

Wise Feedback: 19 Words to Maximize Student Engagement

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Condensed Research Study Context



Action research study in the fall of 2021 in an urban high school setting.



Mixed methods study using quantitative surveys and qualitative weekly journal entries for data collection.



Participants: myself and students in three of my 9th grade ELA classes during the first nine-week grading period.



Purpose: to examine how teacher self-efficacy is impacted through giving wise feedback to students and how students self-efficacy is impacted when implementing wise feedback into their work samples in 9th grade ELA classes.

Review of Literature

Wise feedback falls under an umbrella term of wise interventions aimed at changing individuals for the long term (Walton, 2014). In education, wise feedback is geared toward increasing student's confidence, motivation, or self-efficacy (Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014).

Prior to providing wise feedback, establishing a teacher-student relationship is paramount to ensure its success (Quay, 2018; Yeager et al., 2018; Yeager, Purdie-Vaughns et al., 2014).

Feedback that pairs teacher's high expectations with a belief in students' ability can have a great impact on students and their academic success (Fisher et al., 2016; Hattie & Temperley, 2007).

In addition to providing students with wise feedback, teachers need to teach students how to develop a feedback literacy to utilize the feedback (Carless & Boud, 2018).

Positive teacher-student relationships are critical to helping ninth-graders transition into high school (Akos & Galassi, 2004; Longobardi et al., 2016).

Self-efficacy can be impacted through enactive mastery experience, vicarious experiences, verbal persuasion, or physiological and affective states (Bandura 1997).

Hattie and Feedback

Hattie (2017) updated the list of factors related to student achievement to 252 from the initial list of 138 later revised to 150 factors.

- Feedback has an effect size of 0.70.
- Self-efficacy has an effect size of 0.92.
- Teacher estimates of achievement has an effect size of 1.29 (third highest).

What is Wise Feedback?

A four-step structured format to give students feedback connected to high expectations with belief in students' abilities (Cohen et al., 1999; Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014).

- Personal Greeting
- Conveying a reason for the feedback
- Pairing high expectations with belief in the student's ability
- Offer of support

Applied Example

Component	Application
Personal greeting	Ja'Myah, good improvement with citing textual evidence!
Conveying a reason for the feedback	I have a couple of fine tuning/perfecting notes for you about the MLA citations in your work.
Pairing high expectations with the student's ability	We've spent several weeks working on MLA citations in class to master the skill. Remember, in the citation, you do not need to write "pg" before the page number and the period goes after the citation not inside the quote. Here's an example: "...never fast enough" (11). Fix those two elements I mentioned, and you've mastered the skill.
Offer of support	Let me know if you have questions when you're writing and using citations so I can help you!

Wise Feedback During the Research Study

- 85 students in three ELA classes.
- 23 had parent consent and assented to participate in the study, but only 12 completed the three surveys during the study.
- All 85 students received wise feedback on 12 different assignments during the nine-week study with the majority falling within the second unit of study (a four-week unit).
- Students completed a feedback reflection log after each task to build feedback literacy.

Self-Efficacy

Teacher self-efficacy increased with each survey (scores: 36, 40, 43).



Student self-efficacy decreased with the second survey but increased with the final survey (mean scores: 51.08, 49.75, 52.75).

