©Monkey Business Images/Shutterstock

Feedback is identified as one of the most powerful strategies to progress student learning. When implemented effectively, high quality feedback can have an impact of an additional eight months' worth of learning progress (Education Endowment Foundation, 2020a).

The key to effective feedback is to ensure that it is being targeted to the students' next step in learning or self-regulation. Feedback needs to be specific, accurate and clear in providing guidance on strategies for improvement which will eventually become metacognitive strategies through the learning process (Education Endowment Foundation, 2020a; Wiliam, 2016). This means that effective feedback is not just something that is merely *given*, but is something that needs to be *received* by the student (Hattie et al., 2016).

Feedback level	The question it helps students to answer	Example	Impact
Praise	How good am I?	Well done, this is excellent work.	Ineffective
Task	How can I get this done? How can I make this better?	Next time you write, keep your audience in mind and provide more detail.	Useful
Process	How can I get better in tasks like this? What does it mean to be good in this subject?	You had a clear plan for writing and you followed it well. You can improve your planning by setting goals for each part of your writing.	Powerful
Self-regulation	How can I manage myself to learn better? How can I motivate myself?	You provided yourself with enough time to re-read your content and shared with a friend, so you could improve.	Powerful

# Feedback – What is it?

- Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals.
- It should aim to producing improvement in students' learning.
- Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.
- It can be about the learning activity, the process, the student's management of their learning or self-regulation or about them as individuals.
- It can come from a teacher or someone taking a teaching role, or from peers.

# Feedback – What should I consider?

Research suggests that it should be:

- specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”);
- compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”);
- encourage and support further effort and be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong;
- and be supported with effective professional development for teachers.



## Research



## Implementation

### Implementation resources

Get all the tools and resources you need to implement feedback in your school.

#### User guide

A quick reference guide to the AITSL resources available to support a focus on effective feedback strategies



#### User guide

AITSL has published resources to help school leaders and teachers introduce evidence-based, effective feedback practices. This guide provides an overview of these materials that are designed to build knowledge and to support planning, implementation and evaluation.

[User guide \(pdf, 608KB\)](#)

Readiness  
check

Planning

Implementa  
tion

Evaluation

## Case-studies



### Written case studies

Real-world insights into how feedback practices have been introduced into a range of education contexts

#### CASE STUDY

##### Workshop lesson structure and feedback

Wooril Yallock Primary School, Wooril Yallock, VIC

[Download](#)

#### CASE STUDY

##### Engaging staff in leading change

Richardson Primary School, Canberra, ACT

[Download](#)

#### CASE STUDY

##### A shared understanding of best practice

Oxley College, Burradool, NSW

[Download](#)

#### CASE STUDY

##### Collaborating to support improved practice

Bray Park State High School, Bray Park, QLD

[Download](#)

#### CASE STUDY

##### Feedback for literacy and numeracy

Gurubalanya Community School, Gurubalanya, NT

[Download](#)

#### CASE STUDY

##### Feedback to stretch successful students

Fairholme College, Toowoomba, QLD

[Download](#)

# AITSL's Feedback Resources

# Case Studies:

- 📍 Video and written
- 📍 Different contexts, jurisdictions and stages of schooling
- 📍 Authentic examples of implementation
- 📍 Showcase impact of feedback approaches in practice with real students





**Have your questions ready for our panel of experts:**



**Dr Tanya Vaughan,  
Evidence for  
Learning**



**Robyn Arri,  
Our Lady Help of  
Christians Primary**



**Anisha Ghani,  
AISTL**

# Upcoming E4L webinars

September 1, 2020

## Improving literacy in secondary settings



**Dr Kate De Bruin**  
Monash University



**Mark Clutton**  
Gungahlin College

September 15, 2020

## Unpacking the effective use of Teaching Assistants



**Susannah Schoeffel**  
Evidence for Learning



**Luke Willsmore**  
Emmaus Christian School

September 15, 2020

## Improving student behaviour. More speakers to be announced.



**Dr Tanya Vaughan**  
Evidence for Learning



**Susannah Schoeffel**  
Evidence for Learning

# Where to now?



Get in touch

[tvaughan@evidenceforlearning.org.au](mailto:tvaughan@evidenceforlearning.org.au)

