

# Unit 5

# Today's goals

- **Evaluating** the personal goals
- **Discussing** the terms intrinsic and extrinsic motivation
- **Designing** presentation slides
- **Constructing** a bow between feedback and evaluation

## **Steps of today's lesson**

- **Difference between intrinsic and extrinsic motivation**
- **Teamwork on how to motivate students**
- **Action orientation**
- **Criteria on how to compose lessons**
- **Feedback**

# Motivation



# Intrinsic and extrinsic motivation

## Intrinsic motivation

- I learn because ...
- ... it interests me
- ... I enjoy it
- ... I find it meaningful
- ... it corresponds to my own values.

## Extrinsic motivation

- My students learn because ...
- ... I am enthusiastic
- ... the lessons are varied
- ... the lessons are up-to-date
- ... the lessons are practice-oriented
- ... I am interested in the students

# Task 1

**Task:** In your script U5 there is a questionnaire (page 2) on motivation. Please work with it.

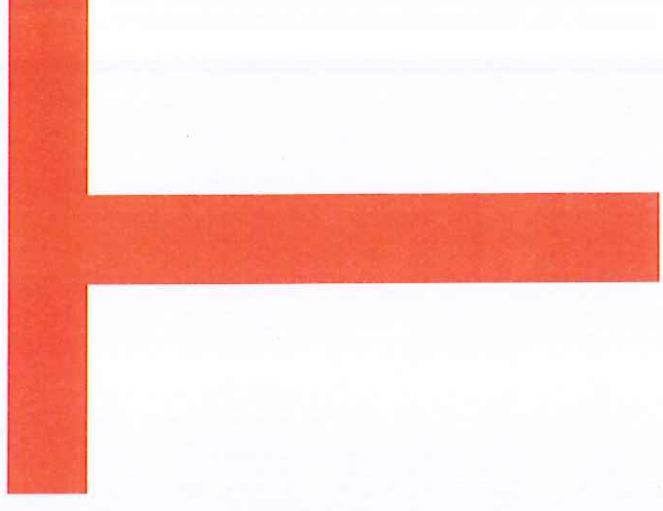
**Interaction pattern:** Individual work

**Location:** Classroom

**Resources:** Script

**Product:** Answers to a questionnaire

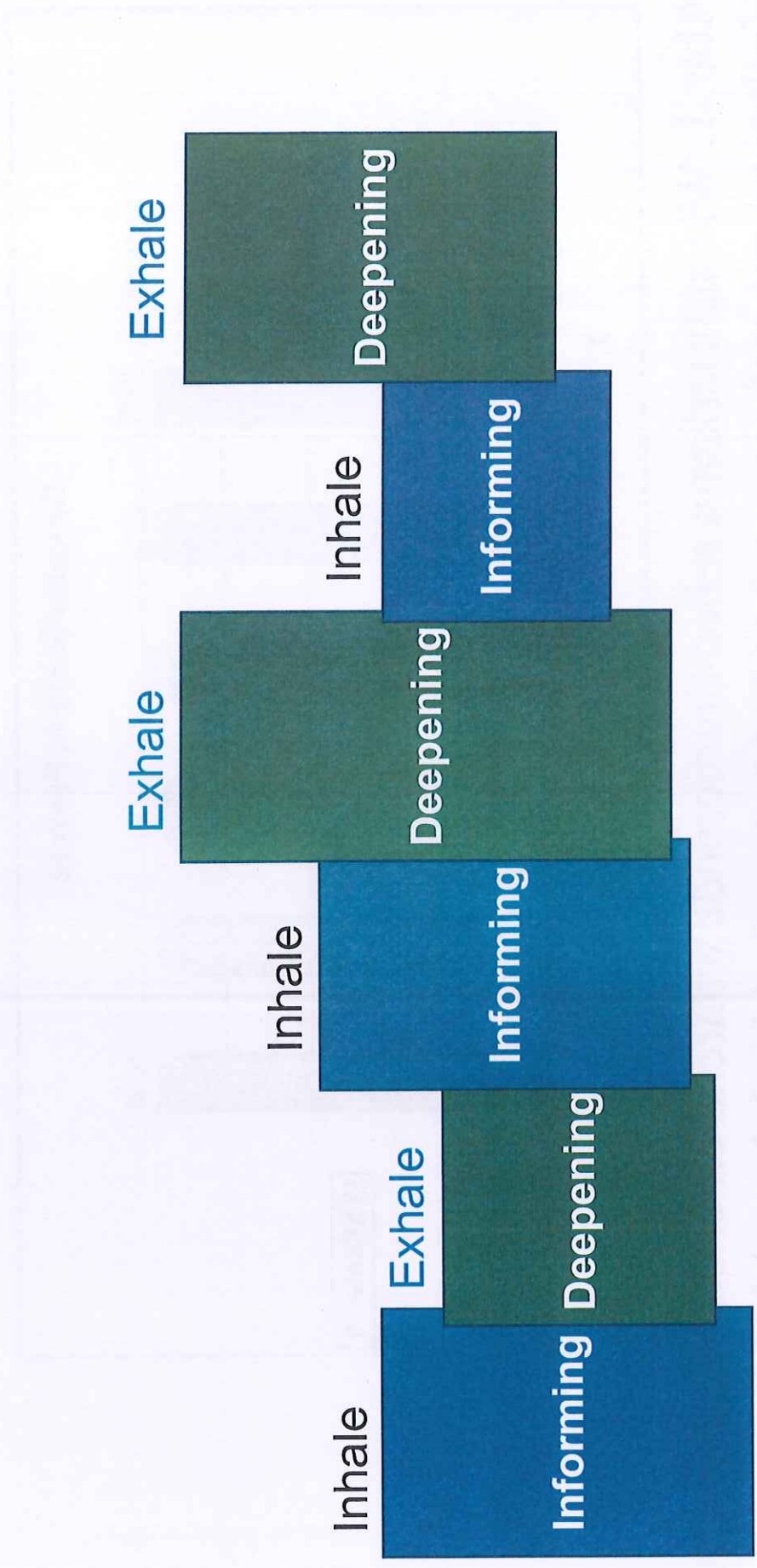
**Time:** 10'



