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WHAT DOES THE LATEST RESEARCH SAY ABOUT FEEDBACK?

LEARNING INTENTION

Now we are learning about the latest research on feedback so that we can understand the different aspects of how feedback works.

SUCCESS CRITERIA

We have successfully completed this module when

1. We can summarize the latest findings from the research on feedback.
2. We can identify the major takeaways that are applicable to teaching and learning.

UNPACKING THE RESEARCH

Research has long supported the opening sentence of Module 1: *Feedback is an essential part of the learning process*. Effective feedback has the potential to advance learning in our schools and classrooms. For example, in 2009, John Hattie identified 23 meta-analyses, composed of 1,287 studies looking at the influence of feedback on student learning. The average effect size of this compilation of research was found to be 0.73 (Hattie, 2009). But what does this mean?

An effect size is a way to quantify the magnitude of a particular influence on a specific outcome. In the case of feedback and the 23 meta-analyses mentioned above, the specific outcome is student learning. Therefore, an effect size of 0.73 is the magnitude of feedback on student learning. The number, 0.73, refers to the number of standard



Video 2.1: Introduction to Module 2

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deviations of growth associated with feedback and provides insight into how strong a particular influence is when compared to other influences on student learning (bullying, one-to-one laptops, classroom discussion, homework, etc.). In 2009, the research showed that feedback was well above the average effect size of influences on student learning and had the potential to almost double the rate of learning in our schools and classrooms.

Before moving on, take a moment to summarize the concept of effect size and what insight an effect size provides in teaching and learning. You can certainly pull from other sources to summarize your thinking.

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However, there is more to the story. Since 2009, there has been a change in the research around feedback in schools and classrooms. For example, in 2022 there are now 7 meta-analyses and 798 studies. Did you see it? Yep, we caught that apparent discrepancy as well. How can we go from 2009 to 2022 and see a drop in meta-analyses and studies? Those meta-analyses and studies didn't just disappear, right? That is the new part of the story and the part we will unpack in this playbook. What does the research now say about feedback?

Since 2009, research on feedback has looked beyond this potentially powerful influence as a single construct and more toward a multi-dimensional aspect of the learning process in our schools and classrooms. Since 2009, we have learned more about *how feedback works*.

What does the research *now* say about feedback?

1. Visit www.visiblelearningmetax.com. You will probably want to explore this website and get a sense of the information contained within the pages of this URL.
2. When ready, select **Teaching Strategies**, the section with the orange border containing those factors or influences related to learning intentions, success criteria, and, you guessed it, feedback.
3. Scroll down and locate **feedback** in the list of influences. What do you notice about **feedback** and how this particular influence is listed in Meta^x?
4. Using the following chart, let's capture this new aspect of the research on feedback. We will do the first one for you, related to the overall effect of feedback.



Video 2.2: Meta^x and Feedback

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Influence Related to Feedback	Potential Impact on Student Learning	Summary of What This Means to Me	Other Things I Noticed and Want to Remember
Feedback (In General)	Potential to considerably accelerate	Feedback in the classroom can be defined as “information allowing a learner to reduce the gap between what is evident currently and what could or should be the case.”	The effect size is 0.62—why the decrease? What does this mean?
Cues and Reinforcements			
Feedback With Technology			

(Continued)

(Continued)

Influence Related to Feedback	Potential Impact on Student Learning	Summary of What This Means to Me	Other Things I Noticed and Want to Remember



Video 2.3: Meta^x and Visible Learning

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As we have mentioned earlier, the research on feedback has changed since 2009. In fact, the overall effect size has decreased from 0.73 (Hattie, 2009) to 0.62 (Visible Learning Meta^x, 2022). Why the decrease? What does this mean? Our hope is that your work in the previous task will begin to answer both of those questions. First and foremost, there is no doubt that feedback is an essential part of teaching and learning. What the now 37 meta-analyses, composed of 1,620 studies, say about feedback is this:

1. Feedback is multi-dimensional and cannot be treated as a one-dimensional concept.
2. There are now previously unstudied and different aspects to feedback (reinforcement and cues, self, technology, timing, etc.) and having a singular view of feedback is not sufficient in advancing learning in our schools and classrooms.
3. There is a lot of variation in each dimension of feedback. For example, reinforcement and cues have an average effect size of 0.92, while self-feedback has an average effect size of 0.13. This variation is important and must be explored in greater detail.
4. And finally, understanding *how feedback works* is essential in navigating the implementation of effective feedback and advancing learning in our schools and classrooms.

WHERE TO NEXT?



We have started strong in this playbook! Together we have

- ➔ Looked at the value and role of feedback in our *progress* through any *process* (i.e., putting together blocks, a puzzle, a bookshelf, or doing science, social studies, and art projects).
- ➔ Looked at the official definition of feedback to gain insight into how this powerful influence on learning might work in our schools and classrooms.
- ➔ Taken a giant step into the research around feedback and how this research has changed over the past several decades.