Any attendees will receive a attendance certificate in one week. If you have any general inquires please contact:

[info@evidenceforlearning.org.au](mailto:info@evidenceforlearning.org.au)



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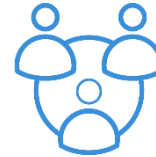
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Feedback to increase  
student learning– resources  
to support your questions



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# Specific pedagogical techniques and approaches

## Questions you asked

- Specific pedagogical techniques and approaches
- What are the different and effective ways of providing feedback?
- What are the best way to give feedbacks to our students?
- How to use feedback to increase students learning
- Feedback that increase students learning
- What is the most effective way to give feedback to students?
- What are the most effective strategies for providing feedback to students on their work? (they don't read my comments!)
- What are the effective approaches? When do we use them?
- How can feedback be applied within flexible learning
- How important is feedback? Does it help to make it better or worst?
- What type of feedback that most effective for students?

## Resources

Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

Teacher Magazine article: [Improving students' writing through feedback](#)

[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)



# Specific pedagogical techniques and approaches

## Questions you asked

- Is a peer-feedback effective in learning process?
- How to give feedback to the students effectively? And what is the best timing to provide the feedback?
- What method is more Beneficial? Written or Verbal?
- The use of exit tickets?
- Can you share the tools or templates for building good feedback to students learning progress?
- Find new information regarding feedback.
- Are there restrictions in giving feedbacks to students?
- Examples of how schools/teacher record feedback and combine this with other student data to differentiate teaching.
- How to enhance interest in students for learning better?
- Do teachers need to assess students through artful critiquing?

## Resources

Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

Teacher Magazine article: [Improving students' writing through feedback](#)

[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)

# Assessment

## Questions you asked

- What are some strategies for assessing that are consistent and fair, but also allow for creativity and differentiation?
- How do you effectively use data to inform the type of feedback given?
- What are those authentic assessment available for learners in the Remote area.?
- Creating formative assessment rubrics and then gathering evidence remotely?
- What are the new feedbacking techniques we can apply (how to do assessment) in the new normal?

## Resources

Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

Teacher Magazine article: [Improving students' writing through feedback](#)


[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)

# Models of feedback

	Hattie & Timperley Feedback model	Black & Wiliam Formative assessment model
Q.1	Where am I going?  "To be able to plan and draft a narrative."	Where the learner is going
Q.2	How am I going?  "Your plan includes most of the narrative stages we identified."	Where the learner is right now
Q.3	Where to next?  "Add the missing stages to the plan, then start your draft using our interesting sentence tip sheet."	How to get there

Hattie and Timperley outline four levels at which feedback is directed, in order of least to greatest impact

1. **Self** – personal evaluation and affect (usually positive) about the student  
 "Overall you did a good job."
2. **Task** – feedback on how well tasks are performed  
 "You need to include appropriate scientific language."
3. **Process** – feedback on the learning processes underlining or relating and extending tasks  
 "How did you evaluate your research sources?"
4. **Self-regulated** – feedback on how students monitor, direct and regulate their own learning  
 "Can you think of another strategy to try?"

Black and Wiliam detail five strategies to put feedback into practice

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering classroom activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning.

# Implementing feedback

Technique	Meaning	Practical Example	Further reading
Learning intentions and success criteria	Learning intention – what learners should know, understand and be able to do by the end of a learning period or unit. In addition to learning intentions students may also have individual learning goals they address in their learning.	<p>Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement.</p> <p>Teachers need evidence of where students are in their learning to set appropriately challenging learning intentions.</p>	<a href="#">Learning intentions and success criteria</a>
Success criteria	<b>Success criteria</b> are the measures used to determine whether, and how well, learners have met the learning intentions.	They need to be clear and specific to avoid ambiguity.	<a href="#">Learning intentions and success criteria</a>

