



## Transforming feedback

Researchers John Hattie and Helen Timperley (2007) explain that when utilized effectively, feedback is one of the most powerful influences on student learning. Feedback is a tool that empowers students. According to ISTE, students should use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. Feedback should be timely and employ a variety of technology tools that allow for different modes of feedback (i.e., audio, verbal, written, video).

Feedback can be directed from teachers, from families or from peers. Implementing guided peer feedback that is focused and encourages deeper dialogue allows students to reflect on their learning through collaboration and communication and promotes good digital citizenship.

## SUMMARY

**Feedback and self-reflection are powerful tools for improving student learning experiences.**

- Improve student learning by providing timely feedback
- Employ a variety of technology tools that allow for different modes of feedback (e.g., audio, verbal, written, video)
- Promote guided peer feedback that is focused and encourages deeper dialogue
- Allow students to reflect on their learning



## Why it matters -----

Transforming how feedback is given will promote the 4Cs (i.e., critical thinking, collaboration, communication, and creativity) across the curriculum.

- **Critical Thinking:** Utilizing a digital tool to guide feedback will increase critical thinking. Giving students timely feedback allows students to monitor their work and understanding when approaching the problem again.
- **Collaboration and Communication:** Educators can shift to a more collaborative approach in which students engage with one another by giving peer feedback as well as receiving teacher feedback using a digital tool.
- **Creativity:** Most assignments allow only one right answer or one way to show mastery. By using a digital tool that allows the teacher to give feedback throughout the completion of a project, teachers can allow students choice when demonstrating mastery. Students can also work collaboratively using digital tools to complete a lesson or assignment. With electronic feedback, students can refer repeatedly to cumulative comments as they move through a lesson or unit (n.a., 2021).



## What it looks like in practice -----

### PRINCIPALS SEE

- Teachers giving students immediate feedback using a digital tool and/or platform that allows for just-in-time direct instruction based on students' needs
- Students using a digital tool and/or platform to give and receive peer feedback
- Students have time within the lesson to reflect on teacher/peer feedback

### TEACHERS SEE

- Students using digital tools and/or platforms to foster timely teacher-student feedback
- Students using guided peer feedback communicate and collaborate with their peers
- Students use the teacher/peer feedback to deepen their learning and improve their work

### FAMILIES SEE

- Student's courses within the learning management system in order to check assignments, due dates, grades, and communicate with the teacher
- Teacher and/or peer feedback provided to their student
- Students have the opportunity to use teacher/peer feedback to better understand the content or assignment

## What you can try



- >> Design an online form that integrates branching in order to share a video that gives students feedback or further directions in relation to whether the answer is correct or incorrect (Hahn, 2017).
- >> Create a Padlet or Jamboard, which acts as a digital whiteboard, where students can upload responses or share work. This allows teachers and students to receive and give immediate feedback through comments to each other (Hahn, 2017).
- >> Utilize an online voice recorder to provide audio comments for students.

## ADDITIONAL RESOURCES

### REFERENCES

Hahn, R. (2017, January 10). 6 ways to give feedback that helps students improve and succeed. ISTE.org. <https://www.iste.org/explore/in-the-classroom/6-ways-to-give-feedback-that-helps-students-improve-and-succeed>

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>

(2021, January 2). Viewsonic. *Create Effective Feedback With Education Technology*. <https://www.viewsonic.com/library/education/create-effective-feedback-with-education-technology/>

**Digital Feedback. Why? When? How?** Discusses different forms of digital feedback, appropriate age groups for this type of feedback, and when to utilize digital over traditional feedback modes.

<https://ltsig.iatefl.org/digital-feedback-why-when-how/>

**How can feedback help with critical thinking?** Using feedback techniques to improve students' critical thinking skills.

<https://confessionsofalecturer.wordpress.com/2017/10/30/how-can-feedback-help-with-critical-thinking/>

**ISTE Standards** The ISTE Standards provide competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology in schools worldwide.

<https://www.iste.org/iste-standards>

**Using Student Feedback to Guide Teaching and Learning** Discusses ways for teachers to allow students to provide the teacher with feedback and how that feedback can guide future instruction.

<https://www.ksuiteach.org/blog/student-feedback?rq=feedback>