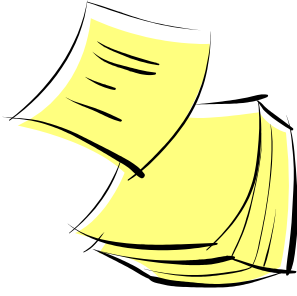


## Teacher Page: How-to Use Sticky Note Feedback

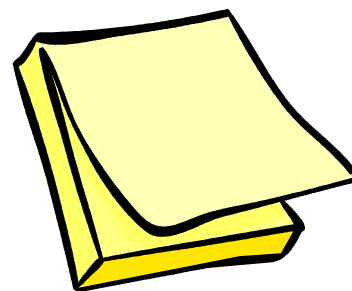


Sticky Note Feedback gives students an opportunity to leave questions and comments on their peer's work. This kind of task addresses the NGSS scientific practice of obtaining, evaluating, and communicating information. A 45-minute class period should be enough for sticky-note feedback, though more time will likely be necessary the first time this structure is introduced. A typical class period could break down like this...

- **5 mins - Post work.** Give students time to display their work sample around the room
  - It can be taped/pinned on walls or cabinets.
  - Alternatively, clear off desks, and the only thing on each table/pod or lab table is the work students need to be examining.
- **10 mins - Introduce activity.** Give directions. Show examples of helpful feedback and not-so-helpful feedback. Make sure groups/pairs have a sheet with sentence stems and some sticky notes (clipboard or hard surface optional).
- **15 mins - Students give feedback.** Have students travel in pairs and work together to examine student work, write feedback, and leave at least 2 or 3 sticky notes (getting to 2 or 3 places in the room.) This could go two ways..
  - **Timed Feedback:** You can time this if you would like a more orderly progression giving students 5 minutes at each station before calling time and having students move in one direction to the next spot. This ensures all groups get at least 2 or 3 sticky notes with feedback.
  - **Milling around:** Students move on as they are ready but if a spot looks crowded they must find another spot. This releases responsibility to the students to manage their time and be mindful that all groups get feedback. This method usually results in more feedback per group since students work at their own pace.
- **10 mins - Return and respond to feedback.** Students read and respond to the feedback they received. They decide to follow the suggestions or counter the suggestion. Either way they are adding, editing, and/or changing something about their work.
- **5 mins - Checking in about the feedback.** Did any group get any particularly helpful feedback? Point out what we liked about the feedback.

*Speaking from experience with 4<sup>th</sup> graders, although students may not like giving detailed or specific feedback at first, it only takes doing this once for them to return to their own work crestfallen because they didn't get any meaningful or helpful feedback - and they got angry about that! It helps to debrief and get these feelings out in the room so that next time we recognize how our effort (or lack thereof) affects others in our learning community.*

## Teacher Page: Tips for Sticky Note Feedback



When using sticky note feedback in a class...

### 1. Consider the type of work students will be sharing with each other and commenting on.

- Work should be rich in ideas and student work should be diverse (i.e. not all work is identical).
- It should be work that students can draw upon prior activities and investigations that students can use as evidence for their ideas.
- Modelling scientific phenomena to explain a causal mechanism can be a solid task to use in this kind of activity. Models students create mid-way through a unit or near the end of a unit work best since students will have multiple activities to draw on for evidence for their ideas.

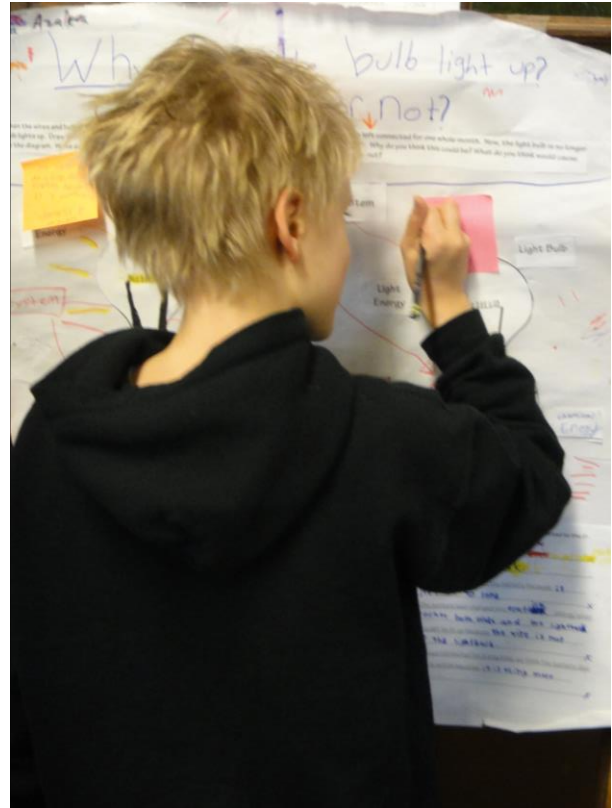
### 2. Provide students with examples of helpful and not-so-helpful feedback using unit content.

