

Giving Effective Face-to-Face Feedback



Learning to Teach Day

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<http://www.mcgill.ca/tls>

TLS



<https://giphy.com/explore/wine-country>

Workshop Goals



- Understand face-to-face feedback and its importance
- Reflect on individual and environmental differences
- Learn strategies to apply in sessions



Feedback is...

What is Feedback?



"Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way... Information on the gap when used to alter the gap (most probably to close the gap) becomes feedback. If the information on the gap is merely stored without being utilized to alter the gap, it is not feedback."

(Ramaprasad, 1983)

What is Feedback?



"In academic settings, specific targets, criteria, standards and other external reference points (e.g., exemplars) help define goals. Feedback is information about how the student's present state (of learning and performance) relates to these goals and standards."

(Nicol & Macfarlane-Dick, 2006)

What is Feedback?



"Feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes."

(Hattie & Timperley, 2007)

Effective Feedback



Effective feedback must answer three major questions:

1. Where am I going?
2. How am I going?
3. Where to next?

(Hattie & Timperley, 2007)

Why Feedback Matters



Good feedback practice:

1. Helps clarify what good performance is;
2. Facilitates the development of self-assessment;
3. Delivers information to students about their learning;
4. Encourages teacher and peer dialogue around learning;
5. Encourages positive motivational beliefs and self-esteem;
6. Provides opportunities to close the gap between current and desired performance;
7. Provides information to teachers that can be used to help shape teaching.

(Nicol & Macfarlane-Dick, 2006)



Face-to-face feedback?

Think-Pair-Share

Activity!



Take a moment and reflect on experiences where you have **received** feedback.

- Think of one positive and one negative experience.
 - What did the feedback-giver do/say?
 - How did it make you feel/act?
 - What could have been done differently to improve the situation?

Positive Experiences of Face-to-Face Feedback



- Demonstrate understanding and appreciation
- Cultivate motivation in students
- Support students' learning and development

(Dignen, 2014)

Strategies for Positive Experiences of F2F Feedback



Preparation, Questioning, Listening

- Considering individuals and situations

Execution

- Giving and receiving constructive criticism

Follow-up

- Creating an action plan



We can make these experiences positive and effective through preparation, questioning, and listening.

Types of Questions



- What sort of feedback are you looking for?
- Open-ended vs. yes/no questions
 - Collecting information / introductory
 - Eliciting thinking / challenge
 - Confirming understanding / summarizing
- Examples (for an assignment):
 - What do you find to be the most challenging part?
 - Why do you say that? What is relation between X and y?
 - Can you summarize the main points of the discussion so far?

Active and Empathetic Listening



- Pay attention to verbal and non-verbal cues
- Process and understand the message
- Respond appropriately
- Follow up as needed

(Riordan, 2014)



We can make these experiences positive and effective through our execution of constructive criticism.

Giving Constructive Criticism



- 1) What they have done well and why
- 2) What they need to change/improve and why
- 3) Encouraging summary

Other things to keep in mind:

- Be specific and organized
- Focus on the 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



We can make these experiences positive and effective by helping students with an action plan for following up

The SMART Action Plan



Image: http://habitica.wikia.com/wiki/SMART_Goal_Setting

Is this Action Plan SMART?

Activity!



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.”

Scenarios

Activity!



1. Get into groups of 2 or 3
2. Read the scenario
3. As a group, discuss how you might lead a relevant feedback discussion for the scenario
4. Act out the given situation to practice giving effective face-to-face feedback

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



“The best teachers assume that learning has little meaning unless it produces a sustained and substantial influence on the way people think, act, and feel.”

(Bain, 2004)

Resources



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