

I was fortunate to actually hear Dr Gloria Latham present this paper in Tasmania last year.

In addition to strengthening or impeding further learning, Latham suggests that feedback also impacts on the students' self-image and concepts of themselves as learners. She continues with the idea that "every mark or remark, every gesture, facial expression, every act and every omission that occurs in and beyond the learning spaces is a form of feedback". Clearly it is the nature and content of the feedback that challenges and changes the way people think as they un-learn or re-learn.

I found it interesting that Dr Latham states that feedback should "target areas of students' strengths" (p.4) and then states that "another strong finding was that the students appear to learn most from being informed about what they were doing incorrectly or what they had misunderstood and why" (p.6). The notion of 'feeding-forward' creates learning opportunities where feedback informs further study and offers opportunity to improve practice.

In addition Dr Latham drives the point home that there needs to be consistency across the whole school in regard to the nature and content of the feedback. This, is what I believe, we hope to achieve.

I also liked her idea of asking students to re-read feedback already received and to reflect on how they have attended to the feedback.