**Hattie’s ideas for looking at feedback in the flow of the lesson**

**Select Chapter 7 exercises**

1. Have a colleague observe your class through the eyes of students. For example, have this colleague sit in the room, take a script of everything that you say and do, and, most critically, choose two students and note all that they do, react to, and talk about. At the end, print out the script and together identify each occasion on which the teacher provided feedback and each occasion when the two students received and acted upon any feedback.
2. Take a video of one of your classes. Review the lesson and consider where there were opportunities for the students to gain more effective feedback about their progress in the lesson. Practice these opportunities with colleagues and then aim to find occasions in your next classes on which to enact them.
3. After the next administration of a test in your class, detail what you have learned from interpreting the results, what you would do differently, and what you would re-teach. In light of these details, ask whether the assessment served its purpose in providing feedback to you as a teacher. If not, change the assessment to maximize these opportunities.
4. Discuss the following things (Hattie would argue they are true):
   1. Feedback is more powerful when it is sought by the teacher about his or her teaching than by the student about his or her learning.
   2. Formative interpretations cannot be accomplished without including some form of assessment.
   3. ‘Errors’ relate as much to gifted as to struggling students and should be seen as opportunities.
   4. The major reason for administering tests in classrooms is for teachers to find out what they taught well or not, whom they taught well or not, and where they should focus next. If a test does not lead to a teacher evaluating these claims, it was probably a waste of everybody’s time and effort.
   5. The teacher’s role in testing is to help students to exceed their expected grade on the test.