

A Synopsis of “The Power of Feedback”

Description: This synopsis, drawn from a synthesis of 12 previous meta-analyses (of 196 studies) that included feedback as an instructional strategy, discusses the differential effect of feedback based on who provides it, the type of feedback provided, and when and how it was provided, and applies results in the context of overall classroom instruction and interventions for students who are struggling or who have learning disabilities.

Information Level: intermediate

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants, professional development

District: policy, planning, professional development

School: planning, professional development

To expand RCCs’ capacity, this activity or resource:	
Raises awareness of new developments in fields important to states’ work.	This synopsis summarizes research on feedback as an instructional strategy.
Helps the RCC help states frame a problem in new ways.	It describes how to provide instructional feedback in a way that is most effective for advancing student achievement and motivation.
Helps the RCC help states accomplish a goal or solve a problem.	It allows states to identify a specific method for instructional change or improvement.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state professional development initiatives to ensure that feedback is discussed as an important, research-based instructional strategy.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can inform the development of state professional development initiatives to ensure that feedback is discussed as an important, research-based instructional strategy.
Helps the RCC enhance states’ ability to address NCLB/*ESEA requirements.	It deepens RCC staff knowledge of feedback as an instructional strategy.
Helps RCC improve states’ ability to work with districts.	It is an accessible resource for busy state people.
Enables the RCC to carry out its work more effectively.	It offers more precise information about effective instructional strategies that can be applied to all content-areas.

Accompanying/Related Materials:

- A webinar entitled, “Improving The Power of Feedback as an Instructional Strategy” with featured presenters John Hattie and Helen Timperley will be held on 5-20-08 and will be available for replay on the Center on Instruction website.
- The PowerPoint presentation used during the webinar “The Power of Feedback as an Instructional Strategy” will be available for download from the Center on Instruction website.

Suggested Dissemination Strategies:

- Disseminate synopsis and accompanying webinar to state departments of education.
- Use PowerPoint presentation from the webinar as the basis for professional development with state departments of education.
- Assist state departments of education with plans to disseminate the synopsis and accompanying information (PowerPoint and synopsis) to LEAs.

*ESEA – Elementary and Secondary Education Act