Journal Response Entry:
1. Watch webinar- The Secret of Effective Feedback (Dylan Wiliam)
2. Choose two from a number of articles.
3. Synthesize.

Template:

Observation	Meaning	Research
What you saw in your classroom	Your ideas and how you assign meaning to what was observed	How studies/ articles support or refute these ideas

Summary: (500-word synthesis that captures the multiple contexts from observation, meaning, and research.)

I was sharing about how:

I have been doing reflections—reassessing my own practice and interactions with my students, particularly, really thinking about how I was giving feedback and how I could improve on this.

Our education system, and maybe our culture, at least from my personal context, is not too generous with praise. We don't hear, nor give *"Great Job!"* comments generously. So, seeing how praise is so naturally used here, i.e., contextually, referring to how I observed teacher and student interactions, I was seriously thinking, we need to learn to use words of affirmations with students. And I already imagined how encouraged our students might be, if they will begin to receive more appreciation. Most of the times, my students feel I am hard to please—expectations are way too high to the extent of being inconsiderate; and as a result, many of them felt they can hardly be good enough. The other thing that had me thinking about feedback is my dedication to grading. I value grading students' work highly because I was convinced that this was all about fairness. To me, grades were reflective of the kind of performance or work that students decide to put in. I guess, I was perceiving grades from an *input-output* concept of- *This is what you give, and so this is what you equally get in return*.

However, it is interesting to note how Dylan Wiliam, Grant Wiggins, Maja Wilson, John Hattie, and many others deconstruct these notions. Reading their works about feedback, I sensed that they are saying: *Inasmuch as grades and praise are not to be completely discarded, feedback*

should be approached and utilized with intentionality toward constructive learning; really, driving home a point, that neither praise nor grade means feedback.

So, I started to ask: *How come praise can be harmful? Like, I know we need it, our students for sure would love it, and would certainly be encouraged to hear it. How then should I make remarks about students' work?* Dweck and Mueller (1998) is convinced that too much of *"You're so smart!"* backfires because these kinds of comments reinforce a fixed concept of intelligence (as cited in Wilson, 2012, p. 52). And I had to acknowledged that is true, in many cases. But what if I substitute or redirect praise in this manner: *"You did such a good job of working hard on that drawing!"* (Wilson, 2012, p. 53), where I praise the effort, instead. Will this be considered worthy of feedback?

I realized there is so much to learn (or unlearn) about the concept of feedback. One of the important lessons I have had is to be able to look at feedback and reflect: (a) how I want to use it; (b) why I want to use it, for what purpose, for whom; (c) what kinds of feedback must I utilize, with whom; (d) when and where should I use what kinds, with whom, for whom. These made me noticed how I cannot decontextualize feedback from my knowledge and relationship with individuals; it always comes back to *"for whom, with whom.* This then tells me, that as educators, we are in a two-way relationship with our students, in terms of how we give and receive feedback. It is in understanding who they are, with the questions we asked, that we can begin to engage them— when they respond by changing their behavior and by modifying their goal— in the feedback process with us. But that to make this happen, we would have to build important features into how we give them feedback, which includes, creating a safe place for students to make mistakes (William, 2012), work on them, improve, and demonstrate growth in learning.

While grades and praises are inevitable, I now keep them to their purpose—as expressions of affirmation and evaluation, both useful in demonstrating value-judgment (Wiggins, 2012). And because I intend to frame student learning by asking: (a) where students need to go; (b) how; and (c) and where next, once they are there (Hattie, 2012), I would have to use feedback, in a way that it directs how students should build on their learning, in an ongoing process.