Now the real work begins. As we close out this module and move into the next module, we will shift our focus from *what* to *how*. Take a moment to refer to the fourth takeaway on page 20. To emphasize where we are going next, please rewrite that takeaway below in the box. Yes, we are really asking you to copy the fourth takeaway into the below box: this is the core purpose of our work moving forward in this playbook.

Understanding . . .



Before moving into Module 3, let's do a quick learning check. This strategy is called T–P–E (adapted from Ritchhart et al., 2011). In addition to supporting our learning in this playbook, the T–P–E strategy plays a role in effective feedback. That role is the focus of Module 3. But first, use the space on the following pages to check on your own learning from these first two modules.

T (Think): What thoughts do you have about feedback after completing these first modules? What do these ideas and tasks have you thinking about with regard to feedback?



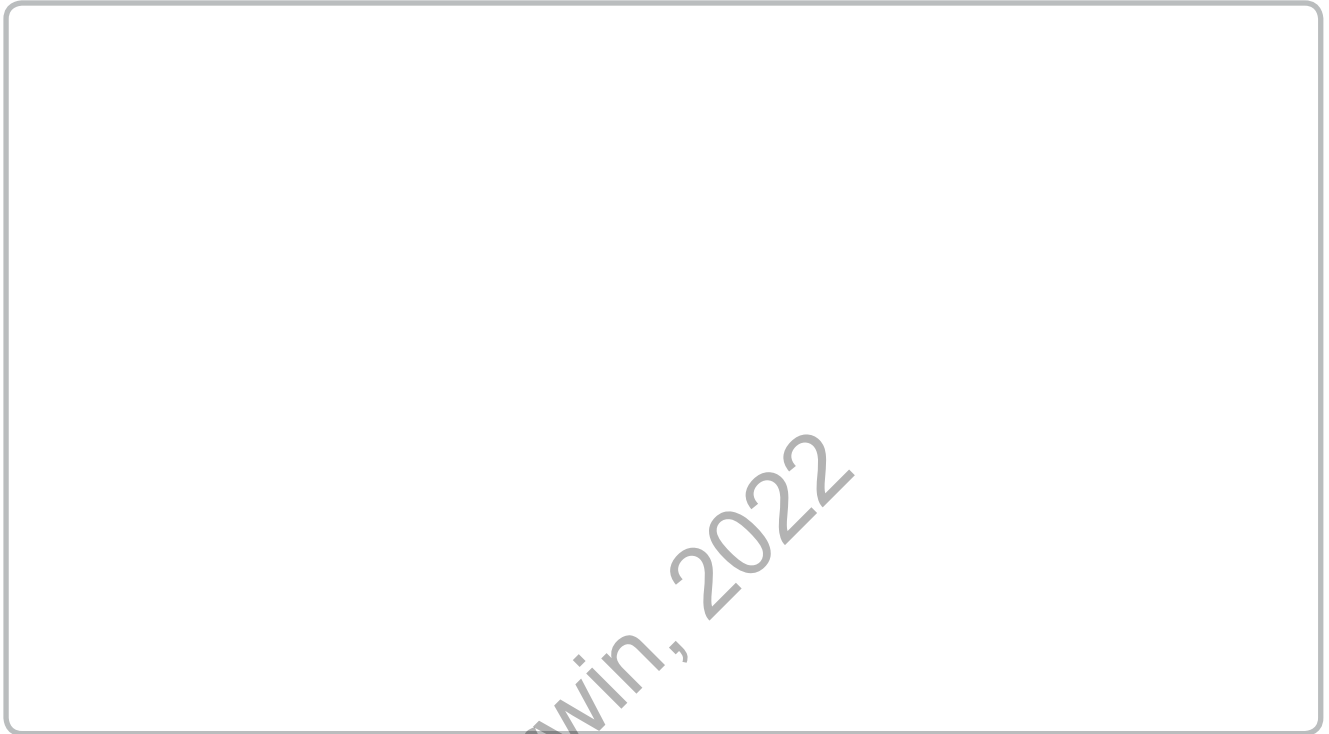
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P (Puzzle): What puzzles you about feedback? After digging into these first few modules, what puzzles you about the concepts associated with feedback?



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E (Explore): What questions do you want to have answered by the time you and your colleagues finish the final module of this playbook? What are you hoping to get out of this learning journey? State those expectations in the form of three or four questions.



Take a moment to reflect on your learning. How are you progressing? Where do you need to spend a little more time in this module?

Consider these questions to guide your self-reflection and self-assessment:

1. Can I summarize the latest findings from the research on feedback?
2. Can I identify the major takeaways that are applicable to teaching and learning?



Access videos and other resources at
resources.corwin.com/howfeedbackworks.