FIGURE 7.1 Problems With Traditional Approaches to Feedback

PROBLEMS WITH TRADITIONAL APPROACHES TO FEEDBACK	WHY DOESN'T IT WORK?	LET'S FIX IT.
Feedback is infrequent.	Giving students substantive feedback is time consuming, so most teachers do not provide feedback on a regular basis.	Feedback needs to be part of the class. If teachers prioritize feedback as a crucial driver of student progress, it makes sense that class time should be dedicated to it.
Feedback isn't timely.	Most teachers have anywhere from 30 to 150+ students. Even teachers who try to provide feedback in a timely fashion struggle because of their sheer number of students. It is nearly impossible to turn 150 papers around in a day or two.	Instead of collecting work, taking it home, and providing feedback outside of class, teachers must build in opportunities to look at student work as they are working. The scope of feedback will be much narrower, but it will be more frequent and immediately actionable.
Feedback happens in isolation.	Students submit work, teachers take that work home and spend hours providing feedback, then they return that work with notes and comments. In this traditional workflow, there isn't any class time dedicated to ensuring that students understand (or even read) the feedback. Instead, students are left to make sense of the teacher's feedback on their own. If they have questions, they may not feel comfortable approaching their teacher to ask for clarification.	Real-time feedback gives teachers the opportunity to connect with students face-to-face and students have time to act on the feedback they receive. Then if they get stuck, they can ask for help from the teacher or a classmate. In class, students have access to a community of learners on whom they can lean.
Feedback is provided on finished products.	Feedback on a product is not nearly as helpful as feedback during the process. Too often teachers invest massive amounts of time providing detailed feedback on finished products and students are not required to do anything with that feedback.	If students are given feedback while they are working, they can use that information to improve the quality of their work and develop specific skills before they submit a finished product that will be assessed.

(*Continued*)

FIGURE 7.1 (Continued)

PROBLEMS WITH TRADITIONAL APPROACHES TO FEEDBACK	WHY DOESN'T IT WORK?	LET'S FIX IT.
Feedback that focuses on minutia can be overwhelming.	When teachers collect student work to provide feedback, it is tempting to point out every error. When students receive work back, those corrections can feel overwhelming.	Focused feedback is easier for students to understand, digest, and act on. If teachers select one element to focus on when they give feedback, it helps students focus on improving that specific element and the skill[s] associated with it.
Feedback is one-sided.	Feedback on student work can help students to improve the quality of their work, but it should also provide teachers with insight into their teaching practices. Unfortunately, most teachers make myriad notes, comments, and suggestions on student work, without ever considering how they can use that information to improve their teaching. Even fewer ask their students how they can improve after an assignment or project is complete.	As teachers provide feedback on specific elements of student work, they should track what they are learning about their students (noting trends, gaps, common problems, areas of growth) and use that information to improve their practice. The more teachers examine what student work reveals about their instruction and check-in with students to gather feedback, the more effective they will be at adjusting their instruction, lesson design, and facilitation style to meet the needs of their learners.