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IF YOU WRITE CAREFUL DIAGNOSTIC COMMENTS
ON A STUDENT'S PIECE OF WORK

AND THEN ATTACH A GRADE...

YOU ARE **WASTING** YOUR TIME

- DYLAN WILIAM



POWERFUL FEEDBACK

3 WAYS TO IMPROVE

YOU CAN'T DO THIS YET

YOU'RE STRUGGLING AT THE MOMENT





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A CULTURE OF EFFECTIVE FEEDBACK





EXPEDITIONARY
LEARNING



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TASK (12mins)

LEARNERS: You will have 12 minutes to design & make two different designs for paper airplanes that can fly at least 5 metres carrying at least five 5 cent coins.

Documenters: Please observe with the following question in mind:

What do you notice about the individuals' and group's process of building knowledge and what can you point to that makes you say that?

Watch for interesting and important moments or shifts in the ways ideas are being developed. Afterward, describe and interpret how those moments advanced the knowledge building of the group.

Document your observations individually.

You can document in any way you wish – jot down bits of conversation, take pictures with your mobile phone, write short descriptive notes, or draw pictures or diagrams – but you must document in some way!



DE-BRIEF (10mins)

Documenters: Share with the learners selected observations and documentation about the individuals' and group's process of building knowledge. Try to identify interesting or important moments or shifts in the ways ideas were being developed and offer an interpretation of how they advanced the learning process.

Learners: Share your responses to the documenters' observations and interpretations as well as your own reflections regarding interesting or important moments or shifts in the learning process and what you learned about aerodynamics.

As a small group: Choose one thing you learned about the principles of aerodynamics and one thing you learned about individual and group learning or the process of documentation to share with the whole group. Feel free to walk around and look at the designs of other groups.



MORE CHAT...

Small groups each report one thing they learned about aerodynamics and one thing they learned about individual and group learning or the process of documentation.

(From Mara Krechevsky, Ben Mardell, Melissa Rivard, Daniel Wilson. (2013). Visible Learners: Promoting Reggio-inspired approaches in all schools. San Francisco: Jossey-Bass)





- In an experiment with over 250,000 students learning math concepts on the Khan Academy website, growth mindset encouragement presented at the top of the screen (e.g., “*When you learn a new kind of math problem, you grow your math brain!*”) increased the rate at which students successfully solved math problems even months after students no longer saw the message, compared to controls who did not see this message.



ASSUMING EVERY MEMBER OF
OUR COMMUNITY IS A
LEARNER...



WHAT MIGHT WE
TAKE FROM THIS SESSION?

