Adapted from: Figure 1. A model of feedback to enhance learning (Hattie & Timperley, 2007, p87)

**Purpose**
To reduce discrepancies between current understandings/performance and a desired goal

**The discrepancy can be reduced by:**

**Students:**
- Increased effort and employment of more effective strategies OR
- Abandoning, blurring, or lowering the goals

**Teachers:**
- Providing appropriate challenging and specific goals
- Assisting students to reach them through effective learning strategies and feedback

**Effective feedback answers three questions**
- Where am I going?
- How am I going?
- Where to next?

**Each feedback question works at four levels:**

- **Task level**
  How well tasks are understood/performed

- **Process level**
  The main process needed to understand/perform tasks

- **Self-regulation level**
  Self-monitoring, directing, and regulating of actions

- **Self-level**
  Personal evaluations and affect (usually positive) about the learner