# Facilitator Cheat Sheet: Research for the Effect Size Activity

* High-quality feedback between a teacher and a student is one of the most influential success factors identified in education research: “the most powerful single influence enhancing achievement is feedback.” (Hattie, 2008, p.12)
* “It is the feedback to the teacher about what students can and cannot do that is more powerful than feedback to the student, and it necessitates a different way of interacting and respecting students.” (Hattie, 2008, p.4)
* Simply delivering feedback on its own has little effect on students; rather effective feedback gains its power from the context in which it is given, most particularly when students can put it to use. (Hattie & Timperley, 2007)
* When praise is used as a prelude to negative feedback for struggling students, students begin to recognize that pattern and to perceive the praise as empty. Praise then has a negative effect (i.e. worse than no feedback at all). (Hattie & Timperley, 2007)
* In order for praise to be effective it has to promote growth mindset: “I’m giving you feedback on \_\_\_\_ because I believe you have the potential to succeed on this.” (Yeager, Garcia, Brzustoski, Hessert, Purdie-Vaughns, Apfel, Master, Williams, & Cohen, 2014)

**Sources**

Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. NY: Routledge. ([excerpt](https://www.readpbn.com/pdf/Visible-Learning-A-Synthesis-of-Over-800-Meta-Analyses-Relating-to-Achievement-Sample.pdf))

[Hattie, J., Timperley, H. (2007, March). The Power of Feedback. Review of Educational Research, 77 (1), 81-112.](https://drive.google.com/file/d/0BzPgSCcRk402SnFLdEVEVmFFWXM/view?usp=sharing)

[Yeager, David Scott, Purdie-Vaughns, Valerie, Garcia, Julio, Apfel, Nancy, Brzustoski, Patti, Master, Allison, Hessert, William T., Williams, Matthew E., Cohen, Geoffrey L. (2014, April). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143(2), 804-824.](https://www.apa.org/pubs/journals/releases/xge-a0033906.pdf)