**COMMENT**



# The Two Phases of Learning



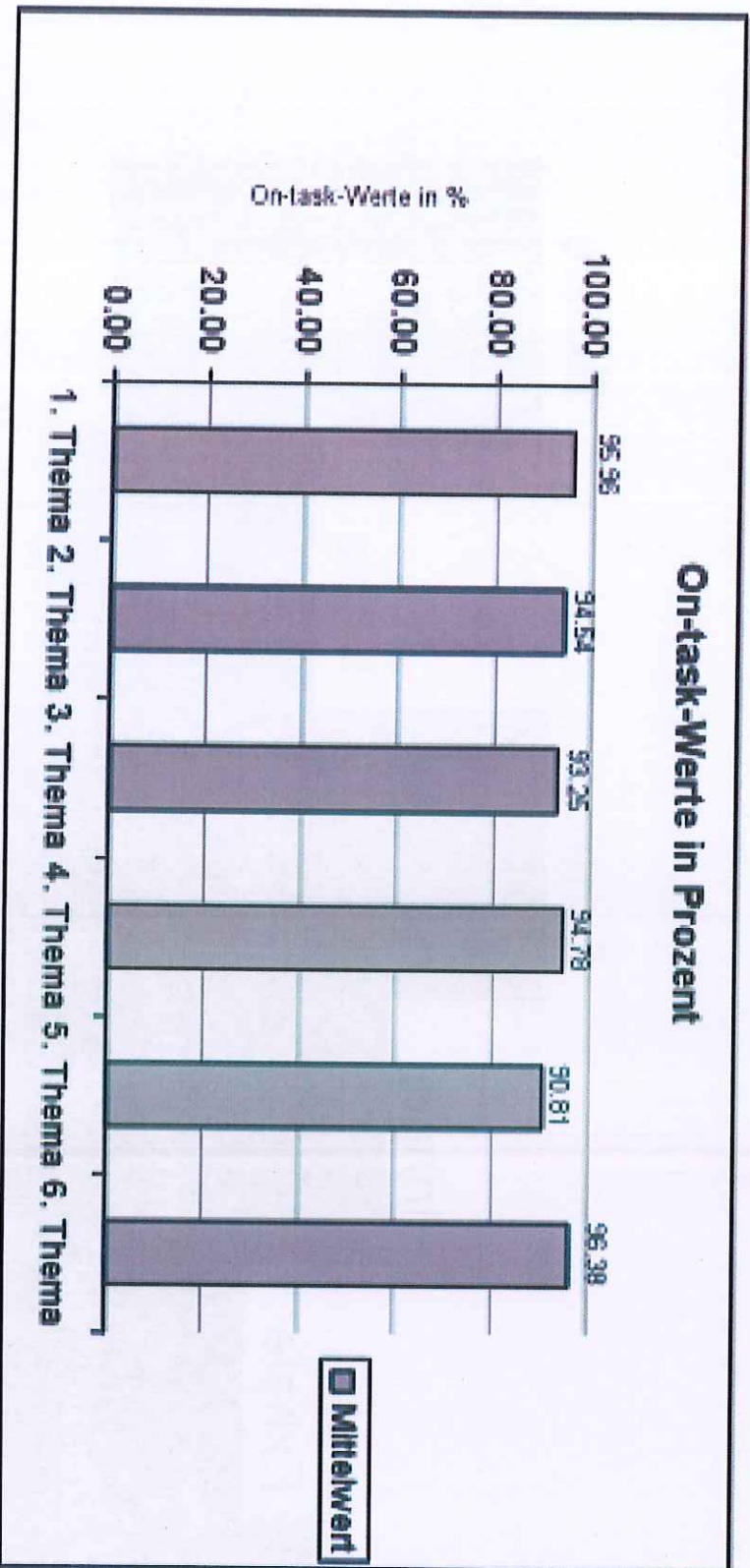


Abb. 1: Wie aufmerksam sehen Studierende während einer 60 Minuten dauernden Vorlesung aus, erfasst mit dem MAI. Aus Gerbig-Calcagni 2009.

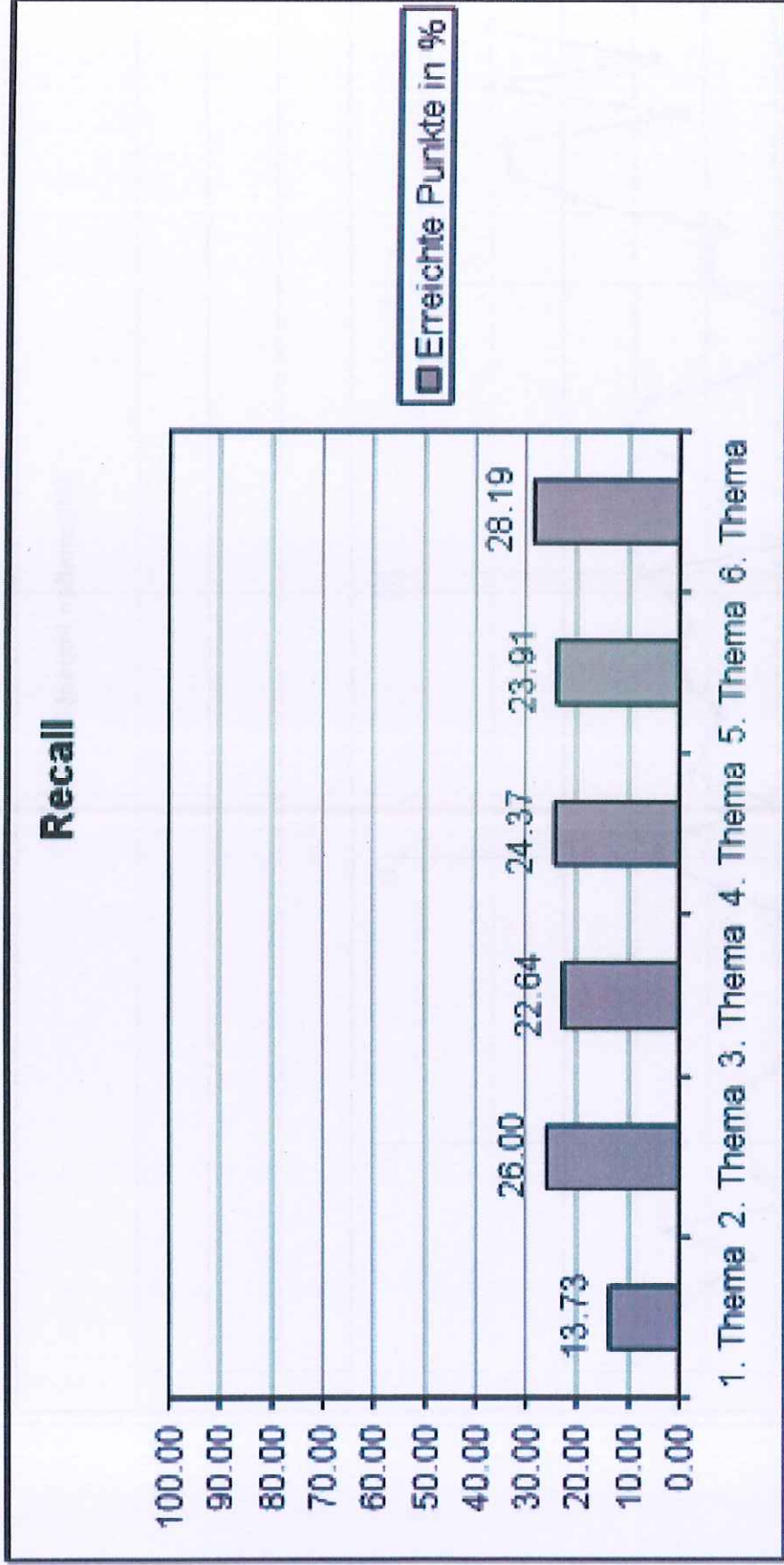
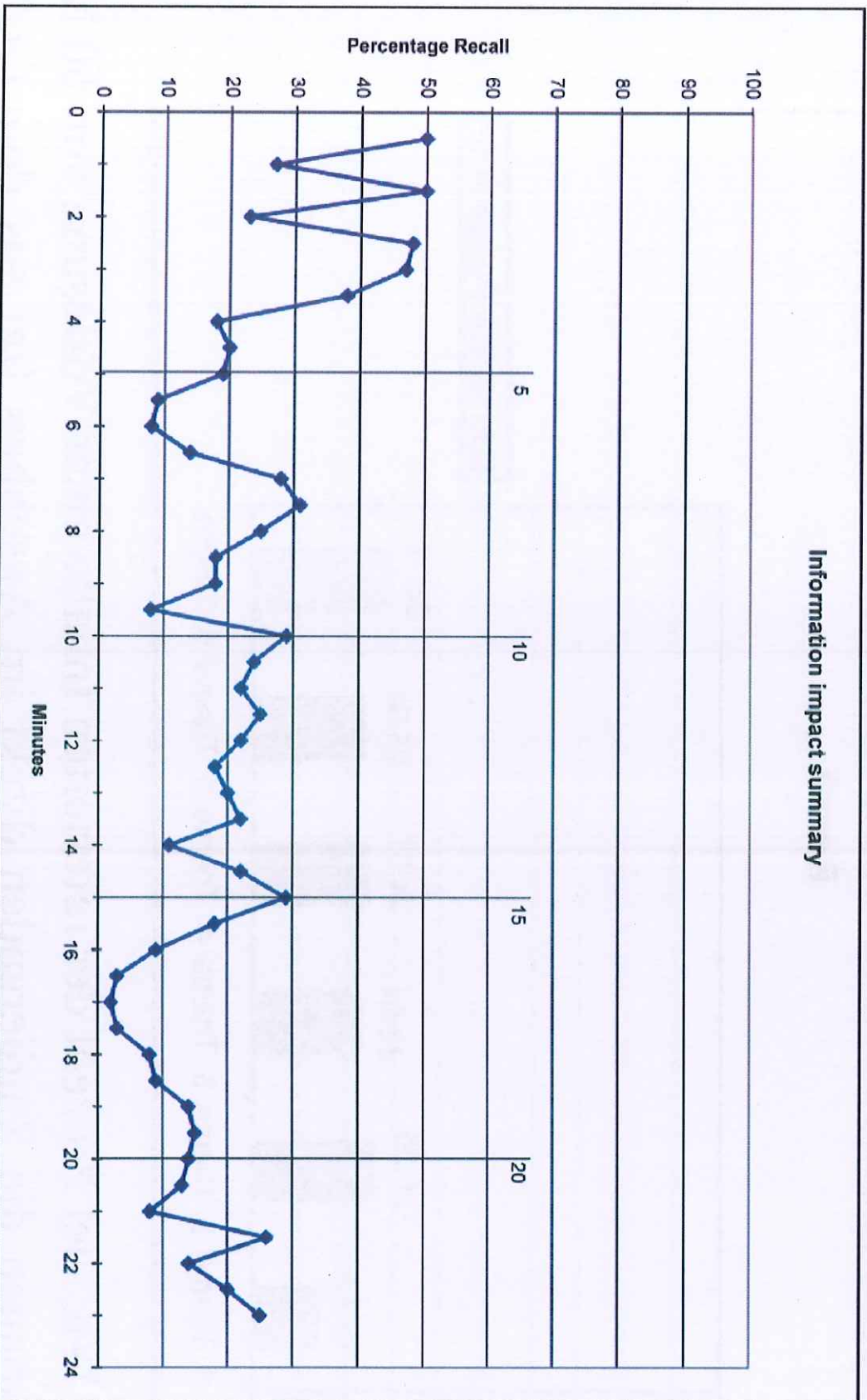


