

★ Increase Master-Oriented Feedback



Day  
**175**

## **Focus On Feedback**

Feedback is an essential part of learning, so be sure your students are getting as much as possible from your guidance, comments, and support (Wiggins, 2012). Start by connecting your feedback to a goal, when possible, as in, “The song should make the audience feel something. It should be an emotional experience. How can you add some heart to the performance?” or “As people visit your station at the science fair, you want to not only have a high-quality project to share, but you also want it to be compelling. You want people to learn and to be interested. How do you think you are doing so far on that goal?”

Another element of effective feedback is making sure it is clear. Telling a learner to “add details” may mean nothing to that individual until they see a few sample essays with details highlighted in neon marker. A student told to “follow through” on their golf swing may have no clue what that means until they see some videos of positive and negative examples.

Finally, high-quality feedback is timely. When work is returned weeks after students have submitted it, the feedback is often totally ignored because it can feel disconnected from the “here and now.” When feedback is received very quickly, however, it is better understood and can be immediately responded to as new work is produced. In order to give all students the best feedback possible, try to give it on-the-spot using mini-conferences and by making comments during observations. You can also provide more immediate feedback by enlisting the support of others. Have students work collaboratively to get and give feedback. Bring in classroom volunteers to support projects. Work with partners like therapists, administrators, and literacy specialists on certain tasks. Finally, you can offer well-timed feedback by using tech tools to share comments with individuals (e.g., Google Docs) or with a whole group (e.g., [www.yammer.com](http://www.yammer.com)).