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# Feedback- Making learning visible

Marcia Gherardi

[marcia.gherardi@culturainglesa.net](mailto:marcia.gherardi@culturainglesa.net)

# Visible Learning

## The impact on students' development

- Visible Learning was inspired by the innovative educational philosophy that originated in Reggio Emilia, Italy.
- It enhances the learners conditions to learn.
- It involves purposeful, social, representational, empowering, and emotional learning.



“Visible teaching and learning occurs when **there** is deliberate practice aimed at attaining mastery of the goal, when **there is** feedback given and sought, and when **there are** active, passionate, and engaging people (teacher, students, peers) participating in the act of learning.”

Hattie, 2014

# Hattie's visible learning

“The idea is to know, using evidence, that what you’re doing increases learning in a way that sticks and is sustainable.”

Hattie, 2009





During the learning process a learner may lose track of **what** and **how much**, in fact, is being learnt.

# Effective feedback can transform students' learning and development.

Feedback is not only praising the students:

*-very good!*

*-Nice job!*

*-You are doing fine!*

or pointing out a problem:

*-Could you repeat that again, please?*

*-How can you express this idea in English, please?*

# Feedback is an essential part of **effective learning**.

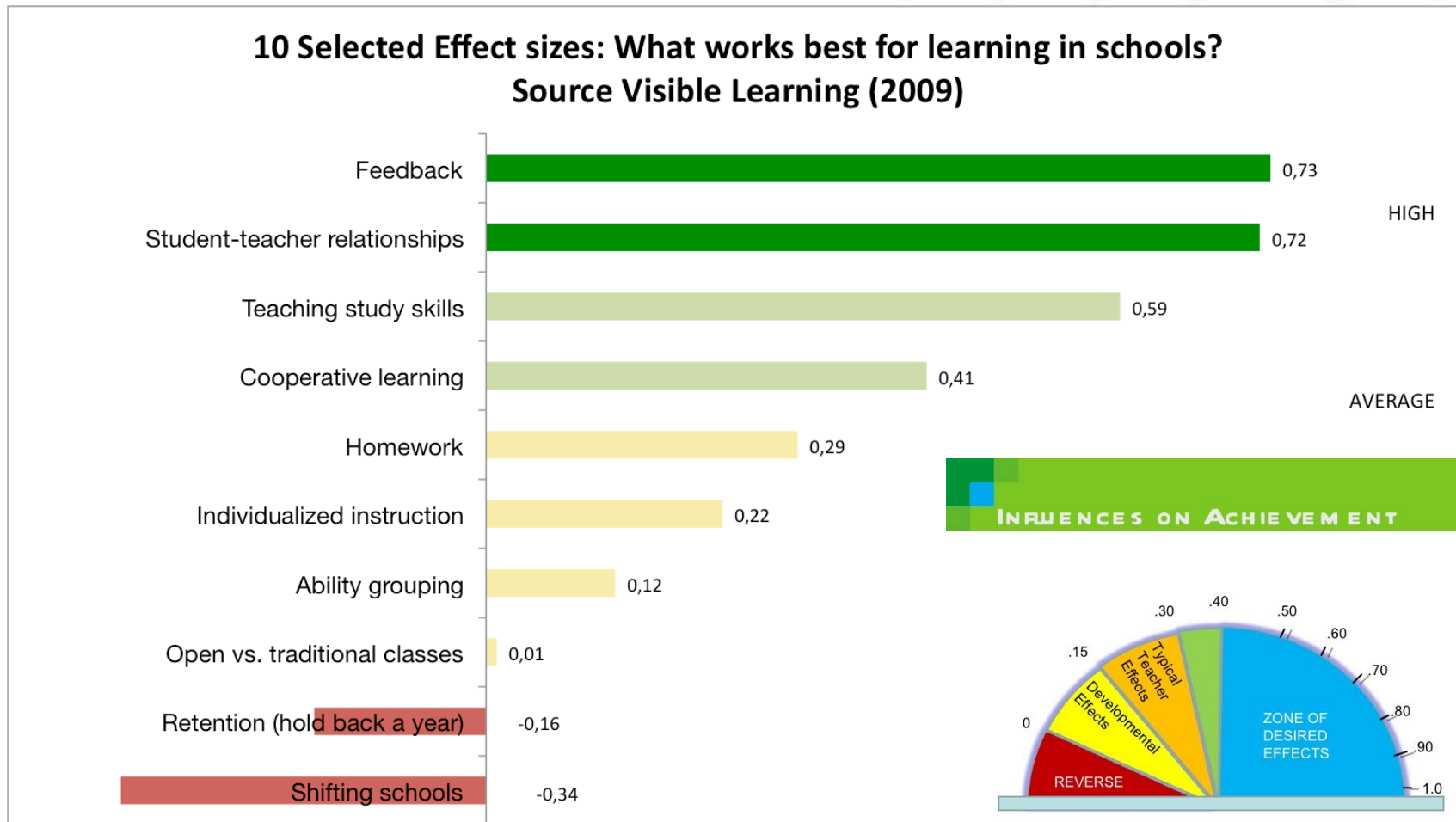
“Feedback can double the rate of learning”.