Abb. 2: Wie viel Prozent der referierten Inhalte einer Vorlesung von 60 Minuten Dauer können die Studierenden direkt im Anschluss frei aus dem Gedächtnis abrufen? Aus Gerbig-Calcagni 2009.

### Information impact summary



Aus Burns, R. A. (1990). Designing presentations to help students remember. College science teaching, 19, S. 303.

These strategies are **important** for promoting attention:

(1) **Keep** drawing attention to what is important.

(2) Insert **active** learning phases and **avoid** long plenary sessions.

(3) Exploit the available learning time by managing the class in a **friendly, empathetic** but consistent manner.

## Task 2

**Task:** One person operates a laptop.

In the script U5 you will find a theory text entitled **“What you can do as a teacher to motivate students”** (page 3). You create presentation slides **for this theory text** for your colleagues. Try to work with graphic elements (boxes, arrows, color, pictures, pictograms). A series of slides should be created on this text that preferably does **not only** consist of **text**.

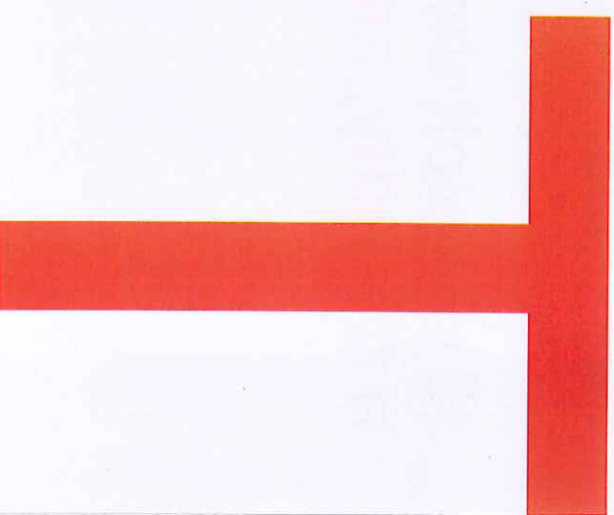
**Social form:** Teamwork (Group of 3)

**Place:** free

**Resources:** Laptop, script U5

**Product:** Powerpoint presentation slides

**Time:** 40' (note the time!)



# Evaluation of the work

| Presentation number | Remarks to the content | Could be improved |
|---------------------|------------------------|-------------------|
| 1                   |                        |                   |
| 2                   |                        |                   |
| 3                   |                        |                   |
| 4                   |                        |                   |
| 5                   |                        |                   |
| 6                   |                        |                   |

**COMMENT**



SHOW ONLY 50 COMMENTS

# Action Orientation

# Action orientation at a glance

Action orientation = **learning by doing**

## Overview of the next steps

- The criteria of activity-oriented teaching
- Putting action-oriented teaching "on its feet"

## **7 criteria on how to compose lessons**

- 1 Learner activity approx. 50%**
- 2 Themes orientation**
- 3 Concrete learning product**
- 4 Holistic approach**
- 5 Learners' experiences**
- 6 Goal oriented with relevance to life**
- 7 Diverse learning material**

**At the center is ...**



## Task 3

**Task:** A typical sequence of your lessons will now be the subject of action oriented learning tasks. Please formulate these. (Depending on the scope, on your topics).

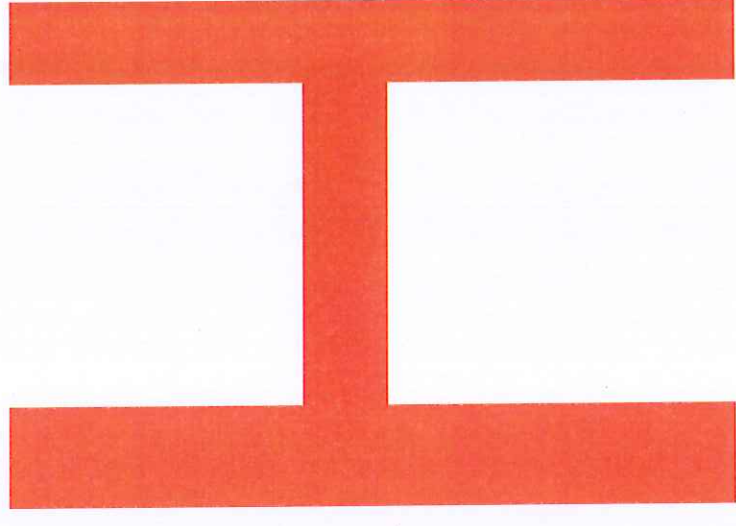
**Social form:** Individual work

**Place:** private

**Resources:** Theory part(s) of your lessons

**Product:** Learning task(s)

**Time:** 20'



# Teacher estimates of achievement

Effect size:

**1,29**

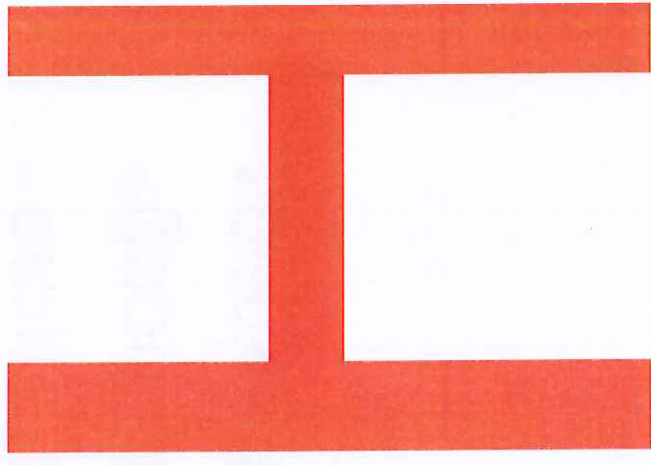
# Feedback

**„Feedback is one of the most powerful  
influences on learning.“**

(Hattie, John and Helen Timperley. 2007. 'The Power of Feedback'. *Review of Educational Research* (81–112).

