

How can school staff use feedback to enhance learning and motivation?



Feedback is defined as information provided by someone about one's performance or understanding of a task to enhance learning (Hattie & Timperley, 2007).



Motivation is an internal state that initiates, guides and maintains behaviour (Woolfolk, 2012).

Learning is the process whereby experiences cause permanent change in knowledge and skills (Woolfolk, 2012).



Behaviourism

Operant conditioning: behaviour can be strengthened through positive consequences or weakened through negative consequences (Skinner, 1963).

Application to giving feedback in the classroom:

- praise points
- warnings (Woolfolk, 2012)

Social Cognitive Theory

Pupils are an **active agent** in their learning.

Humans can influence and be influenced by their environment.

Considers the role of:

- Attention
- Memory
- Motivation
- Emotions (Woolfolk, 2012)

Hattie & Timperley's Model (2007)

Effective feedback will answer these questions:

- Where am I going?
- How am I going?
- Where to next?

Each feedback question works at four levels:

- Task level
- Process level
- Self-regulation level
- Self-level

Case 1

Secondary school teacher with a new Year 11 class looking for advice to increase the impact of feedback on the students' learning.

Whole-class vs. individual feedback

Individual feedback considered more effective (Archer-Kath et al., 1994).

Task-level feedback

Detailed, task-specific and aligned with task success criteria (Mandouit & Hattie, 2023).

Affective influence of feedback

Potential emotional impact of process and self-regulation level feedback (Mandouit & Hattie, 2023).
Fostering a Growth Mindset (Dweck, 2008) within feedback.

Students are active agents in their learning

Feedback is mediated by a student's active role in implementing feedback.

Case 2

New Year 2 teacher struggling to help student learn when to use capital letters through effective feedback.

Specific and actionable feedback

Use Hattie & Timperley's (2007) three questions.

Feedback timing

Provide immediate feedback when a task requires less processing and delayed feedback for more complex tasks (Clariana et al., 2000).

Motivation (Woolfolk, 2012)

Intrinsic - task is rewarding within itself.
Extrinsic - driven by external factors such as rewards and punishments.

How the learner receives the feedback

Consider feedback as a *process* involving emotions, attention, memory and motivation (Hendriks et al., 2022; Lipnevich et al., 2021; Mandouit & Hattie, 2023; Panadero & Lipnevich, 2022; Winstone & Nash, 2023).