How to Develop Effective Practice Activities

For guided practice, advise students of the strategies and resources available to scaffold them in learning content. Continue guided practice until students can answer approximately 80 percent of the questions correctly.

Consider the instructional support you will provide, such as cues, hints, or prompts:

For free practice, help students internalize new skills and knowledge by engaging in more autonomous learning activities.

Design learning activities that parallel the guided practice but with the support removed:

Identify the strategies you will use to deepen student learning and integration of new knowledge, such as asking students to provide details or more complexity:

Provide feedback based on students' performance to assess and facilitate learning. Keep in mind that feedback timing is important in direct instruction. You should give immediate feedback on student misconceptions or faulty interpretations. Consider your feedback along with the four feedback categories identified by John Hattie and Helen Timperley (2007). Each of these types of feedback impacts student learning differently, with the two middle categories proving most effective.

1. **Feedback about the task (recommended):** How well a task is being accomplished or performed, such as distinguishing correct from incorrect answers

2. **Feedback about the processing of the task (highly recommended):** The specific cognitive processes that underlie tasks, such as information regarding the relationship between strategies taken and quality of performance

3. **Feedback about self-regulation (highly recommended):** The way students monitor, direct, and regulate actions toward the learning goal

4. **Feedback about the self as a person (not recommended):** A personal evaluation of the students, such as "great effort"

Reflections:

Source: Adapted from Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112.