# The Power of Feedback: John Hattie

<https://www.youtube.com/watch?v=HbHt1OecP0U>



# About feedback

## Definition:

Feedback is an **elementary** component of

- **empathetic** communication
- good cooperation
- personal development

Meta Level

## Dealing with student answers

- Sign that we take the answer **seriously**
- Possibility to create response groups
- Possibility to debate about right and wrong
- Provide a **template** for students' theory notes

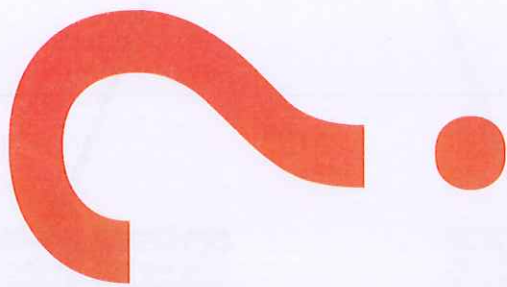
# Do's ↔ Don'ts

## Do's

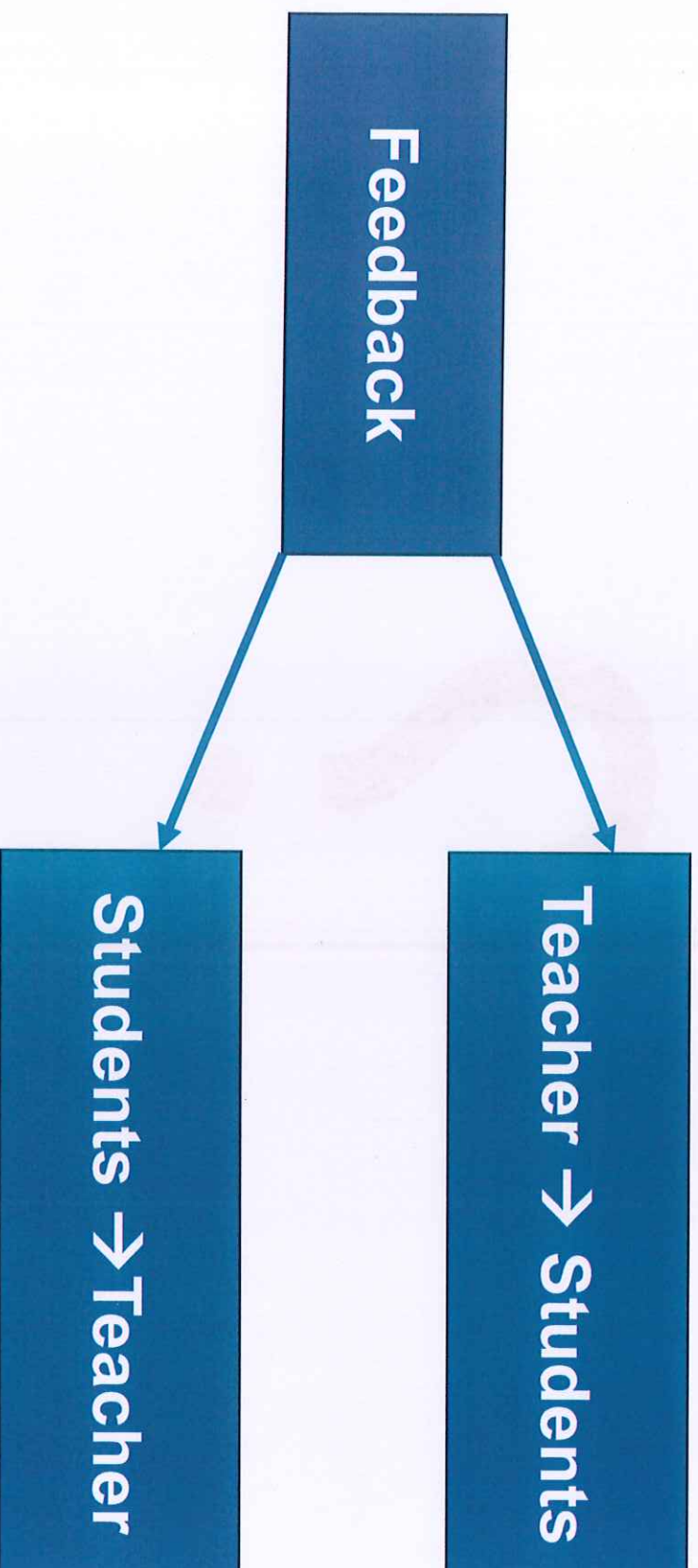
- Use descriptive words.
- Refer to the other person's behaviour with what you say.
- Make sure that the other person **wants** to hear/read feedback.
- Always try to give your feedback **immediately**.
- Formulate **clear**, concise sentences.
- Begin and end your feedback with a **positive** statement.
- If necessary, point out **possible** solutions to a problem you have identified.

## Don'ts

- Refrain from subjective judgements and interpretations.
- Avoid generalisations such as 'always', 'never' or 'everyone'.
- **No feedback without** agreement.
- Try **not** to give delayed and reconstructive feedback.
- Avoid imprecise and vague statements.
- Avoid **exclusively** negative criticism.
- **Don't** just list existing problems.



# The two types of feedback



## **Oral feedback from teacher to student**

1. Clarity and specificity of feedback
2. Promoting a **positive** learning culture
3. Constructive criticism with improvement suggestions
4. Adaptation to individual learning level
5. Encouraging self-reflection and responsibility

## **Student → Teacher: Problem**

- Feedback not always meaningful
- Dilemma between openness and truth
- Criticism often focussed on the moment
- Personal frustration seeks outlet

## Task 4

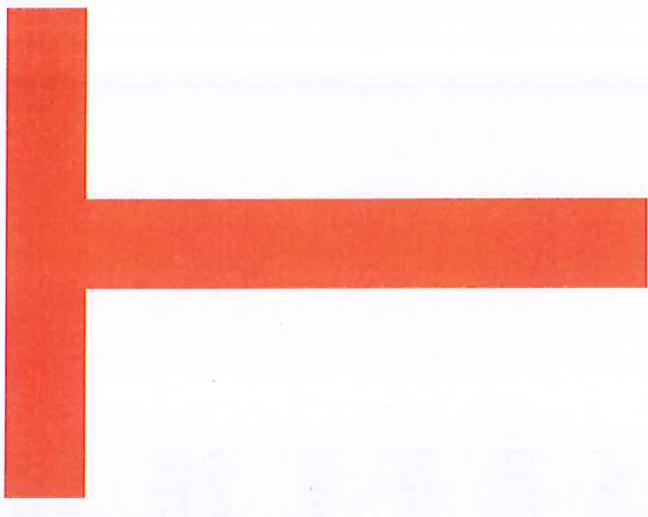
**Task:** Search the internet for assessment criteria for written assignments. Decide which form/template you could use. One person from the team prepares a short statement to present the form.

**Place:** free

**Product:** Presentation (1-2 minutes)

**Social form:** Teamwork. 3 persons.

**Time:** 30'



<https://docs.google.com/forms/u/0/?tgif=d>

Google Forms (free, multiple choice, quiz etc.)