Dylan Wiliam, 2011

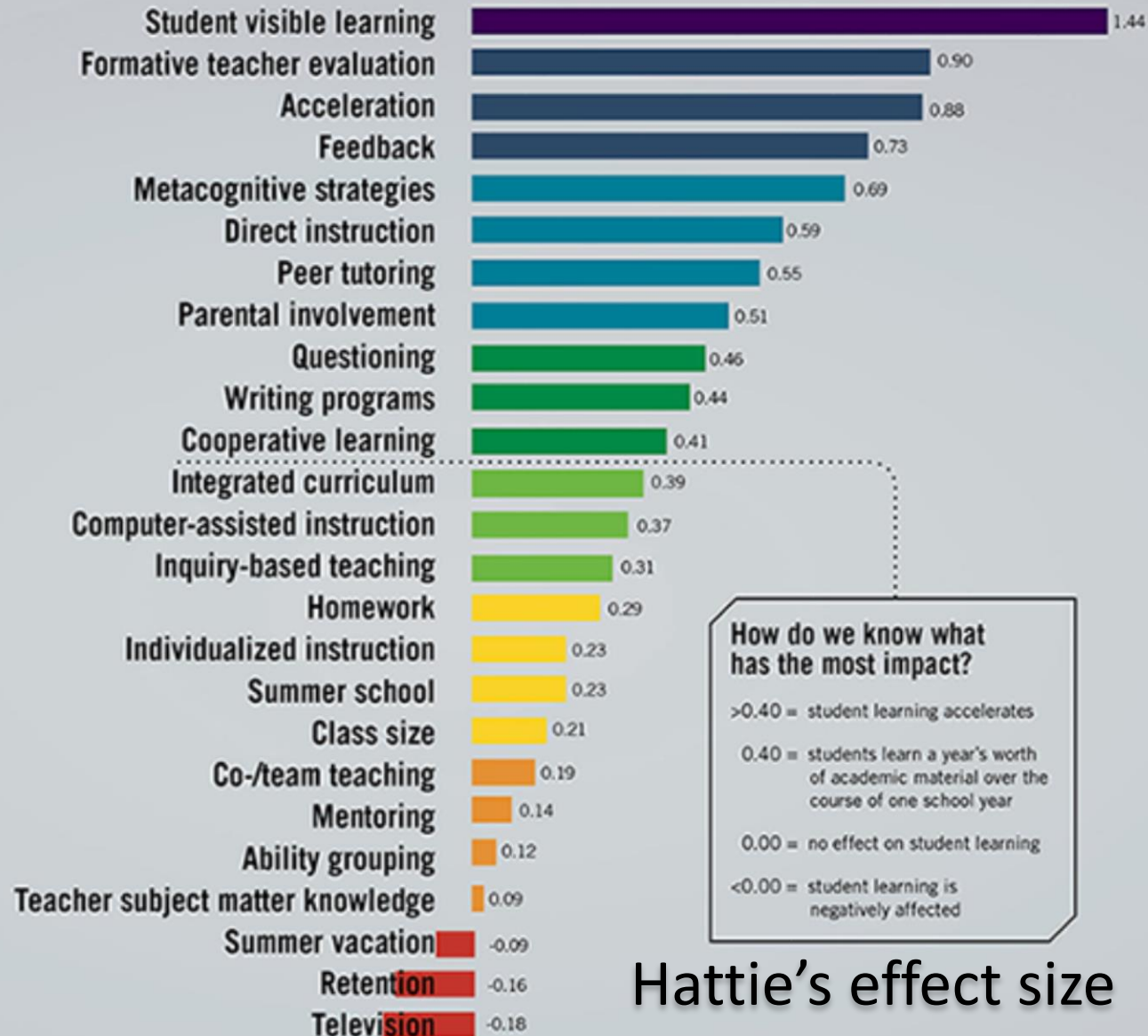
“Academic feedback is more strongly and consistently related to achievement than any other teaching behaviour (...) this relationship is consistent regardless of grade, socioeconomic status, race, or school setting.”