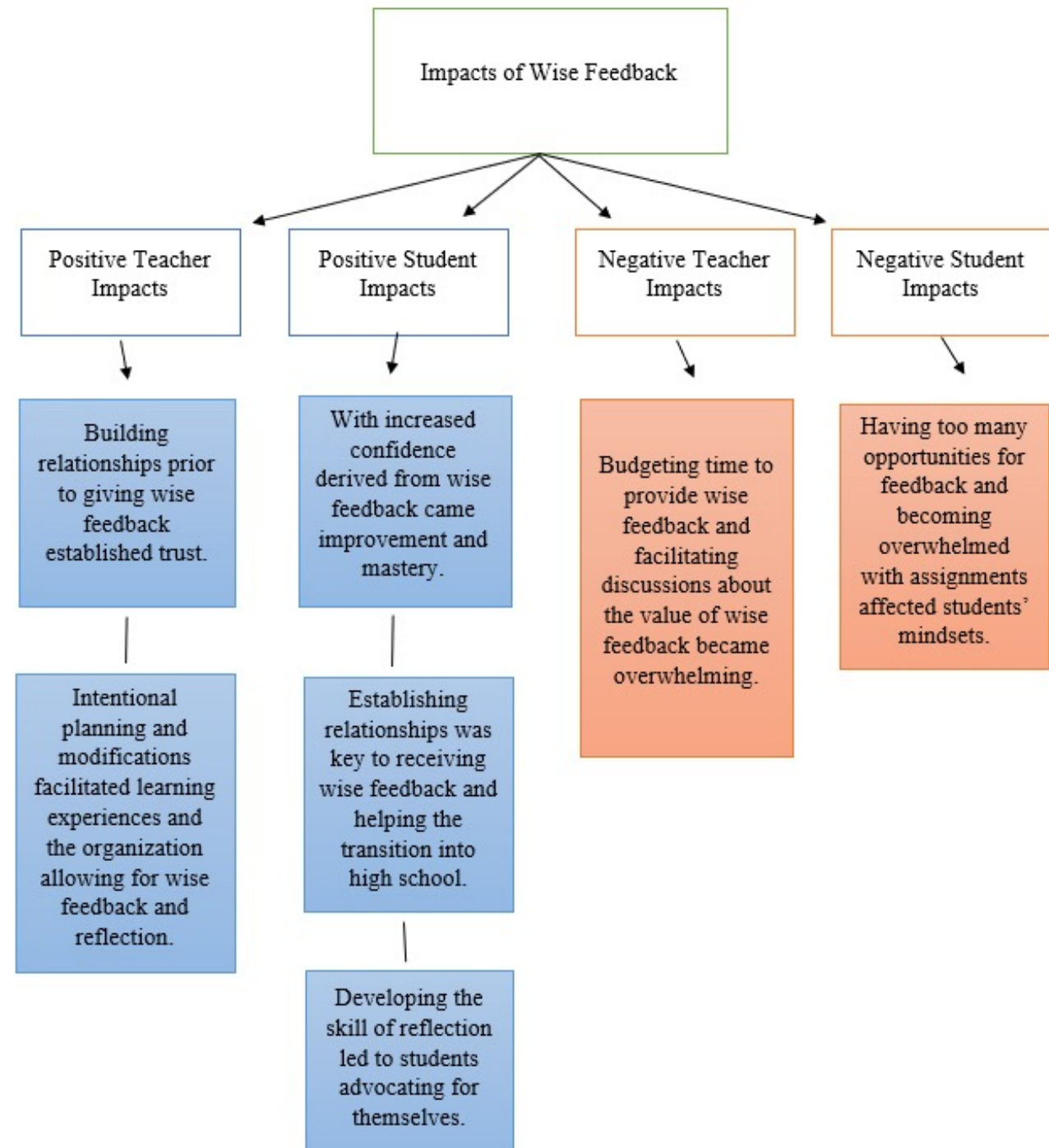


Because of the small sample size, there was no statistical significance.

Word Cloud of Codes from Teacher Journal Entries



Thematic Framework



Impact of Wise Feedback on Classroom Practices

- Positive and negative impacts on myself and students.
- Positive impacts outweigh the negative.
- Providing wise feedback requires a transformation of the teacher's mindset toward classroom planning and feedback practices.



Recommendations for Action Within the Classroom

Continue

- Continue providing students with wise feedback after the first nine weeks ends to continue building on what was established.

Provide

- Provide second semester freshmen with wise feedback to continue the high school transition.

Share

- Share study results with other teachers and offer support to those who seek to transform their classroom practices.

Targeted Version – 19 Words

Pink (2018) provided a condensed version of wise feedback in 19 words.

I'm giving you these comments because I have very high expectations, and I know you can reach them.

Mitigating Time Investment



I'm giving you these comments because I have very high expectations, and I know you can reach them. You are very close to mastering the citation skill. Keep in mind what we've reviewed in class related to only the number going in the citation. I'm confident you can master this skill!



Ja'Myah, good improvement with citing textual evidence! I have a couple of fine tuning/perfecting notes for you about the MLA citations in your work. We've spent several weeks working on MLA citations in class to master the skill. Remember, in the citation, you do not need to write "pg" before the page number and the period goes after the citation not inside the quote. Here's an example: "...never fast enough" (11). Fix those two elements I mentioned, and you've mastered the skill. Let me know if you have questions when you're writing and using citations so I can help you!

Recommendations for Further Study

Conduct

- Conduct future studies with larger populations of teachers and students.

Ensure

- Ensure a more inclusive population of racially diverse students in another research study.

Conduct

- Conduct a longer research study than nine weeks.

Expand

- Expand the study to include other grade levels.

Examine

- Examine connections between standards-based grading and wise feedback versus traditional grading and wise feedback.

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