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Giving and getting feedback

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning.

Hattie & Timperley (2007)

This session builds on the story I heard from one PhD candidate over a group dinner not too long ago. We were all from academia, and somehow the discussion at some point focused on feedback. My friend, the PhD candidate in question, told that recently she had noticed how some of our professors had become soft in their feedback. That is to say, they were no longer critical, but instead they used words such as 'good' or 'nicely done'. To my surprise, at least back then, she told the rest of us that she would like to receive more harsh criticism as long as it is not personal. At first, I was a bit puzzled, but after a while it did make sense to me, which is why this session on giving and getting feedback focuses on the following elements:

- Basics
 - What is feedback?
 - Feedback – evaluation – assessment
 - Empathy – how does it feel to give and receive feedback
- Why? – purpose
 - Where am I going? (feed up)
 - How am I going? (feed back)
 - Where to next? (feed forward) (from Hattie & Timperley 2007)
- How? – means
 - Interaction
 - Content
 - Methods
- Who? – capabilities and readiness
 - Readiness to receive feedback
 - Capabilities in delivering feedback that actually helps the receiver
- Future? – the wildcards, or some food for thought
 - Peer-to-peer feedback
 - Online environment
 - Cultural aspects

So during this session I will be covering the following elements, and the fourth element – Future? – will be of interactive nature. Here, the purpose is to invite people to have their say on the topic, and as an end result we will have a sticky note collage that I will share with everyone after the session.