





## Themes for today (9.15 – 12.00)

- Some frameworks for how to
  - a) provide feedback
  - b) receive feedback
- Four scenarios – practice giving feedback
- 11.35 → Short introduction to a tool to collect feedback from students
  - Provide feedback by using Feedbackly



## Learning outcomes of today

- You have practiced some methods to provide feedback
- You are aware of different reactions people might have when receiving feedback
- You gained knowledge of a tool (Feedbackly) to collect student feedback

# Constructive feedback

e.g., Martha N. Ovando, (1994), "Constructive Feedback", International Journal of Educational Management, Vol. 8 Iss 6 pp. 19 – 22.

- **Relevant, tailored**
  - Addresses performance/process that it is meant to address
  - designed to meet individual actor's specific needs and circumstances
- **Factual**
  - based on actual achievement/performance performance
- **Confidential**
- **Encouraging**
  - Motivates to continue and increase efforts
- **Immediate (however, some studies\* show that delayed feedback has its benefits too)**
  - provided as soon as information is available
- **Helpful**
  - provides suggestions for improvement of teaching and learning
- **Respectful**
  - respects actors' integrity and needs

\* Mullet, H. G., Butler, A. C., Verdin, B., von Borries, R., & Marsh, E. J. (2014). Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory and Cognition*, 3(3), 222-229.

## GROW model and examples of questions

Goal

### Set a goal

- How would you define your goal?
- What do you want to move forward?
- The goal should be in a **SMART** format: Specific, Measurable, Achievable, Relevant and Time specific.

Reality

### Current situation

- What have you done? What has helped you to do [task that you were meant to do]?
- If you think about your [task that you were meant to do] now, how ready it is on a scale of one to ten, 1-10, if 10 means the best situation and 0 the opposite of it.

Options

### What could you do? Opportunities and options

- What should you do to achieve your goal?
- Is there something that prevents you to achieve your goal?
- Is there something that might help you to achieve your goal?

Wrap-up

### Wrap-up: What – when – by whom + will to do it

- Wrap-up, small steps that will happen
- What will you do to complete [task that you were meant to do]?
- What are your next steps?
- How could you remove possible obstacles?

(Whitmore, John: Coaching for Performance)

# Guidelines for receiving feedback

Boud, D. (1991). Implementing Student Self Assessment. HERDSA Green Guide, No. 5. Second Edition. Sydney: HERDSA. Revised October 1994.

- **Be explicit**
  - Make it clear what kind of feedback you are seeking.
- **Be attentive**
  - Concentrate fully on what is being said. Focus on what the person wants you to know, not on what you would like to hear.
- **Be aware**
  - Notice your own reactions, both intellectual and emotional.
- **Be silent**
  - Refrain from making a response. Don't even begin to frame a response in your own mind until you have listened carefully to what has been said and have considered the implications.
  - Don't use the excuse of correcting factual errors to avoid hearing and resonating with the substance of what has been said.
  - Don't be distracted by the need to explain.

## An art of receiving feedback

several resources, google e.g. SARA

### Natural response to feedback

1. **Shock/surprise**
  - “This report can't be right”, “I don't understand what this document wants to convey”, “Where did this come from?”
2. **Anger/anxiety**
  - “Who said this?”, “They are just venting their frustration”
  - “I'm frustrated”
3. **Resistance, rejection/rationalization**
  - “This is just a way I am – take it or leave it”, “Nobody is perfect”
  - Finding an explanation/sometime excuse why the class/situation went the way it did.
4. **Acceptance**
  - “What I can do to change the situation/improve my performance?”

## Group work:

### Practicing different feedback situations

- Four groups, 4-5 people/group
- Each group will get a scenario
- In a group (~35 min):
  - Discuss the scenario: do you have first hand experience of similar situation as a) feedback receiver, b) feedback provider?
  - Think of different ways the scenario could go (positive / negative situations) – how would the actors act? Consider the scenario and situation from the feedback point of view (giving and receiving), and use GROW model or the framework of constructive feedback.
  - Combine your experiences and decide which version of the scenario (good example or not so good example) you'll play for the rest of the group
- Decide your roles and rehears
- Each group gets 5 min to play the scenario

## Drama groups

### Group 1:

**Teacher/supervisor →  
a student**

### Group 2:

**Teacher → a group of  
students**

### Group 3:

**Program leader →  
teachers**

### Group 4:

**Teacher ↔  
employer/work life  
representative**



## Teacher / Supervisor → a student

- **Actors:** a supervisor and a student who is doing his/her thesis
- **Context:** The student has been doing his thesis [define whether it is bachelor, master or pdh thesis]. Last time you agreed that student will write a draft version of the sections x and y. Student comes to the meeting but hasn't written anything/has done something else than what you had agreed on previously.
- What do you do?



## Teacher → a group of students

- **Actors:** a teacher, students
- You have had a mid term exam in your course. The learning outcomes are not at the level where you had hoped them to be at this point of the course (e.g., many students have failed the exam or got very low grade).
- Give collective feedback to the students on the mid term exam.
- How would you do it? What would you emphasize?



## Program leader → lectures and professors

- Actors: a program leader, lectures, post docs, professors
- Context: The program leader has received the program leader's report. It is very clear that there are points of improvement as well as things that are working well.
- Program leader gives feedback to everyone who is teaching in this program.
- What would you point out and how would you do it?



## University teacher/professor ↔ representative of work life

- Actors: University lectures/professors, alumnae who are working in the industry.
- Annual seminar/workshop organized by the union (e.g. TEK). Small group discussion where there are representatives from the university as well as representatives from the work life (employees, employers). Give feedback to each others on graduates work life skills and knowledge level.
- How would you organize the meeting and how would you give and receive feedback.



## Homework

- Those of you who are doing 5 ECTS version of the course: Project work, dl 10.1.17.
  - Everyone: Providing feedback to one project work, dl 16.1.17. Please see MyCourses for more detail instructors.
-