<https://www.youtube.com/watch?v=LkkKJOmVwK>

Slides with friends / Slido / Poll Everywhere / Aha slides / Mentimeter

<https://www.youtube.com/watch?v=5dCNmktBoPw>

Mentimeter

<https://kahoot.com/>

Kahoot

[https://www.youtube.com/watch?v=wtoll\\_WS1X8](https://www.youtube.com/watch?v=wtoll_WS1X8)

Kahoot <-> Mentimeter

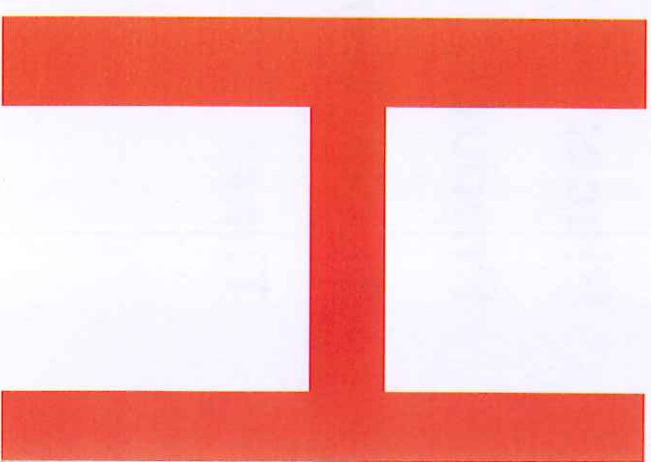
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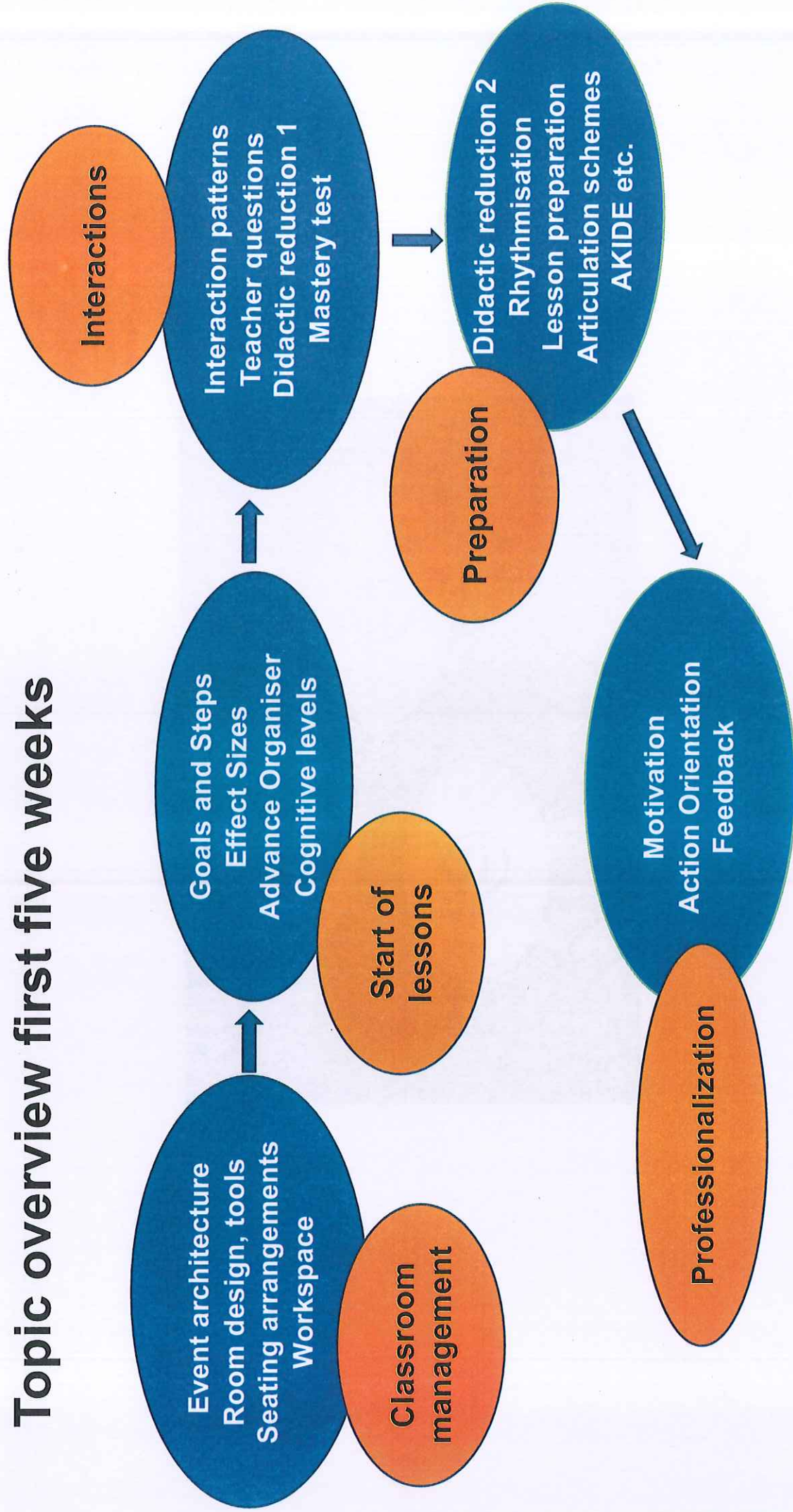
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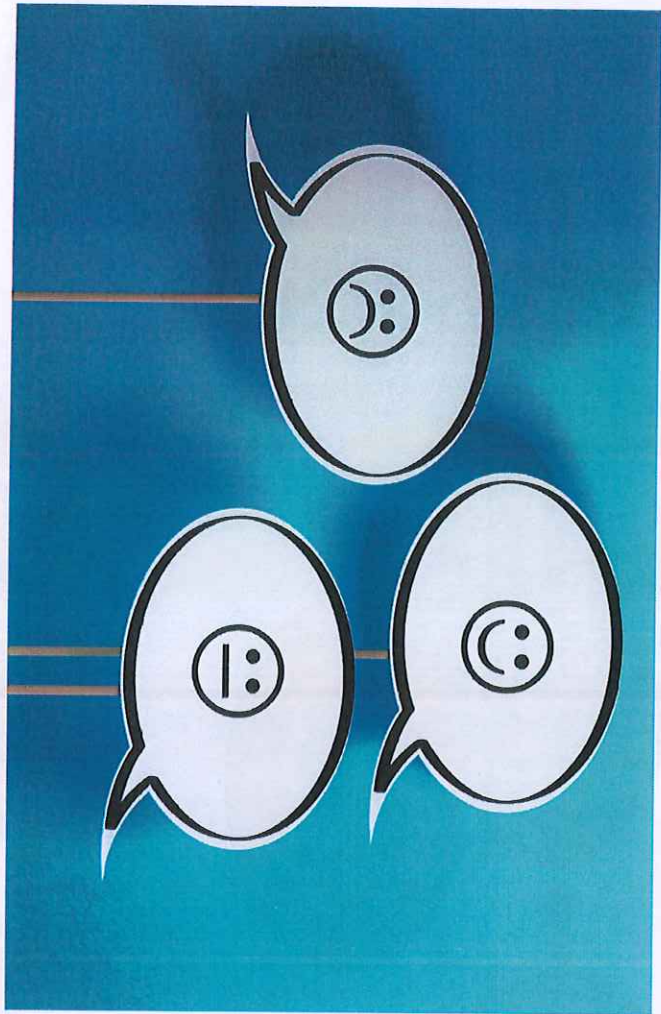
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<https://www.slido.com/>

