Giving Effective Face-to-Face Feedback

Learning to Teach Day
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Teaching and Learning Services
http://www.mcgill.ca/tls
Workshop Goals

• Understand face-to-face feedback and its importance

• Reflect on individual and environmental differences

• Learn strategies to apply in sessions
What is Face-to-Face Feedback?

Face-to-face feedback is **information** about the **gap** between an **actual behaviour** and a corresponding **reference behaviour**, communicated verbally in-person.

(Ramaprasad, 1983)
Think-Pair-Share (5 mins)

• Reflect on experiences when you have **received** feedback.
  – Think about
    • one PRODUCTIVE or POSITIVE
    • one NEGATIVE experience.
      – **What** did the feedback giver do/say?
      – **How** did that make you feel and act?
      – **What could have been done differently** to improve the situation?
Why is Giving Face-to-Face Feedback Important?

• It is:
  – A sign of **caring**
  – A means of **motivation** and **direction**
  – Essential to **learning** and **development**

(Dignen, 2014)
We Can Make these Experiences Positive with

• Preparation: Considering individuals and situations
• Execution: Giving and receiving constructive criticism
• Follow-up: Creating an action plan
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How do we consider individuals and situations?

- Using inquiry techniques
- Analyzing collected information
Different Types of Questions (Table 1)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Question Type</th>
<th>Example</th>
<th>Goal</th>
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</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Open-Ended/Introductory</td>
<td>“What do you make of this situation?”</td>
<td>Collect Details</td>
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<tr>
<td>During</td>
<td>Challenge</td>
<td>“Why do you say that?”</td>
<td>Elicit thinking</td>
</tr>
<tr>
<td>End</td>
<td>Generalizing/summarizing</td>
<td>“Can you summarize the main points of the discussion so far?”</td>
<td>Confirm understanding</td>
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Active and Empathetic Listening

• What is active listening?

• What is empathetic listening?

• What are the benefits of empathetic listening?

• How to achieve empathetic listening?

(Riordan, 2014)
Detect Differences in:

• Motivation & Emotions
• Expectations
• Focus of the feedback discussion
Differences:
a. Motivation

(Anderman, 2015)
Differences:

b. Expectations
Differences:

C. Focus of the feedback
We Can Make these Experiences Positive with

• Preparation: Considering individuals and situations
• Execution: Giving and receiving constructive criticism
• Follow-up: Creating an action plan
Giving **Constructive Criticism:**

The goal is to help and motivate!

WHAT they have done well and WHY?

WHAT they have NOT done well and WHY?

Encouraging summary

Be **positive**

Be **specific** and organized

Focus on the situation or performance, not the person

Give recommendations for improvement

Avoid assumptions
Receiving **Constructive** Criticism:

- Adopt an open-minded attitude
- Be aware of natural defense mechanisms
- Keep the goal of constructive criticism in mind
Conflict Resolution

• Maintaining a good relationship is the priority
• Separate the person from the problem
• Set out the facts
• LISTEN carefully
• Talk second
• Explore options for a resolution together
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Create a **SMART** Action Plan!
Is this Action Plan **SMART**?

You are helping a new student in your research group write their first funding application, which is due in 2 weeks. You have reviewed their work and had a feedback discussion.

**Action plan:**

1) “Give me a revised version of the application.”

2) “Let’s meet to discuss this again.”

3) “You will make the discussed edits and submit the application tomorrow.”
Scenario Group Activity

1. Groups of 3 (minimum) will each receive a scenario.

2. Two group members will act out the scenario, including a relevant feedback discussion.

3. Then, the observer(s) will lead a group discussion:
   - What was the focus of the feedback?
   - What action points were decided on?
   - How did both the giver and receiver feel about the interaction?

4. Lastly, share your experiences with the larger group.
Workshop Summary

✓ **Feedback** is an essential part of the student’s **learning** experience

✓ **Listening** and **questioning** are essential tools for effective feedback

✓ Giving AND receiving **constructive criticism** consists of skills that can be learned

✓ Giving **effective feedback** can benefit both the giver and the receiver
Workshop Outcome:

• What are two new things you learned today?

• What would you like to learn more about?

• Do you have any additional comments about the workshop?
Thank You!
Questions?

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