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Titolo	Feedback for learning // edited by Susan Askew ; written by members of the group Assessment, Guidance and Effective Learning at the Institute of Education, University of London
Pubbl/distr/stampa	London ; ; New York : , : Routledge/Falmer, , 2000
ISBN	1-134-55808-2 1-280-05327-5 0-203-01767-6
Descrizione fisica	1 online resource (192 p.)
Altri autori (Persone)	AskewSue
Disciplina	370.15/23 370.1523
Soggetti	Feedback (Psychology) Interaction analysis in education Learning Learning, Feedback (Psychology) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Book Cover; Title; Copyright; Contents; 1 Gifts ping pong and loops linking feedback and learning; 2 Teacher feedback strategies in primary classrooms new evidence; 3 Getting it right distance marking as accessible and effective feedback in the primary classroom; 4 Dialogue discussion and feedback views of secondary school students on how others help their learning; 5 Feedback between teachers; 6 Student views on careers education and guidance what sort of feedback to careers co ordinators; 7 Learning from research 8 Communications between school and home correction consultation or conversation for learning9 Promoting organisational learning in schools the role of feedback; 10 Value added feedback for the purpose of school self evaluation; 11 Using your initiative feedback to an LEA on a school improvement initiative; Index
Sommario/riassunto	Teachers may be surrounded by feedback and involved in it every day, but the notion is poorly analysed and poorly used. Feedback for

Learning provides an important collection of contributions to the highly topical theme of feedback to support learning. The book spans three major areas which affect all teachers: *young people's learning* teachers' learning *organisational learning. The authors critically examine the assumption that feedback necessarily has positive learning outcomes and describe models and practices which are more likely to result in effective learning