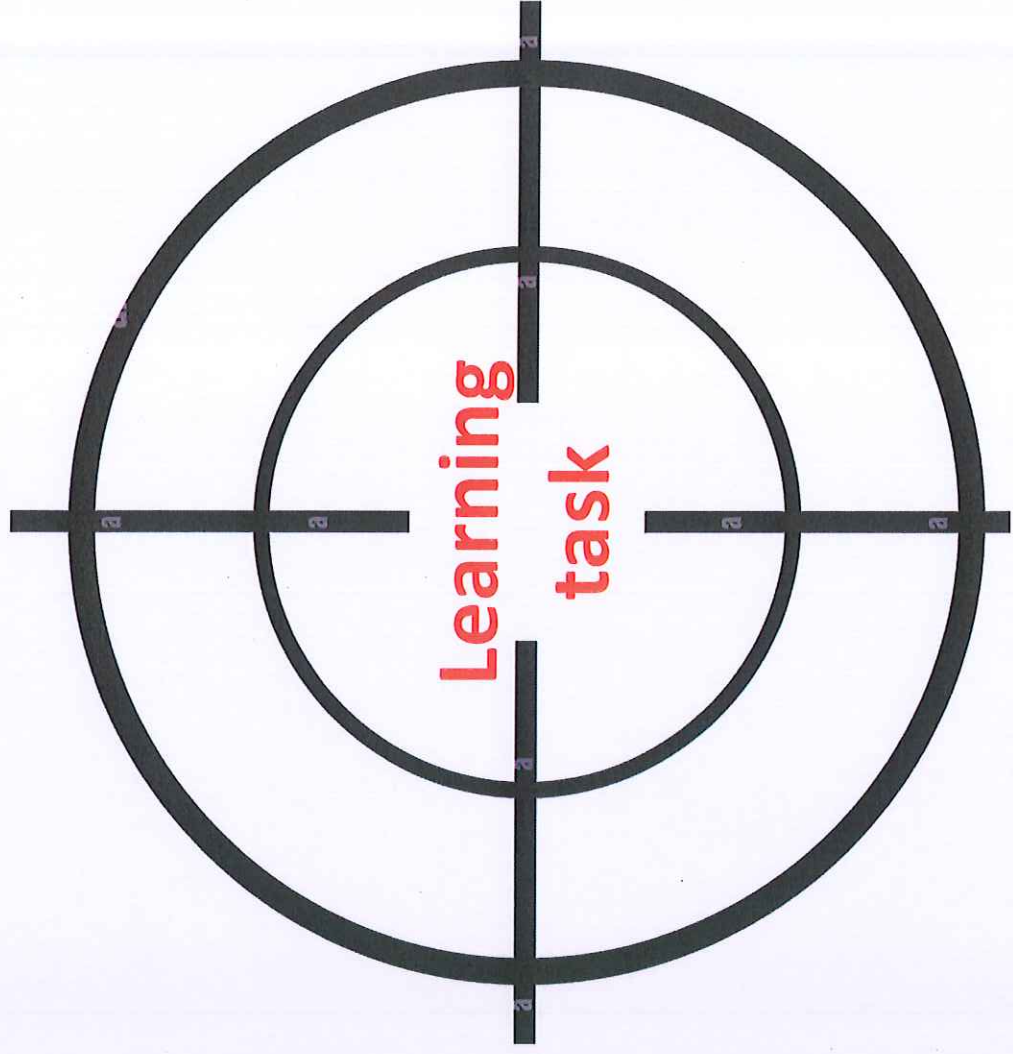


# Topic overview first five weeks



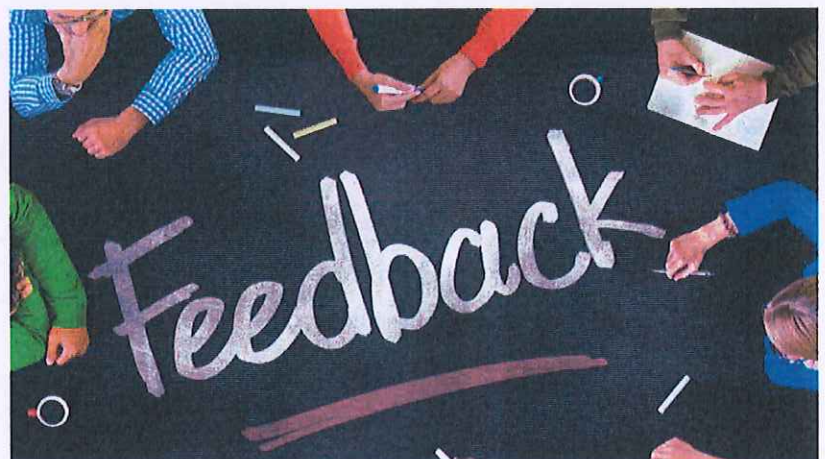
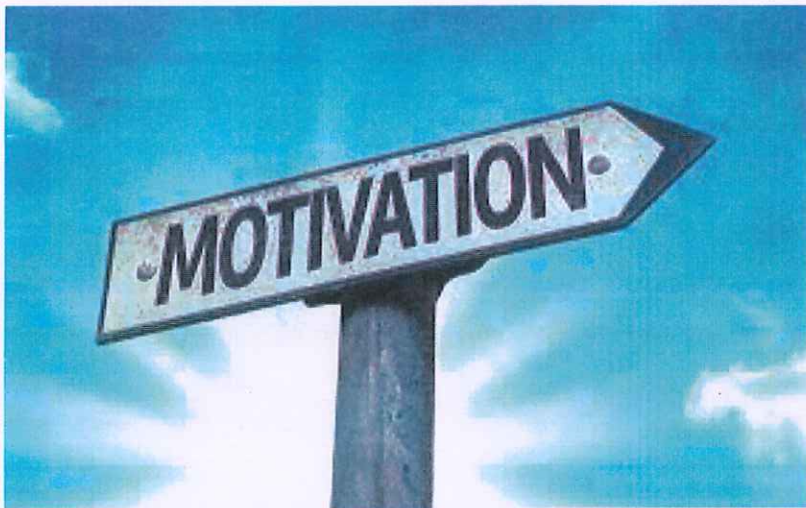


**Thank you for your attention!**





# Motivation Feedback



# Am I motivated? Why? Why not?

## Personal Values

1. Reflect on your core beliefs and principles, and consider how they drive your actions and decisions. Here are some common **personal** values. Indicate

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

|                  | Important for me |    |   |      |
|------------------|------------------|----|---|------|
|                  | not              | ←→ |   | very |
| Integrity        | 1                | 2  | 3 | 4    |
| Respect          | 1                | 2  | 3 | 4    |
| Empathy          | 1                | 2  | 3 | 4    |
| Hard work        | 1                | 2  | 3 | 4    |
| Self-improvement | 1                | 2  | 3 | 4    |

Total: \_\_\_\_\_

## Career Values

2. Think about which career goals are important to you (Examples: Acquiring new technical skills, developing leadership skills).

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## Interests and Passions

3. Identify what you're genuinely passionate about, both inside and outside of work. Here are some questions to help you introspect:

What topics of conversation energize you?  
Which tasks and projects bring out your enthusiasm?

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# What you can do as a teacher to motivate students

## Your role as a teacher: Use your own enthusiasm!

- Show commitment and enthusiasm. This has a positive effect on students' motivation to learn. This gives students an impression of your interests and your working attitude within your field of work, over and above the pure teaching of the subject matter. A teaching style that encourages autonomy and supports students to contribute their own thoughts and ideas to the course is particularly suitable.
- Ensure that the relationship is organized professionally. In general, professional relationship work is considered to promote motivation. It increases students' learning success and reduces disruptive factors in a course:
  - Friendliness, respect and authenticity
  - Time for counselling and support
  - Clearly communicated expectations and correspondingly consistent action

## Making teaching motivating

- Tailor the topics specifically to the interests of the students. Your students will learn better if the subject matter is related to current topics and they can establish a practical connection. In this way, teachers create a closeness to the content and can thus arouse personal interest in certain topics.
- Use activating teaching/learning methods. The motivation of students can be promoted through varied teaching-learning settings. Students who are actively involved and can contribute their expertise to the course are more motivated and learn better.
- Provide orientation and make the performance criteria transparent. For the motivation of the students it is important to constructive alignment must be observed: Do not lose sight of the formulated learning outcomes and the selected examination format and its requirements during the course and keep relating these to the learning material.
- Give constructive feedback. With detailed and constructive feedback, you can communicate your expectations of learning success in such a way that students can realistically assess their own learning. Students often underestimate their competence or overestimate themselves and do not take their tasks seriously enough. Both scenarios have a demotivating effect and hinder learning success. If you make the individual learning level visible, you enable students to better assess their own competence and thus stay motivated.

## Take psychological factors into account

- Pay attention to the basic psychological needs of students! Everyone has them: basic needs that determine whether we dedicate ourselves to something with joy and motivation. In terms of teaching and learning situations, these include the need for autonomy in order to be able to control things ourselves (also known as self-control), for competence in order to be able to achieve something and experience success, and for social integration in order to feel part of a group. If you take these aspects into account when designing and organizing your course, you will experience more motivated students.
- Keep an eye on the group dynamics! Group work can promote togetherness. You can encourage students to socialize and exchange ideas with each other. Make sure that the "weaker" students are also involved and that the "stronger" students do not do everything.

