

5 Research-based tips for providing students with meaningful feedback

Providing students with meaningful feedback can greatly enhance learning and improve student achievement.

1. Be as specific as possible.
 - “Great job!” doesn’t tell the learner what he/she did right.
 - “Not quite there yet.” doesn’t give any insight about what needs to be done better next time.
 - Take time to provide learners with information on what exactly they did well, and what may still need improvement.
2. The sooner the better.
 - Feedback is most effective when it is given immediately rather than a few days, weeks, or months down the line.
3. Address the learner’s advancement toward a goal.
 - It’s also helpful to tell the learner what he’s doing differently than before.
 - Effective feedback is most often oriented around a specific achievement that students are (or should be) working toward.
 - It is also directed at their effort, hard work, use of learning strategies, etc. and not towards their talent, smarts, intelligence, or cleverness.
4. Present feedback carefully.
 - Situations in which feedback could be counterproductive include
 - when a learner feels too strictly monitored (explain the purpose of any monitoring)
 - when learners interpret feedback as an attempt to control them, or
 - when learners feel an uncomfortable sense of competition (feedback is meant to help them to compete against their own personal bests.)
5. Involve learners in the process.
 - Students must be given access to information about their performance.

Research on growth mindset vs. fixed mindset revealed...

- Adolescents with declining math scores improved their scores after a Growth Mindset intervention.
- Undergraduates with a Growth Mindset were more likely to focus on rights-based moral principles; they were less likely to choose punishment, and more likely to choose negotiation or education in dealing with a transgressor. They also tended to organize their reality around principles such as human rights instead of duty.
- Undergraduates with a Growth Mindset were more likely to attribute their mistakes to the need for more effort, and were more likely to take action to remediate and learn when their performance was unsatisfactory. Their mindset helped them to become motivated by their low performance instead of being discouraged.

FADAF = Failure And Disappointment Are Feedback

Use this acronym to help you and your students remember to analyze their work and develop strategies to overcome and grow from failure, errors, mistakes, and lackluster products. Failure is not a bad thing; it’s necessary for real learning and growth.

Notes

[illegible]

WORKSHOP EVALUATION QUESTIONNAIRE

Workshop Name: _____

Training Location: _____

Date: _____ Job Title: _____

Years in present position? <1 1-5 5-10 10+

Implicit Theory of Intelligence survey score: _____

Use this scale to rate this workshop and presenter.

1	2	3	4	5	N/A
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable

Your feedback is sincerely appreciated. Thank you.

WORKSHOP CONTENT (Circle your response next to each item.)

1 2 3 4 5 N/A I was well informed about the objectives of this workshop.

1 2 3 4 5 N/A This workshop lived up to my expectations.

1 2 3 4 5 N/A The content is relevant to my job.

WORKSHOP DESIGN (Circle your response next to each item.)

1 2 3 4 5 N/A The workshop objectives were clear to me.

1 2 3 4 5 N/A The workshop activities stimulated my learning.

1 2 3 4 5 N/A The activities gave me sufficient practice and feedback.

1 2 3 4 5 N/A The difficulty level of this workshop was appropriate.

1 2 3 4 5 N/A The pace of this workshop was appropriate.

WORKSHOP INSTRUCTOR (FACILITATOR) (Circle your response next to each item.)

1 2 3 4 5 N/A The instructor was well prepared.

1 2 3 4 5 N/A The instructor was helpful.

WORKSHOP RESULTS (Circle your response to each item.)

1 2 3 4 5 N/A I accomplished the objectives of this workshop.

1 2 3 4 5 N/A I will be able to use what I learned in this workshop.

SELF-PACED DELIVERY (Circle your response to each item.)

1 2 3 4 5 N/A The workshop was a good way for me to learn this content.

How would you improve this workshop? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Clarify the workshop objectives. | <input type="checkbox"/> Slow down the pace of the workshop. |
| <input type="checkbox"/> Reduce the content covered in the workshop. | <input type="checkbox"/> Speed up the pace of the workshop. |
| <input type="checkbox"/> Increase the content covered in the workshop. | <input type="checkbox"/> Allot more time for the workshop. |
| <input type="checkbox"/> Improve the instructional methods. | <input type="checkbox"/> Shorten the time for the workshop. |
| <input type="checkbox"/> Make workshop activities more stimulating. | <input type="checkbox"/> Add more video to the workshop. |
| <input type="checkbox"/> Improve workshop organization. | |

What is least valuable about this workshop?

What is most valuable about this workshop?

Any other comments or constructive criticisms?

If you are interested in receiving other educational materials/workshops from Dr. McWilliams or e-mail updates about this project, please write your name, address, e-mail, phone number, and the subject(s) and grade level(s) you work with most.