

St Mary's University
Research & Literature Summary

Title and Author

The Power of Feedback – Hattie and Timperley (2007)

Link: <https://journals.sagepub.com/doi/10.3102/003465430298487>

Summary

- Feedback has significant impact on learning and the way in which it is used dictates whether that impact is positive or negative;
- Instructional feedback provides information in response to specific activities or outcomes to address gaps in learning and promote understanding of concepts;
- This might be achieved through telling learners that they are right or wrong, prompting them for further detail or providing other means of finding answers to promote greater ownership of their learning;
- Feedback must be central to the learning process, rather than seen as a separate entity, to be effective and is most powerful when specifically responding to the task at hand;
- Model of feedback explores: the task, the process, self-regulation and feedback of oneself;
- Effective feedback responds to three key questions: What is the intended learning outcome? How much progress has been made towards these outcomes? What needs to be done next?
- Feedback should be given appropriately based on the needs of individual learners;
- Feedback can be given in both individual and group scenarios, both of which can present opportunities and challenges for those receiving the feedback;
- Self-assessment can provide another valuable form of feedback and promote understanding of an individual's learning and their progress;
- Timing, impact of positive and negative feedback, effective instruction and assessment must all be considered when reflecting on the effective use of feedback.

Key Considerations for Practice

- Effective feedback must be carefully planned for and the type of feedback provided evaluated based on the individual learners in the class;
- Teachers should be clear about what they are providing feedback on, the task, the process etc. in order to make this most effective for learners;
- Feedback should be continuously evaluated to ensure that it is having a positive impact on learning and any issues addressed to promote positive outcomes for individual learners.

Prompts for Professional Dialogue and Reflection

- How is feedback used in the classroom and what is the impact on learners?
- What examples of effective feedback have you seen and why do you think this was so?
- What examples of ineffective feedback have you seen and what could be changed to improve this?
- How can feedback styles be adapted to suit the needs of individual learners in your class?