Bellon *et al.* 1991

# There is a diversity of ways to make learning visible but **feedback** stands out.



## BEST What Works <sup>^</sup> in Raising Student Achievement?



**How do we know what has the most impact?**

- >0.40 = student learning accelerates
- 0.40 = students learn a year's worth of academic material over the course of one school year
- 0.00 = no effect on student learning
- <0.00 = student learning is negatively affected

Hattie's effect size

Feedback is one of the top 10 influences on student achievement.

John Hattie, 2011



# Effective feedback

It closes the gap between **where** students are in their learning and **where** they need to be.



If any realization about the process is made, the prevailing doubt may be about '**where to next**'.

At this point, the need for clear and specific feedback is urgent and decisive.

# Effective Feedback

➔ **Where am I going?**

What success would be like.

➔ **How am I going?**

Gaps, strengths, current achievement.

➔ **Where to next?**

Where the learner is supposed to go.





# What sort of feedback is most useful for students?



## 1. **Negative feedback**

Painful, straight to what is wrong.  
May cause defensiveness. Personal.

## 2. **Conciliatory feedback**

Positive but vague. Avoids conflict.  
Relationships are more importante.

## 3. **Communicative feedback.**

Clarifies idea or behavior.  
Communicates concern and  
suggestions.  
Honest and respectful.

# What positively impacts student achievement?

- Being affirmed or encouraged?
- Being praised and rewarded?
- Receiving corrective guidance?

What really impacts student achievement is giving them **specific information** about their learning and using strategies to move them forward.

# Strategies to maximize the power of feedback

In 2007, Shute provided nine guidelines for using feedback to enhance learning:

- focus feedback on the task not the learner,
- provide elaborated feedback,
- present elaborated feedback in manageable units,
- be specific and clear with feedback messages,
- keep feedback as simple as possible but no simpler,
- reduce uncertainty between performance and goals,
- give unbiased, objective feedback, written or via computer,
- promote a learning goal orientation via feedback,
- provide feedback after learners have attempted a solution.

*(cf. John Hattie in Sutton, Hornsey, & Douglas (2011), Feedback: The communication of praise, criticism, and advice.)*

# Levels of feedback

## ➔ On the task

How well is the learner performing the task?

## ➔ On the process

Which strategies are being used?

## ➔ On self-regulation

How can the learner monitor, direct or regulate learning actions?

## 7 THINGS TO REMEMBER ABOUT FEEDBACK

1

If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.

Dylan Williams, p.30

2

The feedback students give teachers can be more powerful than the feedback teachers give students.

Cris Tovani, p.48

3

When we give a grade as part of our feedback, students routinely read only as far as the grade.

Peter Johnston, p.64

4

Feedback is not advice, praise, or evaluation.

Feedback is information about how we are doing in our efforts to reach a goal.

Grant Wiggins, p.10

5

Students need to know their learning target - the specific skill they're suppose to learn - or else "feedback" is just someone telling them what to do.

Susan Brookhart, p.24

6

Effective feedback occurs during the learning, while there is still time to act on it.

Jan Chappuis, p.36

7

Most of the feedback that students receive about their classroom work is from other students - and much of that feedback is wrong.

John Hattie, p.18

**Source:**  
**The collective wisdom of authors published in September 2012, Educational Leadership: "Feedback For Learning."**  
**(Volume 70, Issue 1)**

# Moving students to deeper learning through feedback

- Offering different viewpoints
- Opening for arguments & counterarguments
- Providing more/less information
- Finding alternative strategies.

"It's not about the feedback that you give.  
It's about the feedback that you hear".

Hattie, 2012



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**Thank you!**

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