

DEPARTMENT:

FACULTY SPONSOR:

STUDENT(S):

PROJECT TITLE:



FEEDBACK

Abstract

As a teacher, providing students with appropriate feedback is a vital aspect of effective teaching. With the variety of diverse learners that teachers will encounter in their classrooms, they must be prepared to decide which type of feedback will be the most helpful for each individual student. All students learn differently and respond to feedback differently, so being properly equipped with ways to relay information to students is a necessity. Research has shown that providing students with immediate, positive, structured feedback gives students their best chance at making meaningful connections between what they have worked on and the feedback to improve their work. In this project, research will be conducted to determine which form of feedback will be the most effective on the majority of students' writing. The growth of student writing after feedback has been given will determine which method is most effective. Students want to excel and feel proud of the work they have accomplished. A teacher's feedback is the tool to make that happen.

Conclusion

The one-on-one conference was most successful for delivering meaningful feedback to the student. This also allowed the student clarify any misunderstandings they had about the feedback. This form of feedback was also determined to be the most effective because a teacher could implement one of the other effective feedback strategies while having a one-on-one conference with a student.

Feedback Used

Focus On One Ability

Focusing on one ability for a student to work on makes improvement much more manageable, rather than being bogged down by multiple tasks to improve on.

Compliment Sandwich

Consists of acknowledging a student's strength, followed by explaining one area where they could improve and how they can achieve that, then wrapped up with another area of strength.

Student Reactions

Compliment Sandwich

By emphasizing more of the student's strengths instead of areas in need of improvement, they felt more confident with their work, after which, the student was eager to improve on the area that was suggested.

One-On-One Conference:

Allowed time to give more detailed feedback and for student to ask clarifying questions about the feedback. After going over an assignment, student left with clear understanding of the expectations.

One-On-One Conference

Working individually with a student to provide more detailed and personalized feedback and allowing the student to ask clarifying questions about the feedback.

Focus On One Ability:

Below-grade-level student could express main thoughts but struggled with grammar, so without changing anything else, we went through her writing together, only focusing on grammar. Student was able to concentrate and give closer attention to that aspect of her writing.