Getting It Wrong From the Beginning
Peter Liljedahl Keynote, Building Thinking Classrooms Conference 2024

Effective feedback is timely and specific
- Timely
    - It's immediate. If not, it's pointless.
    - In order for kids to care about the feedback, it has to come at a time when they're cognitively engaged in the activity.
- Specific
    - It has to be specific to the task.
    - It has to be specific to the student. The feedback needs to match their energy.
    - It has to be specific to where they are.
    - It has to be specific to where they're going.
- Oftentimes the above iis impossible.
    - Either we sacrifice the immediate or we keep the immediate and select to provide specific feedback for one or two students.
    - Neither of these is actually good practice.

The Maze
- Our students are like a mouse in the maze. The teacher is the scientist in the lab coach looking down from above and watching the mouse in the maze. We have very different perspectives. We can see where they've been and where they're heading. The students can't see what we can see.
- We think we're so clear. The students don't see it. It's not clear. They're still in the maze.
- We're giving them feedback that comes from our perspective instead of their perspective.
- Get students out of the maze.
- Give them a map. Help them understand where students are at and where they're going.

Maps
- There are competency maps and content maps.
- Navigation tools are content maps.
    - Move the H's to checkmarks.
    - Move the X's to H's.
    - Move the N's to checkmarks/Xs.
    - Using these tools helps 20% improvements in 60% of the students.
- Competency maps are rubrics from chapter 12.

The person who can make the change is the person who's holding the data. The greatest inequity in education is the inequity between teachers and students.