Feedback Without Fatigue

Ways to Provide Students with Effective Feedback while Avoiding Burnout

http://bit.ly/NCTM19feedback

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Goals for this session:

- Define effective feedback
- Develop reflective practices and classroom activities for issuing verbal and written feedback
- Practice providing feedback

What is feedback?

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What is feedback?

- Communication with students
- Addresses what is correct and elaborates on what students need to do next
- Helps to meet students' needs
- Connects to learning objectives/standards
- Focuses on students' work and explanation of their processes

Why is feedback important?

- Engages students and teachers in the learning process
- Helps students make connections from process to product
- Allows students to see how close they are to achieving their goals
- Provides students with information about their math *performance*

Effective Feedback: John Hattie and Helen Timperley

- ➔ *Where am I going?* (Goals)
- ➔ *How am I getting there?* (Process)
- ➔ *Where to next?* (Extend and Connect)

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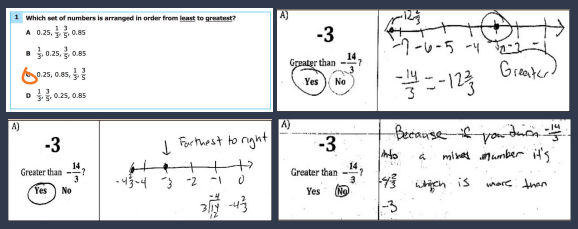
"The research quite clearly shows that **kids who are graded** – and have been encouraged to try to improve their grades – tend to **lose interest in the learning itself**, avoid challenging tasks whenever possible (in order to maximize the chance of getting an A), and think less deeply than kids who aren't graded.
-Alfie Kohn"

8

When you look at student work, what do you see?



9

Categorizing Student Work

Activity:
Formative Assessment Sort

- Thorough Understanding/Explanation **(UE)**
- Thorough Understanding **(U)**
- Misconception with Concept **(MC)**
- Misconception with math not directly tied to concept **(MM)**
- No Understanding of Concept **(Ø)**
- Absence **(A)**

Reflection:
How does categorizing help us provide **effective and timely** feedback?

Activity:
Pick Three

Pick Three Activity Sheet

For three students' responses:

- Identify which type of feedback would be most helpful for this student (which question's answer would help them most?)
- Document specific feedback you might give to this student.

"In the Moment" feedback

Before feedback, allow for:

- Goal-Setting
- The Struggle!
- Student Reflection Time
- Peer Feedback
- Student Dialogue/Explanation

Avoid:

- Too Much Feedback
- Student Dependence
- "Meaningless" Feedback
- "Pencil-Grabbing"
- Judgment

Activity:
10 Minute "Quickfires"

Let the Students Do the Work!

- Ask Questions
- Student Discussion
- Student recorded/spoken explanation

10 Minute Quickfire: **Asking Questions/Conferring**

Student Rules:

- Try your best to jump into the brain of a seventh grader (scary, I know)
- You write, you explain

Teacher Rules:

- You are only allowed to *ask* questions
- Think about what you are learning as you listen
- Do not grab for that pencil!

10 Minute Quickfire: **Asking Questions/Conferring**

Student Math Task:

A large pizza has a diameter of 12 inches. A small pizza has a diameter of 6 inches.

Jasmina claims, "I get the same amount of pizza from three small pizzas as from one large pizza!"


Is Jasmina correct about the pizzas?

- ➔ If you think she is correct, explain why.
- ➔ If you think she is incorrect, replace her claim with one that is correct.

If the price for a small pizza is $3, what is a fair price for a large one? Explain your answer.

10 Minute Quickfire: **Asking Questions/Conferring**

Teacher Guiding Questions:

- ➔ What do you notice?
- ➔ What do you need to know to solve this problem?
- ➔ Where do you want to start?
- ➔ Why do you think this is the next step?
- ➔ Are you confident in your answer?

10 Minute Quickfire: **Asking**

Teacher Guiding Questions:

- ➔ What do you notice?
- ➔ What do you need to know to solve this problem?
- ➔ Where do you want to start?
- ➔ Why do you think this is the next step?
- ➔ Are you confident in your answer?

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Student Task: Is Jasmina correct about the pizzas?

- ➔ If you think she is correct, explain why.
- ➔ If you think she is incorrect, replace her claim with one that is correct.

If the price for a small pizza is $3, what is a fair price for a large one? Explain your answer.

Reflection:

- What did you/would you learn about the student's understandings from this activity?
- What "category" would this student fit into?
- What would you suggest as next steps for this student after having this conversation?
- How would you move forward in your instruction?
  - Enhancement suggestion: Extend the concept (rather than automatically moving to the next)
  - Re-Teach suggestion: small group activity that encourages explanation

10 Minute Quickfire: **Student Discussion**

Showdown (all of you are students for this one!):

1. Pick one of the cards from the pile.
2. Everyone, **solo**, solves the task on their own dry erase board.
3. When everyone is ready, the group yells "SHOWDOWN!" and reveals their boards.
4. If everyone agrees, write the answer on your piece of paper (take turns writing answers) If not everyone agrees, each person explains their reasoning and debates until the group reaches a consensus!

Reflection:

- What did you/would you learn about the student's understandings from this activity?
- What would the teacher be doing during this activity?
- What would you suggest as next steps for each student?
- How would you move forward in your instruction?

10 Minute Quickfire: **Student Spoken/Recorded**

Digital:

→ Blabberize

Unplugged:

→ Sage-N-Scribe

- Pick one of the math problems from the category sort.
- Use the student's work to guide your explanation on Blabberize or in the Sage-N-Scribe activity (or come up with your own!)

10 Minute Quickfire: **Student Spoken/Recorded**

Digital:

→ Blabberize

Unplugged:

→ Sage-N-Scribe

- *Digital:* Trade your "Blabberized" picture with another person; provide feedback to this "student"
- *Unplugged:* Scribe should determine what type of feedback the Sage should receive

Reflection:

- What did you/would you learn about the student's understandings from this activity?
- What would the teacher be doing during this activity?
- What would you suggest as next steps for each student?
- How would you move forward in your instruction?

Activities Geared Toward Providing Instant/Timely Feedback

Digital:

- Desmos
- Quizlet
- Kahoot
- Socrative

Unplugged:

- Sage-N-Scribe
- Showdown
- Pairs-Compare
- Setting Weekly Goals

Remember: Discussion and questions are key!

"The power of teaching is in the art of listening."
-John Hattie

Additional Ways to Provide Feedback

- Rubrics
- Peer Review
- Student Self Reflection
  - General/Quarterly
  - Content Specific
- Google Forms
- Post-Its
- Student-Input Rubrics
- Observation Data
- Progress toward SMART Goals
- Ask your students!

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