

FEEDBACK

The process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

CHARACTERISTICS OF EFFECTIVE FEEDBACK

Specificity	Learner Reaction
Frequency	Action Plan
Timing	Learning Climate
Positive/Negative	Communication of Goals

LEVEL OF FEEDBACK & TEACHING BEHAVIORS

MINIMAL FEEDBACK:

- tell learner that performance is correct or incorrect
- agree or disagree with learner's opinions
- use nonverbal cues like nodding

BEHAVIORAL FEEDBACK:

- describe learner's performance as behaviors
- tell learner why performance is correct or incorrect
- give reasons for agreement or disagreement
- [minimal/behavioral FB] + offer behavioral suggestions for improvement

INTERACTIVE FEEDBACK:

- give learner feedback (minimal or behavioral) <-> have learner self-assess
- have learner self-assess and give feedback on ability to self-assess
- give learner feedback and elicit learner's reaction
- develop an action plan with learner

FEEDBACK

The process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

CHARACTERISTICS OF EFFECTIVE FEEDBACK

Specificity	Learner Reaction
Frequency	Action Plan
Timing	Learning Climate
Positive/Negative	Communication of Goals

LEVEL OF FEEDBACK & TEACHING BEHAVIORS

MINIMAL FEEDBACK:

- tell learner that performance is correct or incorrect
- agree or disagree with learner's opinions
- use nonverbal cues like nodding

BEHAVIORAL FEEDBACK:

- describe learner's performance as behaviors
- tell learner why performance is correct or incorrect
- give reasons for agreement or disagreement
- [minimal/behavioral FB] + offer behavioral suggestions for improvement

INTERACTIVE FEEDBACK:

- give learner feedback (minimal or behavioral) <-> have learner self-assess
- have learner self-assess and give feedback on ability to self-assess
- give learner feedback and elicit learner's reaction
- develop an action plan with learner

FEEDBACK

The process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

CHARACTERISTICS OF EFFECTIVE FEEDBACK

Specificity	Learner Reaction
Frequency	Action Plan
Timing	Learning Climate
Positive/Negative	Communication of Goals

LEVEL OF FEEDBACK & TEACHING BEHAVIORS

MINIMAL FEEDBACK:

- tell learner that performance is correct or incorrect
- agree or disagree with learner's opinions
- use nonverbal cues like nodding

BEHAVIORAL FEEDBACK:

- describe learner's performance as behaviors
- tell learner why performance is correct or incorrect
- give reasons for agreement or disagreement
- [minimal/behavioral FB] + offer behavioral suggestions for improvement

INTERACTIVE FEEDBACK:

- give learner feedback (minimal or behavioral) <-> have learner self-assess
- have learner self-assess and give feedback on ability to self-assess
- give learner feedback and elicit learner's reaction
- develop an action plan with learner