- In this file there are examples of "Helpful" and "Nice, but not helpful" feedback using the content from a 4<sup>th</sup> grade circuits unit to see what this could look like. Write your own examples using your own unit content.
- Before letting students engage in the task, explain the types of feedback and the purpose of giving feedback - it needs to be specific and actionable since after we give feedback then we return to our own work and respond to the sticky notes our work received. Write up some sticky notes ahead of time and show them to students. Ask students what they think of them.
  - Show students one that is just nice (i.e. "Nice drawing" or "You have nice handwriting.") Let students say what they think about it and what they would need to add to make it helpful.
  - Show one that is nicer and content-related (i.e. "I appreciate how you showed electrons bumping in the wire because that's how it works.")
  - Show one that is both content-related and helpful (i.e. "You wrote that electrons bump. We think you should add more about what we learned about electrons and where they come from in the copper wire.")

### 3. Allow time for students to address feedback.

- The first time students engage in this kind of activity they may need more time to really address the feedback they received. Or they may want time to talk and tell others what they liked and didn't like about the feedback they got.
- This is an authentic peer-review practice of scientists of asking for and addressing feedback from colleagues.

Here are some photos of sticky note feedback in 4<sup>th</sup> & 5<sup>th</sup> grade classrooms. Students created poster-sized models after 6 activities that gave them evidence for why a flashlight circuit stops working when it is left on. Even though all students were answering the same prompt, the kinds of representations and ideas they have are all different and they explained it in different ways, too.



## Sentence Frames:

I appreciate how you \_\_\_\_\_. It would be clearer if you added \_\_\_\_\_.

I see you're thinking about \_\_\_\_\_. Do you think you should add \_\_\_\_\_?

The writing said that \_\_\_\_\_. We disagree and think you should change \_\_\_\_\_.

We agree that \_\_\_\_\_. But you could add evidence about \_\_\_\_\_.

# Sticky Note Feedback

## DIRECTIONS

**Purpose:** We help each other communicate clearly about our ideas.

**Your Job:** Write a comment or question that helps the scientists understand where and why you might be confused as you look at their work. Use sentence frames at the top of this page to help you.

## Examples:

✓ Helpful Feedback

I appreciate your color key. It would be clearer if you showed how the electron dots move using small arrows.

We can see you're thinking about the acid and metal inside the battery, but how does that reaction help the electric energy bump?

I agree that you said wire is a conductor. But you could add more about WHY it is a conductor. Add something about "free electrons"!

You wrote the glass bead helps move energy. We disagree.

Go look at the Conductor or Insulator? poster we made.

✗ Nice, But Not Helpful

Your diagram is amazing. We love it! You did a great job! Nice work!

Your diagram has lots of colors! I really like your science drawing.

Your handwriting is really pretty. You wrote a lot. You must know a lot about science!

# Sticky Note Feedback

**Purpose:** To help ourselves and each other communicate clearly about our ideas.

**Your Job:** Write a comment or question that helps the scientists understand where and why you might be confused as you look at their work. Use sentence frames on this page to help you. Suggest a specific change or something to add.

I appreciate how you \_\_\_\_\_. It would be clearer if you added\_\_\_\_\_.

I see you're thinking about\_\_\_\_\_. Do you think you should add\_\_\_\_\_?

The writing said that \_\_\_\_\_. We disagree and think you should change\_\_\_\_\_because...

We agree that\_\_\_\_\_. But you could add evidence about \_\_\_\_\_.

*Place a sticky note over  
each square.*

Before you stick it, did you ...

- write your name(s) on the note?
- suggest something specific?

*Place a sticky note over  
each square.*

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