Source: University of Bremen

# Examples

## Measures that promote and hinder motivation

| Measure  | Example  |
|--|--|
| motivational                                   |  |
| Show your own enthusiasm                       | Tell an anecdote.  |
|  | Explain which open questions you themselves.   |
|  | Present findings from your own research.   |
|  | Establish a practical connection to the topic by reporting on your own experiences.  |
| Tailor topics to the interests of the students | Use study portfolios at the beginning of the course to get to know the students' interests and take these into account in the courses. |
|  | Take up aspects from discussions and incorporate them into the event.  |
| Use activating methods                         | Present a surprising finding.  |
|  | Ask a thought-provoking question.  |
|  | Use voting systems in the presence (e.g. Cliqr or PINGO).  |
| Provide orientation                            | Link the teaching and learning material with practical or current topics.  |
|  | Use a specialised map or an Advance Organizer.   |
|  | Start every event with a Introduction to the coming lesson.  |

# Examples

## Measures that promote and hinder motivation

| Measure                                | Example  |
|--|--|
| Create transparency                    | Refer to the learning outcomes again and again during the event and communicate them with reference to the Examinations. |
|  | Explain the relevance of the teaching learning material for later practice.  |
| Support autonomy                       | Let your students work on their own research question and encourage them to their own responsibility.                    |
|  | Offer choices and let the customer You the students decide for themselves which topic they would like to work on.        |
| Promoting the experience of competence | Give constructive feedback.  |
|  | Provide students with challenging (but not overwhelming) tasks (good to combine with group work).                        |
| Promote social interaction             | Work in pairs or groups (e.g. group puzzle).   |
|  | Let the students talk to each other (e.g. mumble groups or peer groups). counselling).                                   |
|  | Address the students by name to.   |

# Examples

## Measures that promote and hinder motivation

| Measure   | Example   |
|---|---|
| <b>hindering motivation</b>                       |   |
| Show no enthusiasm                                | Lack of interest in the subject matter<br>This, in turn, can have a negative impact on student motivation.  |
| Missing role as a teacher                         | Do not let the professional relationship with the students slide. This would result in the students not making contact and work with less commitment. |
|   | You prevent a conducive learning environment if you are unapproachable and your students are not in dialogue with you.<br>can get in touch with us.   |
| Teaching-learning settings that hinder motivation | Avoid long monologues.  |
|   | Avoid too many and confusing PowerPoint slides.   |
| Lack of transparency                              | Avoid non-transparent and unfair Performance criteria.  |
|   | Lack of structure and a missing red line<br>Threads in the event have a demotivating effect.  |
| Do not allow autonomy                             | A controlling teaching style has a demotivating.  |
| Under/overload                                    | Is the competence level of the event not tailored to the target group, motivation is reduced.   |

Source: [https://www.uni-bremen.de/fileadmin/user\\_upload/sites/toolbox-hochschullehre/inhaltsgrafiken/3\\_Durchfuehrung/3.2.1\\_Studierenden\\_motivieren/Motivationsfoerderliche\\_und\\_hinderliche\\_Massnahmen.pdf](https://www.uni-bremen.de/fileadmin/user_upload/sites/toolbox-hochschullehre/inhaltsgrafiken/3_Durchfuehrung/3.2.1_Studierenden_motivieren/Motivationsfoerderliche_und_hinderliche_Massnahmen.pdf)



The project on which this guide is based was funded by the Federal Ministry of Education and Research under grant number 16DH21063. The Academy for Continuing Education is responsible for the content of this publication.

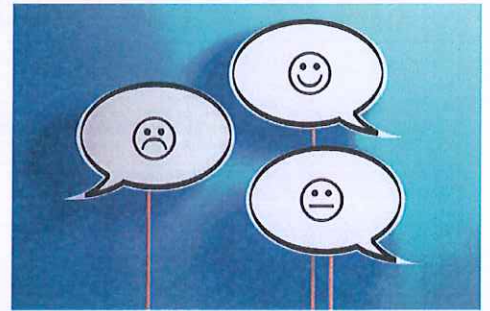
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Akademie  
für Weiterbildung  
der Universität Bremen

## Functions of Feedback

By giving feedback, you show how you understand or evaluate a certain performance, statement, etc. of your counterpart. In this way, you can reinforce correct answers, help students to correct mistakes and increase their motivation. It is important for fruitful feedback to embed the critical points in positive aspects and to choose a formulation that is as appreciative as possible: "I liked X and I would like Y (and Z was also good)". This makes it easier for students to accept feedback. Knowledgeable and well-meaning feedback also increases your credibility and creates trust between you and the feedback recipient.



As a teacher, you can utilize feedback in two ways (Ulrich 2016): Firstly, you can use feedback during the course to check the learning status of your students. If you realize in this way that the students are not (yet) able to achieve the learning outcomes you are aiming for, you have the opportunity to provide them with appropriate support until the end of the course. On the other hand, you can see from the students' feedback how satisfied they are with you, your teaching, your teaching methods and your selected content.

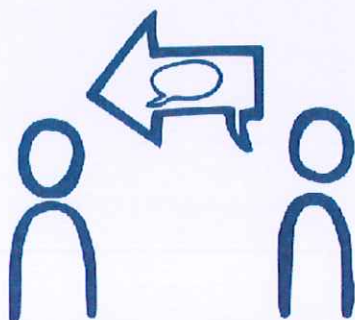
## Feedback as a means of assessing learning progress



You support your students' learning process if you give them feedback on their learning progress during the semester.

With the help of Mastery Checks, you can ask students questions during the course that correspond to the level of learning you expect. The results of the answers can be analyzed immediately or can lead to a repetition of the learning material in phases of self-study.

## Feedback as a means of reflection



Feedback from your students can contribute to the sustainability of your course. Students in the next cohort can benefit from your current students' feedback on the design of your course. See feedback as a tool to increase the quality of your course.

Source: slightly adapted from University of Bremen, University Teaching (op. cit.)

# The Power of Feedback: John Hattie

<https://www.youtube.com/watch?v=HbHt1OecP0U>

# Giving Feedback

## How can I make feedback constructive and integrate it into my course in a way that promotes learning?

Feedback on student performance during the work process is considered to be highly effective for learning. In order for feedback to support students in their learning process, it is important to design it constructively, to create a good learning atmosphere with a constructive feedback culture, and to choose a medium for delivering feedback that is appropriate to the application scenario.

### Goals

- To develop an understanding of formative feedback
- Be able to give feedback constructively and in a way that promotes learning
- Get ideas on how to use feedback and how to deliver it

### Instruction

Learners often receive final feedback on their performance at the end of a term in the form of a grade, known as summative feedback. As the focus of summative feedback is on assessment, this type of feedback is often very sparse in terms of individual comments from teachers on what learners could have done differently to achieve a better (learning) outcome. When such comments are reported back to learners with a final assessment, their interest in studying and implementing the feedback in detail is limited, as the final outcome cannot be changed afterwards. The qualification-oriented function of summative feedback is therefore not conducive to learning.

If, on the other hand, learners receive feedback on their (learning) products or their (learning) behavior at an early stage, the teacher has the opportunity to intervene in the learning process through so-called formative feedback. This can not only have a positive influence on the final result, but also provide important support in the individual development process.

## Content structure of feedback that promotes learning

Although we like to hear the sentence "You did a good job", this statement is not specific enough and does not allow us to draw conclusions about which parts of the performance have already been mastered and where there is room for improvement. Feedback that promotes learning should therefore address the following aspects:

**What is the goal?** The clearer learners are about the (end) result of their performance, the better they will be able to achieve this goal. Handing out or jointly developing a rubric allows transparent communication about the goals to be achieved and the assessment criteria used.

**What is the difference between current and target?** The performance level to be achieved is usually set by the teacher. Within this target, learners have individual goals

(from "pass with minimum effort" to "excellent performance"). The actual status has to be determined in each case. Feedback is conducive to learning if it helps learners to improve their understanding and skills and specifically supports them in achieving the target state. Ideally, there is also a transfer effect of the acquired skills to other tasks of the learner.

