Definition and types of feedback.

Feedback.

Based on Hattie and Timperley's (2007) work, feedback can be defined as "information provided by an agent with respect to one's performance or understanding" (p. 81). However, feedback also encompasses the consequences of performance. In teaching schemes, feedback should provide information specifically relating to the learning process so as to assist learners in understanding what they are learning and what they have just learned.

Positive Feedback.

It is used to let the students know that they have performed correctly and increase their motivation through praise.

Negative Feedback.

It consists of the teacher repeating the student's response with a rising intonation.

Another types of feedback.

Praise.

It Motivates students and creates a positive atmosphere.

Correction.

It is typically done in the target language and helps to motivate students.

Advice and encouragement.

Tell students what they can do to help themselves.

Evaluation/assessment.

Another types of feedback. (cont)

Way to measure the students' success.

Feedback in the classroom.



Feedback Techniques.

1.- Ask-Tell-Ask:

- Ask learners for self-assessment.
- Tell them the behavior/performance you observe and how it differs from what you expect.
- Ask learners what they think they could improve and what actions they can take.

2.- Sandwich:

- Praise for their strengths and areas of good performance.
- Tell them the behavior/performance you observe and how it differs from what you expect.
- Praise their ability to adapt and modify and use example where they have adapted and modified behavior in the past successfully.

3.- Bridge:

Connecting concepts together from past to future. Focusing on:
- Past positive behavior/performance.
- Present observed behavior/performance.
- Future behavior/performance expected.

Recommendations.

- Give the space and opportunity to your students of expressing their needs and concerns by creating a trusting environment.
- Have scheduled feedback sessions.
- Encourage self-assessment.
- Focus on performance that can be modified.
- Avoid statements that are judgmental and based on assumptions.
- Be specific with whatever you want the others to improve.
- Be immediate. Productive feedback requires giving it frequently.
- Be tough, not mean.
- Ask for the students' point of view about the covered topic and start from there.
- Positive feedback can be offered in public or private. However, negative feedback can only be given in private.
- Invite students to give you feedback.

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Published 4th May, 2019.
Last updated 4th May, 2019.

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