# Implementing feedback

Technique	Meaning	Practical Example	Further reading
Collaborative planning	<p>A professional learning community (PLC) in schools involves collaboration, sharing and ongoing critical interrogation of teaching practices in line with professional standards. PLCs should be learning-oriented and promote the growth of teachers and students.</p> <p>Collaborative planning – teachers may themselves set learning intentions, they may negotiate these with students in a facilitated conversation or they may plan learning intentions and success criteria in teams.</p>	<p>Stacey Quince – Action Learning Questions 1) What was the impact of your project on teacher professional learning? How do you know? What was the impact of the project on student learning?</p> <p>See feedback case studies – <i>Trialling feedback practices</i> from Rosny college (00:00 – 01:47), and <i>Explicit teaching and feedback</i> from South Halls Head Primary School (06:00 – 06:52).</p>	<p><a href="#">Professional Learning communities</a></p> <p><a href="#">Impact Evaluation Cycle</a></p> <p><a href="#">Beyond PD</a></p>



# Implementing feedback

Technique	Meaning	Practical Example	Further reading
Bump it up wall	Annotated work samples at different levels of quality on the wall in the classroom. The work samples are often rated against rubrics and annotated.	Students are asked to review their work against the work samples to self-assess their performance and to determine how they might improve the quality of their work before sharing it with the teacher	<a href="#">Learning intentions and success criteria</a> Video case study
Rubric	Guidelines for measuring achievement that state the learning intentions with clear performance criteria, a rating scale and a checklist.		<a href="#">Learning intentions and success criteria</a>



# Supporting feedback online

## Questions you asked

- What is the best approach in dealing students, in this distant learning/modular?
- Providing online feedback to early primary school in an effective way.
- Online assessment of students
- What is the feedback for online learning constrained by the internet?
- Different Strategies in Blended Learning
- Online learning platforms
- Increase interest of the pupils for modular distance learning modality
- During our last quarantine period, the feedback I gave my student passed orally second hand through their parents.
- How to use online learning effectively

## Resources

[Global evidence review of online learning](#)

[Home-supported learning implementation plan](#)

Toolkit approach: [Digital technology](#)

Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

[COVID-19 Home supported Learning](#)

Picardo, J. (2017). How to do it: Using digital technology to support effective assessment and feedback. Impact. Retrieved from <https://impact.chartered.college/article/picardo-using-digital-technology-support-effective-feedback-assessment/>

Schoeffel, S., & Vaughan, T. (2020). Translating evidence of what works in schools to home-supported learning. Teacher Magazine. Retrieved from <https://www.teachermagazine.com.au/articles/home-supported-learning-using-what-works-in-schools>

Spotlight: [What works in online/distance teaching and learning?](#)

AITSL's Australian Teacher Response Hub: [Support during changing times](#)

# Supporting feedback online

- It is not just about access – both students and teachers need good guidance to use platforms and technology and have support to resolve issues quickly. For example, if teachers are relying on a newly introduced online tool for feedback which is different to that used in the classroom, both student and teacher need to understand and be trained in how to use the tool properly.
- Evidence shows that peer interactions improve students' learning during remote instruction. Strategies such as peer marking, feedback and opportunities for real-time discussions of content motivate students and clarify questions they encounter in learning collaboratively.

## Remote Learning

### A Commentary on the Education Endowment Foundation's Rapid Evidence Assessment

April 2020

*This Commentary summarises the key findings of the review and raises considerations for the Australian context. It is a companion document to the EEF Review and not a replacement for reading the report itself.*

## Introduction

The coronavirus pandemic has impacted education systems and schools worldwide, leading to near or total school closures. With teaching moving online, schools and teachers need the best evidence to support their decisions about the approaches that might work in their context to ensure their students receive support in their learning during this time, especially those in vulnerable circumstances.

The UK's Education Endowment Foundation (EEF) has published a rapid evidence assessment of remote learning to support teaching and learning of students during the coronavirus pandemic. This EEF Review summarises global evidence from 60 relevant systematic reviews and meta-analyses on approaches which may combine remote, online and in-person classroom teaching.

