Meta-feedback Questions

Any learning that is shared can help students generate feedback about the task and learning itself. This is crucial for students if they are giving feedback to others as well, because if they are involved with peer feedback, they must focus on the task and not the person.

Feedback-to-text questions might include

What was this task about?
What did you understand?
What do you still have questions about?
What was the most confusing part of this activity/learning?

Feedback-to-self questions can be asked as part of a Think–Pair–Feedback, a mind map, a talking circle, or an exit ticket. They can help students think about themselves and their own lives in relation to their learning:

What does this learning remind you of?
What experiences in your own life connect to this piece?
Do you have any other personal connections?

Feedback-to-world questions can help students make connections between their learning and the larger or global community:

What is the world issue that this learning could relate to?
Does it remind you of a situation you have seen or heard of in your life?
How does it relate to the greater/global community?

Feedback Activities for Visualizing

It is no secret that visualization is an important part of comprehension in learning. Visual-based feedback gives students the opportunity to apply feedback strategies in text-free ways. It is important to remember that students need plenty of time to practice giving and receiving feedback. It takes time to use feedback to help make deeper connections. Students need a lot of guidance.

There are useful programs on the Internet with visuals that can be used on Feedback Cards as cues for learning; for example, Pixabay.com provides images free for commercial use.

- Feedback Dice and Cards can be used to provide visual cues. The anchor charts, word walls, portfolios, and templates created by strategies in Chapter 4 also provide visual cues for giving and receiving effective feedback. Here, feedback supports a deeper understanding of the academic content. The visuals serve as cues that can help students to retrieve what they already have learned about giving and receiving feedback, and to better apply it to the academic content.
- Through the strategies in Chapter 4, students learn to give feedback in ways that makes their thinking visual. For instance, during meta-feedback, students can be asked to develop pictures in their minds and describe them. Students can be asked to create pictures after interacting with the academic content while other students can be creating visualizations of the feedback they received. Feedback strategies help to scaffold the learning to the next level and this can be done visually. Instead of writing each new step in the learning process, a picture or icon can be created by students to help them

understand and "see" what their next step will need to be. Students can visualize by creating illustrations that depict the imagery they have in their minds while listening/processing an idea, presentation, story, answer, etc.

- When students can practice visualization, it helps to make the academic learning more engaging. It makes it personal, promotes shifts in thinking, elicits memories and feelings, and adds dimensions to learning that promote retrieval of information. As a result, the feedback becomes much more dynamic.
- The use of artifacts is another strategy that increases learning, engagement, and feedback. Choose a significant tool, idea, or item that best represents something important about the academic content.
- Imaged-based feedback can be done in smaller pieces; e.g., as part of the scaffolding process to help students internalize the feedback. New images might come up that help students with academics.
- An essential question can be anchored in the classroom to prompt students to think about the visualizations:

  How does making pictures in your mind during feedback help you to understand the feedback?

Feedback Activities for Predicting

Prediction is a great feedback strategy. It is more than having students figure out what they need to do next. It is also about having students make predictions about what the next goals need to be. It helps students make new inquiries about what they could do to make their work better and why. Predicting also facilitates *what-if…* questions; e.g., *What if I did X instead of Y?*

- As students go through this process of thinking about their work more deeply, they are provided with opportunities to understand the content more comprehensively. Since questions can be an important part of the Feedback for Predicting process, Feedback Dice or Feedback Cards can be used to help think about the kinds of questions that need to be asked.
- Mind-mapping is also an excellent strategy students can use to map out and brainstorm possibilities for predicting the next step, because it requires them to use evidence from their work to determine why their work might need to take a new or different direction.
- Exit tickets are an excellent way for students to make predictions about what they need to do next, based on feedback about their academics.

Feedback Activities for Inferring

Inferring is a skill that is based on prior knowledge and experience. Feedback can help hone this skill by prompting students to engage in text, cueing prior knowledge and experience. Students need to make inferences from feedback to make meaning as well.

Using inferences as feedback is about students applying their content knowledge and feedback received to understanding what they need to do next. Feedback provides the scaffolds necessary to help students learn and grow. Quite often, we infer these scaffolds based on what we are taught to see about the work we are doing. A feedback-friendly classroom builds these schemas so that students can make more meaningful inferences about the content and tasks being completed.