

## Setting Objectives and Providing Feedback

- Classroom Instruction That Works
- By Marzano, Pickering, Pollock
- Lecture given by Summer Calabro

## Last Class We Talked About???

- Cooperative learning is one of the most flexible and powerful grouping strategies.
- They can be used in many settings and in a variety of ways.

## Today We Will Discuss...

- Research and theory on goal setting
- Classroom practice in goal setting
- Research and theory on providing feedback
- And classroom practice in providing feedback

## Research and Theory on Goal Setting

- Goal setting-  
Process of establishing a direction of learning.

## Research and Theory on Goal Setting

- Fig. 8.1
- Studies looked at general effects of setting goals or objects.
- In general students had a 18-21 percentile gain.

## Research and Theory on Goal Setting

- Three generalizations to make from research on goal setting:
  1. Instructional goals narrow what students focus on
  2. Instructional goals should not be too specific
  3. Students should be encouraged to personalize the teacher's goals.

## Research and Theory on Goal Setting

1. Instructional goals narrow what students focus on
  - Unintended outcomes
  - Setting a goal focuses a student's attention to such a degree that they ignore information not specifically related to the goal.

## Research and Theory on Goal Setting

2. Instructional goals should not be too specific.
  - Instructional goals do not produce better results if they are very specific.

## Research and Theory on Goal Setting

3. Students should be encouraged to personalize the teacher's goals.
  - Student adapts them to his or her own needs and desires.
  - Another reason why goals should not be too specific
  - Consider setting goals in a contractual way

## Classroom Practice in Goal Setting

- Specific but flexible goals
- Use "learning contracts"
- Allows students to take ownership in the learning process

## Classroom Practice in Goal Setting

- Contracts-
- Student has great control over his or her own learning
- Can be specific or brief

## Research and Theory on Providing Feed Back

- Think about a situation in which you received feedback that impacted on you.
- Was it a positive experience or a negative experience?
- What specifically do you remember?

## Research and Theory on Providing Feed Back

- The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be “dollops of feedback”(Hattie, p 9)

## Research and Theory on Providing Feed Back

- **What are characteristics of feed back?**
- Includes opportunity for self assessment.
- Is well timed and expected
- Based on observation or reliable information
- Is Specific
- Should be validated with the learner
- Student and teacher work together for a common goal

## Research and Theory on Providing Feed Back

- **Feed Back Mnemonic:**
- **A.R.C.H.**
- **A = Ask for self-assessment**
- **R = Reinforcement**
- **C = Correct**
- **H = Help by building improvement plan with learner**
- Received from:
- [http://med.fsu.edu/education/FacultyDevelopment/PowerPoint\\_Presentations/Feedbackwebversion\\_files/frame.htm](http://med.fsu.edu/education/FacultyDevelopment/PowerPoint_Presentations/Feedbackwebversion_files/frame.htm)
- Dennis Baker, PhD Ed Shahady, MD Paul McLeod, MD Tony Costa, MD Florida State University College of Medicine

## Research and Theory on Providing Feed Back

- Fig 8.2
- Studies looked at general effects of feedback
- Students had average percentile gains of 25-30 points.

## Research and Theory on Providing Feedback

- **There are four generalizations that we can make from these results**
- 1. Feedback should be “corrective” in nature.
- 2. Feedback should be timely.
- 3. Feedback should be specific to a criterion.
- 4. Students can effectively provide some of their own feedback.

## Research and Theory on Providing Feed Back

1. Feedback should be “corrective” in nature.
  - Explain what the student is doing correctly and what the student is not doing correctly.**
  - Only telling a student that their answers are right or wrong has a negative effect on achievement!!!!**
  - Teachers should let students work on a task until the succeed.

## Research and Theory on Providing Feedback

2. Feedback should be timely.
  - Is critical to its effectiveness
  - The more delay, the less improvement there is in achievement
  - Giving a test one day after a learning situation is best.

## Research and Theory on Providing Feedback

3. Feedback should be specific to a criterion.
  - Should be “criterion” based not “norm” based.

## Research and Theory on Providing Feedback

4. Students can effectively provide some of their own feedback.
  - Can be done by progress tracker
  - May include accuracy and speed

## Classroom Practice in Providing Feedback

- Rubrics are extremely beneficial for providing criterion feedback
- What is missing from the rubric was handed out?
- Don't forget to provide the valuable feedback section!!!!

## Feedback for Specific Types of Knowledge & Skill

- The more specific the feedback is the better!
- Example: Book pg 99
- Can you relate to these students?

## Student-lead Feedback

- Can have positive results
- Teacher should monitor to make sure students are on task

## **In Conclusion**

- In most classrooms setting objectives and providing feedback are frequently underused!
- Goal setting establishes a direction for learning.
- Providing feedback is a very effective tool for a student and teacher to improve education.