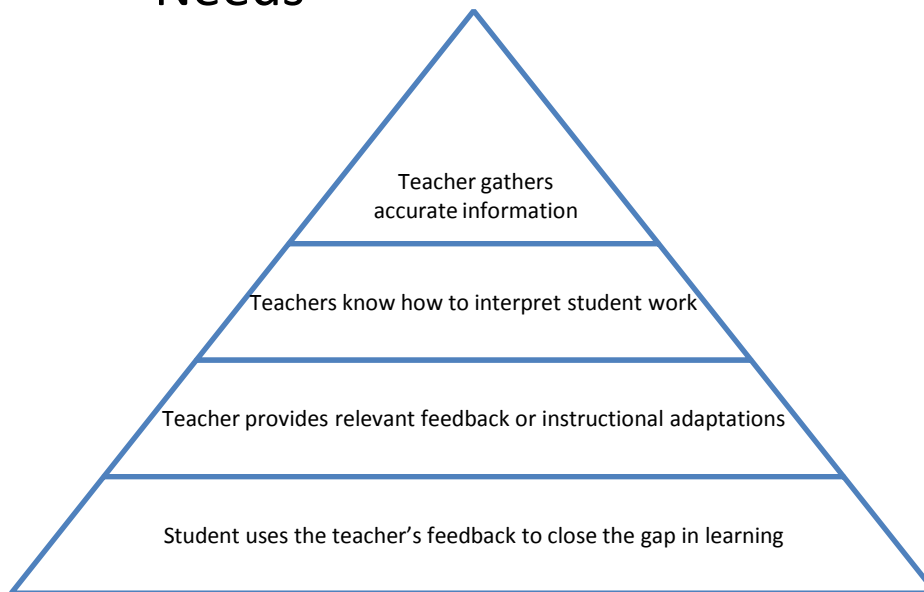
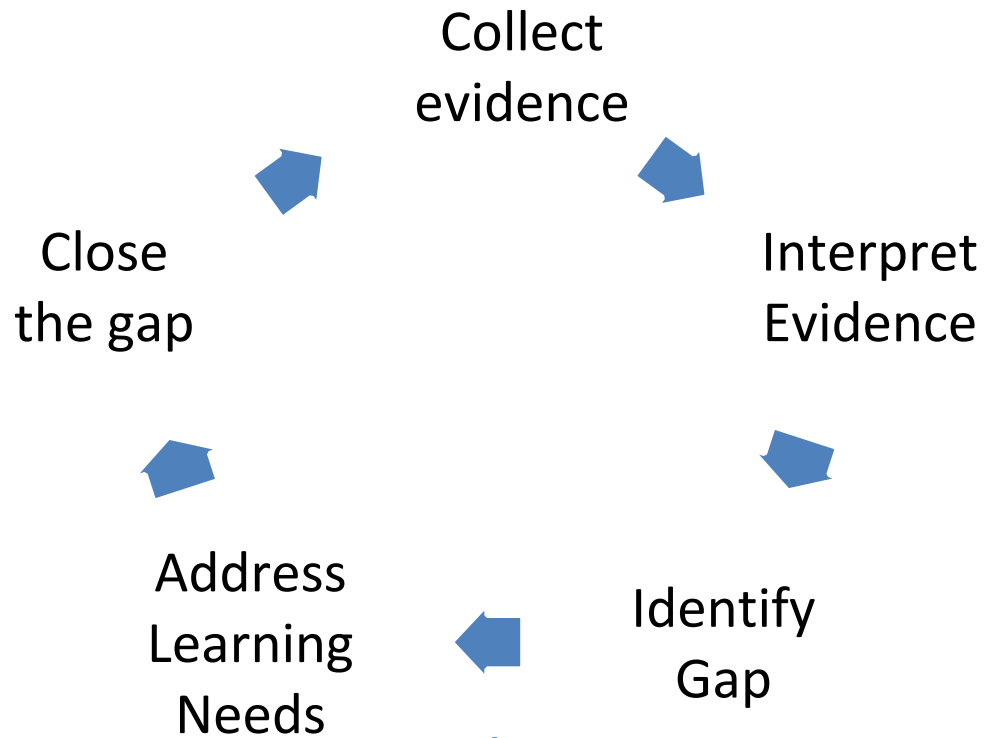


Formative Feedback Loop (adapted from Heritage, 2007) with corresponding assumptions (Schneider & Gowan, 2012)



# Unpacking the feed back loop/circle of inquiry

- Collect Evidence (i.e., Data)
  - What evidence/data?
  - Who/what collects the evidence/data?
    - The pyramid suggests “teachers gather”.
    - Where do machines fit into data gathering?
  - Is evidence/data collection theory/question driven (versus collecting ALL data possible)?

# Unpacking the feed back loop/circle of inquiry

- Interpret Evidence (i.e., Interpret Data)
  - Who/what interprets the evidence/data?
    - How much post-processing of data needs to be performed?
    - The pyramid suggests “teachers interpret”. Do machines (help) interpret evidence/data?
  - How does “theory driven” data collection impact interpretation?
  - How is relevant data distinguished from irrelevant data?