**What are the next concrete steps?** Once the difference between the current state and the target state has been clarified, concrete next steps can be developed to achieve the target state. To ensure that these next steps are conducive to learning, they need to be:

- clear and concise
- specific ("read this article about this experimental process") and not general ("try harder next time")
- and linked to the (jointly defined) learning objectives and success criteria. Teachers can support the implementation of suggestions for improvement by giving concrete tips or by working out appropriate strategies together with the learners. When the feedback is supportive, it leads to an increase in motivation and self-esteem of the learners.

Feedback is effective for learning when it leads to insight. Recognition of good performance is as important as critical feedback. It is therefore necessary to explain why something has been done well so that the person knows what to retain and why. This builds self-esteem and positive feedback creates the basis for students to accept critical feedback.

Other tips for giving feedback in a way that is conducive to learning include:

- Feedback should be as interactive as possible so that learners have the opportunity to ask questions. This can be written or oral.
- The learners themselves should formulate the specific aspects on which they wish to receive feedback.
- The person giving feedback should always be supportive, authentic and honest.
- By asking specific questions, learners can be encouraged to reflect on what they have understood and what they have not yet understood. Sample solutions can serve as a supportive tool in the monitoring process. Ideally, learners will begin to reflect on their own initiative during the production process and compare their level of performance with the performance criteria.

Ideally, learners are able to reflect on their own performance. Self-reflection offers them several advantages: it leads to better performance by helping them to identify their own strengths and weaknesses and to work specifically on improving them. Self-reflection also develops learners' metacognitive skills by helping them to understand and optimize their own thought processes and learning strategies. This leads to increased self-confidence and improved self-regulation in learning. By developing these skills, learners are encouraged to engage in self-directed learning, which is also an important skill for their future working lives.

## Structuring feedback to support learning

The following structure provides a good orientation for the concrete structure of feedback that promotes learning:

1. Salutation
2. Relational work
3. Goal of the feedback
4. Evaluative summary
5. Textual issues
6. Substantial feedback
7. Valediction and invitation

The following table gives an example of feedback on a written academic paper structured along these lines.

| Structural element           | Content  | Example   |
|------------------------------|--|---|
| 1. Salutation                | Informal greetings, if possible personalized, e.g. by mentioning the names of the students.  | "Hello Nina and Paul, thank you very much for sending us your introduction."  |
| 2. Relational work           | Recognition of the student's work to date, including naming external / personal circumstances  | "You have made a good introduction. I have the impression that your collaboration works well, even though a lot of the course can only take place online and you don't see each other in person very often."  |
| 3. Goal of the feedback      | Explain that the feedback focuses on certain key aspects, which should help students to improve their work in a targeted way.  | "I will address two main aspects in the feedback that you should revise again to improve the quality of your introduction."   |
| 4. Evaluative summary        | General statement about specific strengths/weaknesses of the work.   | "You have made a very good selection of the literature used, all relevant publications have been cited. However, you go into great detail in each case. It is sufficient if you reproduce the core statements of the individual publications in the text and only go into methodological details at relevant points." |
| 5. Textual issues            | Brief description of textual aspects that could be improved.   | "Please take another look at how to reference according to APA style. You are not consistent in how you cite individual papers."  |
| 6. Substantial feedback      | Naming concrete ways in which students can improve their grade (e.g. by naming additional resources/literature).   | "You have already worked out aspect X very well. With regard to the discussion, it would be helpful if you addressed topic Y in the introduction. Read the two latest publications by Müller et al., 2023."   |
| 7 Valediction and invitation | At this point, the personal relationship with the students is once again in the foreground (if possible, address the students by name). This element includes an invitation to further discussions/answers to questions. | "I wish you every success with the revision and am very excited about the new version. Feel free to get in touch at any time if you have any questions."  |

Table 1: Structural elements of a constructive feedback after Henderson and Phillips (2015).

## Developing a feedback culture

Feedback is based on trust between those giving and receiving feedback. It is therefore essential for a helpful feedback process to create a trusting learning environment in which participants feel safe enough to give their honest observations in an objective and supportive way. The feedback culture is created at the beginning of a course: The way the teacher addresses the group and the extent to which learners are 'brought on board' determines the level of trust learners develop in the teacher and the learning environment. Developing a good feedback culture also involves addressing the question of 'how' feedback is given. This involves those involved developing an awareness of possible errors, such as prior knowledge errors, tendencies or deceptions (e.g. halo effect, sympathy or antipathy errors), so that feedback is not influenced by them. Similarly, both feedback givers and feedback receivers should be aware of their own sensitivities and try to give and receive feedback on a professional and objective level.

## Ways to give feedback

Feedback can be given verbally, in writing or through the media. Verbal feedback has the advantage that ambiguities can be clarified in conversation. However, there is a risk that individual statements may be given a lot of weight, e.g. through follow-up questions and increased exchange on a specific topic, and the effect or overall impression of the feedback may be distorted, or the planned structure may not be fully implemented. Another disadvantage is that the person giving the feedback has to take notes during the feedback session in order to be able to recall all the details of the conversation afterwards.

This risk of digression is less with written feedback. Written feedback is easier to formulate in a targeted way than verbal feedback but has the disadvantage that it lacks para- and non-verbal signals. These are important in interpersonal communication to avoid misunderstandings - especially in socially demanding situations such as giving and receiving feedback.

For example, if the feedback on a scientific paper is "This statement is not sufficiently substantiated", it is difficult for the person receiving the feedback to assess whether the person giving the feedback was annoyed or disappointed at that moment, or whether he or she was simply trying to provide constructive help. This is where verbal feedback has a clear advantage over written feedback.

Depending on the format of the course, the aim of the feedback and the resources available to create the feedback, audio or video feedback may be a suitable alternative to traditional feedback discussions or written feedback. In audio feedback, the verbal feedback is recorded and made available to the learner as an audio file. With video feedback, in addition to recording the voice, it is easier to address specific aspects of the feedback by recording an open work on the screen. The additional recording of the person giving the feedback also provides information about non-verbal body language and has been proven to prevent misunderstandings.

# Active integration of feedback into the course

## Peer feedback

Peer feedback is a teaching method in which learners give each other feedback on specific learning outcomes or products. The special thing about this method is that not only the person receiving the feedback benefits from it, but also the person giving the feedback. By giving each other feedback according to certain criteria, learners become more involved with the criteria and their own learning process, learn to recognise and evaluate them in the learning products they produce and pay more attention to their implementation in their own work. Another advantage of integrating peer feedback into the course is that it reduces the teacher's workload, as he or she is no longer solely responsible for providing feedback.

The use of peer feedback is a challenge for both students and teachers. Teachers should think carefully about their aims in using peer feedback and how they want to integrate it into the course. To ensure quality and acceptance among students, students should be actively introduced to the peer feedback method and the specific criteria. Teachers should monitor the process and give feedback on peer feedback from time to time so that learners learn to give honest and constructive feedback to their peers. To ensure that learners take peer feedback seriously enough, it can be assessed as part of performance assessment.

## Automated feedback

Self-tests or appropriately designed learning paths in learning platforms such as OLAT can also provide individual support for students in their learning process during the semester or when preparing for exams. These tools are particularly suitable for very large courses in which it is not possible for lecturers to give individual feedback.

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# 7

## Things to Remember About Feedback

**1**

Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.

*Grant Wiggins, p. 10*



**2**

If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.

*Dylan William, p. 30*

**3**

The feedback students give teachers can be more powerful than the feedback teachers give students.

*Cris Tovani, p. 48*

**4**

When we give a grade as part of our feedback, students routinely read only as far as the grade.

*Peter Johnston, p. 64*

**7**

Students need to know their learning target—the specific skill they’re supposed to learn— or else “feedback” is just someone telling them what to do.

*Susan Brookhart, p. 24*

**5**

Effective feedback occurs during the learning, while there is still time to act on it. *Jen Chappuis, p. 38*

**6**

Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong. *John Hattie, p. 18*



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