

Feedback: A Bridge between Teaching and Learning

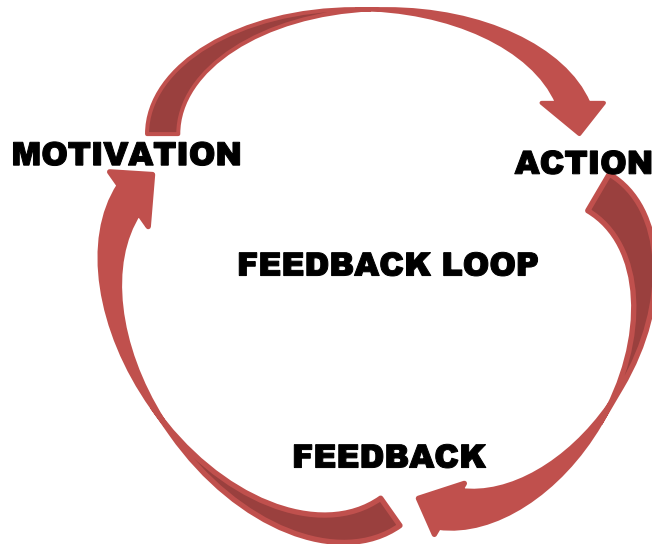
March 27, 2015 at 8:00 am

Bettyann Plishker bplish@verizon.net

Sandi Hammonds sshammonds@aol.com

FEEDBACK

The return of information about the result of a process or activity meant to influence future performance.



Purpose

Students:

- Accomplishments
- Areas for Improvement
- Knowledge
- Participation
- Performance
- Progress

Teachers:

- Delivery
- Performance
- Quality
- Outcomes

Essentials

- Actionable
- Consistent
- Descriptive
- Goal-Referenced
- Ongoing
- Specific
- Timely

Structure

- Identify a Teaching Target
- Determine a Learning Expectation
- Select a Feedback Strategy
- Decide How to Introduce the Strategy
- Apply the Strategy
- Analyze and Interpret the Feedback
- Respond to the Results
- Continue the Loop

STRATEGIES

FEEDBACK STRATEGY		
Student - When creating this project, I felt:		
engaged	-----	disinterested
curious	-----	apathetic
adventuresome	-----	timid
innovative	-----	uninspired
Teacher - In creating this project, I observed you were:		
engaged	-----	disinterested
curious	-----	apathetic
adventuresome	-----	timid
innovative	-----	uninspired

Stars and Steps: Descriptive Feedback	
Student Name...	
	<ul style="list-style-type: none">> Your drawing shows that you have a wonderful imagination.> I like the way you drew action figures to illustrate the story.
	<ul style="list-style-type: none">> I would like to know more details about the place and time of day where the events are happening.
Elaborate on an imaginative idea. VA:Cr1.1.3a	

**Feedback
and
Description**

Progress - Am I on the right track?

Student: _____

Teacher: _____

What am I doing well?

Student: _____

Teacher: _____

How am I doing overall?

Student: _____

Teacher: _____

Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. VA:Cr3.1.iiiia

**FEEDBACK
AND
PROGRESS**

Intel® Teach Program
Designing Effective
Projects

Name: _____

Peer Reviewer: _____

Project Title: _____

■ Two compliments

■ Two suggestions

■ I would like to know more about

■ I am not sure about the meaning of

■ I would like more details about


■ Comments:

Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr3.1.4a

**FEEDBACK
FROM
PEERS**

Intel® Teach Program
Designing Effective
Projects

FEEDBACK TICKETS

<p>The Most Important Thing</p> <p>The most important thing I want to learn today is _____</p> <p>_____</p> <p>because _____</p> <p>_____</p> <p>and _____</p> <p>_____</p> <p>The most important thing I want to accomplish today is _____</p> <p>_____</p>	<p>Reflection Circle</p>  <p>I learned..... I liked..... I am still wondering about.....</p> <p>Document the process of developing ideas from early stages to fully elaborated ideas. VA:Cn10.1.1a</p>
---	---

Ask for student feedback.

Ask:

- About the learning target.
- What they need.
- How they are doing.
- If they have questions.
- About areas of confusion.
- What they plan to do next.

Create a convincing and logical argument to support an evaluation of art. VA:Re9.1.8a

FEEDBACK
AND
CONFERENCE

Resources

Assessment in Art Education, Donna Kay Beattie

Designing Effective Projects, Intel® Teach Program – www.intel.com

Driven to Discover, University of Minnesota - <http://discover.umn.edu/>

Feedback for Learning: Building Connections (C10), Pat Sachse Brown and Joanne Aldridge

http://standardstoolkit.k12.hi.us/wpcontent/uploads/2013/01/CCR.Protocol_1.Descriptive_Feedback_Strategies.pdf

Seven Keys to Effective Feedback, Grant Wiggins, ED Leadership, ASCD September 2012

Vanderbilt University Center for Teaching - <http://cft.vanderbilt.edu/>

teachthought - <http://www.teachthought.com/>