## Findings

### 1. Teaching quality is more important than how lessons are delivered.

The evidence shows that there are positive learning outcomes from remote instruction when teachers incorporate elements that are effective in the classroom such as clear explanations, scaffolding and feedback to build on students' prior knowledge. This is more important than whether it is delivered using video or other computer-assisted learning such as online tutoring systems or digital reading or maths games. For example, teachers should ensure concepts are clearly explained in whole-class online lessons and clarify students' prior knowledge during online class discussions.

### 2. Access to technology is necessary, but not sufficient.

Ensuring access to technology is critical for successful remote instruction. The evidence shows that technology gaps are a significant barrier to learning for students from disadvantaged backgrounds who may have no or little access to technological devices or poorer internet access to support their learning remotely. However, it is not just about access – both students and teachers need good guidance to use platforms and technology and have support to resolve issues quickly. For example, if teachers are relying on a newly introduced online tool for feedback which is different to that used in the classroom, both student and teacher need to understand and be trained in how to use the tool properly.

# Supporting students with additional needs

## Questions you asked

- Could you please give relate information to special needs sector and give reference to resources related to this?
- How do you give feedback to low achieving students so they don't feel like giving up?
- How can we encourage under achieving students for significant learning by providing feedback?

## Resources

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools. Retrieved from [https://educationendowmentfoundation.org.uk/public/files/Publications/SEND/EEF\\_Special\\_Educational\\_Needs\\_in\\_Mainstream\\_Schools\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/SEND/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf)

Evidence for Learning. (2019). Making best use of Teaching Assistants. Retrieved from <https://www.evidenceforlearning.org.au/assets/Guidance-Reports/Teaching-Assistants/E4L-Guidance-Report-Teaching-Assistants-Sep-WEB.pdf> & [inclusionEd](#)

Vaughan, T. (2018). The effective use of teaching assistants. *Teacher Magazine*. <https://www.teachermagazine.com.au/articles/the-effective-use-of-teaching-assistants>

Schoeffel, S., & Vaughan, T. (2019). Teaching assistants in Australia. *Teacher*. Retrieved 26 September 2019, from <https://www.teachermagazine.com.au/articles/teaching-assistants-in-australia>

# Subject-specific or student feedback

## Questions you asked

- Feedback in Health and Physical Education?
- Strategies on how to teach in a multigrade?

## Resources

Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

Teacher Magazine article: [Improving students' writing through feedback](#)

[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)

Toolkit approach: [Within-class achievement grouping](#)

Australasian Research Summary: [Within-class achievement grouping](#)

# Other

## Questions you asked

- Science Education Research topics for Amateur Researcher
- Can the presenters provide a reference list or links to information provided in the webinar please? (see page 28 of this deck).
- What are the strategies to boost students motivation and level of interest in learning?
- Is there any CPD points that can help teachers for promotion and ranking?
- How can feedback to a teacher, improve teacher performance?
- What are the things to be consider in taking feedback from students?

## Resources

The Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

Teacher Magazine article: [Improving students' writing through feedback](#)

[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)



# References

Teacher Magazine article: [Improving students' writing through feedback](#) - Tanya Vaughan, Robyn Arri, Luke Felstead, Elisa Dingle, Stephanie MacMahon, Jack Leggett

Teaching & Learning Toolkit approach: [Feedback](#)

Australasian Research Summary: [Feedback](#)

[AITSL Feedback Implementation Materials](#)

[Implementation plan for feedback](#)

E4L Blogs

- [Getting more of what we want and less of what we don't](#) – Ollie Lovell and Tanya Vaughan
- [Effective feedback in action](#) - Ollie Lovell and Tanya Vaughan

[The BRAIN Activity Booklet](#) - Queensland Brain Institute, The University of Queensland.

[Global evidence review of online learning](#)

[Home-supported learning implementation plan](#)

Teaching & Learning Toolkit approach: [Digital technology](#)





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