

# YOUR TURN!



Take a look at the variables of *timing*, *amount*, *mode*, and *audience* in the following chart. With your colleagues, do the following:

- Talk through each of these variables and how this would look in *your* classrooms.
- Ask yourselves if you missed any of the things to consider for each variable.
- Discuss how you can engage learners in this process. Are there ways to pull ideas from Module 11 on fostering meta-cognition? Take a moment to revisit those ideas.

When you intentionally work to include peer-to-peer feedback, you take advantage of the value in dialogue between peers and scaffold the development of self-monitoring, self-reflection, and self-evaluation.

FEEDBACK STRATEGIES CAN VARY IN TERMS OF . . .	IN THESE WAYS . . .	EXAMPLES AND THINGS TO CONSIDER	HOW CAN WE INCORPORATE PEER-TO-PEER FEEDBACK?
<b>Timing</b>	<ul style="list-style-type: none"> <li>• When the feedback is given</li> <li>• How often the feedback is given</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback for content (right/wrong).</li> <li>• Delay feedback slightly for more mathematical practices and science and engineering practices.</li> <li>• Never delay feedback beyond when it would make a difference in students' learning in the moment.</li> <li>• Provide feedback as often as is practical for all processes, tasks, and products.</li> </ul>	
<b>Amount</b>	<ul style="list-style-type: none"> <li>• How many feedback points?</li> <li>• How much information in each point?</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on those points that are directly related to the success criteria.</li> <li>• Choose those points that are essential for closing the gap.</li> <li>• Take into account the developmental stage of the learner (e.g., kindergarteners compared to high school seniors).</li> </ul>	

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FEEDBACK STRATEGIES CAN VARY IN TERMS OF . . .	IN THESE WAYS . . .	EXAMPLES AND THINGS TO CONSIDER	HOW CAN WE INCORPORATE PEER-TO-PEER FEEDBACK?
<b>Mode</b>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Visual/ demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Select the best mode for the message.</li> <li>• When possible, it is best to engage in dialogue and questioning with the learner.</li> <li>• Give written feedback on written work.</li> <li>• Use teacher or student modeling if “how to do something” is an issue or if the student needs an example.</li> </ul>	
<b>Audience</b>	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group/class</li> </ul>	<ul style="list-style-type: none"> <li>• Individual feedback says, “The teacher values my learning.”</li> <li>• Group/class feedback works if most of the learners need the feedback. If not, group/class feedback is not effective.</li> <li>• Would it suffice to make a comment when passing the learners as they work on a problem or experiment?</li> <li>• Is a one-on-one conference better for providing feedback?</li> </ul>	