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2014-1-BE02-KA201-000432

Protocol Reference Number: 002

Developed by: NEI

Title

Guidance for Feedback

Sources

Godinho, S., Wilson, J. (2007, Out of the Question. Stenhouse Publishers

Purpose of the protocol

Using de Bono's Six Thinking Hats combined with Bloom's taxonomy enables all the participants of a certain PLC or students in class to participate and give warm and cool feedback etc. It enables the participants to work together, share responsibility and it also provokes different levels of thinking. Among other things it allows for creativity and new ideas.

When to use it:

- Giving feedback after class observations (developing critical friendship among teachers/colleagues; the tool gives participants the opportunity to express positive as well as negative aspects and propose possible changes, metacognition is included)
- In class with students when dealing with a new topic (discussion, reading a new text, when revising etc. This strategy encourages students to think at different levels – it develops cognitive thinking skills with students).

Materials

feedback guidelines; Bloom/de Bono model (see the chart)

Time

10 min

Roles

- Facilitator
- Participant/student
- PLC

Process

Steps:

1. The facilitator explains how the group is going to work and sees that everybody sticks to his/her assigned role/colour of the hat.
2. Each participant/pair (the organisation depends on the size of the group) is assigned the role (the colour of the hat) and should prepare his/her feedback in accordance with it.



- 3. The presenter has two colours. He/she is “a white and a blue” hat and starts the session (gives information on the lesson which was observed)
- 4. In turns, participants give their feedback
- 5. The presenter closes the feedback by expressing his thoughts (blue hat).

Hat	General
WHITE (facts, information) Remembering/Understanding (1st,2nd level of Bloom’s taxonomy)	What have you learnt? What should you learn? Facts. Where can you find appropriate information? Constructing meaning. Classifying, summarizing, inferring, comparing or explaining.
RED Evaluating (5th level of Bloom’s taxonomy)	How do you feel about your achievements? What does your intuition say?
BLACK Critical thinking	What could you do better? What about the problems/troubles? What are the risks?
YELLOW Analysis/evaluating (4th, 5th level of Bloom’s taxonomy)	Critiques, recommendations. What are the advantages/pluses of your work? What are the benefits? How the part relate to an overall structure or purpose?
GREEN Creating (6th level of Bloom’s taxonomy)	What can you change/do differently? Suggestions, creativity. Putting elements together to form a coherent or functional whole; new pattern.
BLUE metacognition	What could you say about your development/advancement? What questions have you got now? What can you say about the process of thinking and learning? Check/control.

References

Bloom’s Taxonomy Revised Anderson and Krathwohl (2001). See <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> (1.6. 2017)



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Exemplification

Critical friendship after class observations. The members of the PLC the presenter (the teacher) feedback using this tool . They are divided into five groups, each group gives feedback only in relation to its hat (ex. White hat group talks only about facts, without judgement etc).