

# VISIBLE LEARNING FOR SCIENCE

What Works Best  
to Optimize  
Student Learning

GRADES K-12



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Thank you

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from *Visible Learning for Science* by John Almarode, Douglas Fisher, Nancy Frey, and John Hattie. Use this complimentary excerpt to learn powerful feedback strategies that you can use to impact your students' science learning.

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# FEEDBACK STRATEGIES

Feedback Strategies Can Vary in Terms of . . .	In These Ways . . .	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> <li>• When given</li> <li>• How often</li> </ul>	<ul style="list-style-type: none"> <li>• Provide immediate feedback for knowledge of facts (right/wrong).</li> <li>• Delay feedback slightly for more comprehensive reviews of student thinking and processing.</li> <li>• Never delay feedback beyond when it would make a difference to students.</li> <li>• Provide feedback as often as is practical, for all major assignments.</li> </ul>
Amount	<ul style="list-style-type: none"> <li>• How many points made</li> <li>• How much about each point</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize—pick the most important points.</li> <li>• Choose points that relate to major learning goals.</li> <li>• Consider each student's developmental level.</li> </ul>
Mode	<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. Would it suffice to make a comment when passing the student's desk? Is a conference needed?</li> <li>• Interactive feedback (talking with the student) is best when possible.</li> <li>• Give written feedback on written work or on assignment cover sheets.</li> <li>• Use demonstration if "how to do something" is an issue or if the student needs an example.</li> </ul>
Audience	<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 class missed the same concept on an assignment, which presents an opportunity for reteaching.</li> </ul>

Figure 1.10