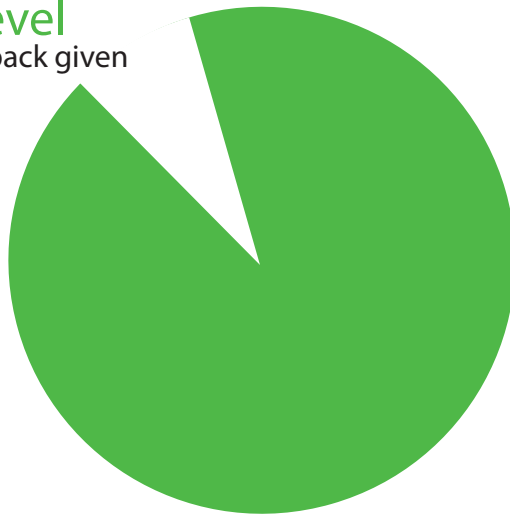


Four different levels of Feedback

Hattie and Timperley (2007)

1: Task level 90% of feedback given



How well has the student performed the task?
Defines exactly what needs to be corrected, not what needs to be done to improve.

2: Process level

How is information obtained?

Challenges students to gain a deeper understanding of their learning

How is task connected to related tasks?

Encourages students to create meaning on their own.

3: Self regulation level

Examine action towards learning goal **Self assessment**

Adjust action towards learning goal **Promotes error detection**

non-confident learners will not benefit from this type of feedback

4: Self level

Focuses on the person and not their work. Build student up but little direction to improvement

Counter productive

