



A word cloud featuring various communication-related terms. The words are arranged in a roughly circular pattern, with 'Clear', 'factbased', and 'constructive' being the largest and most prominent. Other significant words include 'concrete', 'concise', 'specific', 'detailed', 'immediate', 'direct', 'evaluation', 'positivity', 'Comparative', 'periodical', 'explicit', 'person', 'focused', 'highlights', 'personality', 'improved explains', 'things', 'positive', 'sincere', 'fair', 'informative', 'neutral', 'needs', 'tothepoint', and 'polite'. The colors of the words range from dark blue to green, with some in brown and purple.

neutral

direct

evaluation

concrete

Clear

factbased

positivity

Comparative

periodical

needs

constructive

informative

fair

sincere

explicit

detailed

immediate

tothepoint

positive

person

focused

highlights

Specific

personality

improved explains

things

polite

concise

# **Day 2**

## **The art of giving and receiving feedback**

# Feedback on Day1

	Student feedback (+ = positive, - = negative, S= suggestion)	Action points/notes for future
<b>Content</b>	<p>Average 3,9 (SD 0,64)</p> <ul style="list-style-type: none"> <li>++ broadened my understanding of feedback in HE</li> <li>+ the theory of feedback, not just the context</li> <li>- a little few theoretical background</li> <li>- S: more concrete information I can use in practice</li> </ul>	<ul style="list-style-type: none"> <li>• broadened understanding of fb 😊</li> <li>• Keep the theory &amp; consider adding more theory</li> <li>• More concrete – think of options</li> </ul>
<b>Plans/ Organization</b>	<ul style="list-style-type: none"> <li>++ timetable &amp; pace good</li> <li>- Pace a bit too slow</li> <li>- A bit too little time for the last group work</li> <li>S: a lecture also in the afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Show the outline of the day in the morning</li> <li>• Consider speeding up the lecturing part.</li> </ul>
<b>Teaching learning</b>	<ul style="list-style-type: none"> <li>+++ filling in the feedback table</li> <li>++ group work</li> <li>+ the lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the table exercise and the group work.</li> </ul>
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>• Feedback can take many forms. The many sources and types of feedback we get.</li> <li>• Importance of identifying the relevant sources of feedback -- they might not be as obvious as one would think.</li> <li>• A clear classification of the levels of feedback and the interconnections between them.</li> </ul>	<p>Learning outcomes seem to be in line with our goals</p>

## Day 2: Intended learning outcomes

- You have practiced some methods to provide feedback
- You are aware of different reactions people might have when receiving feedback

# Schedule & themes of today

9.15

Giving feedback

Learning theories & feedback

Methods of giving feedback

Lunch

~ 13.00

Constructive, effective feedback

GROW

The art of receiving feedback, SARA

# Your current thoughts on feedback

1. Take a look at the mind map on feedback you made as pre-assignment.
2. In pairs: Present personal mind map to the pair (5 min/mind map). Do your mind maps differ? How?
3. Discuss the article you read as a pre-assignment for this course (10 min):
  - What is your takeaway from the article?

# Giving feedback

**How do you give feedback?**

**On what do you give feedback?**

**What do you find challenging about giving feedback?**

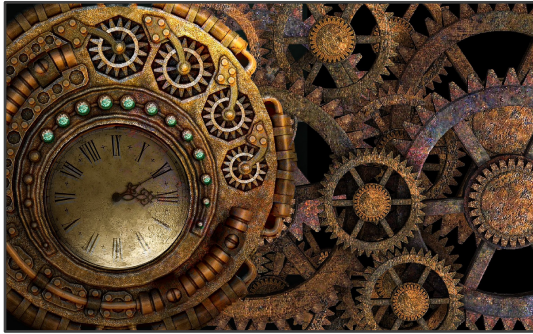


## Learning theories' views on feedback/Approaches to teaching and learning (e.g. Evans 2013)

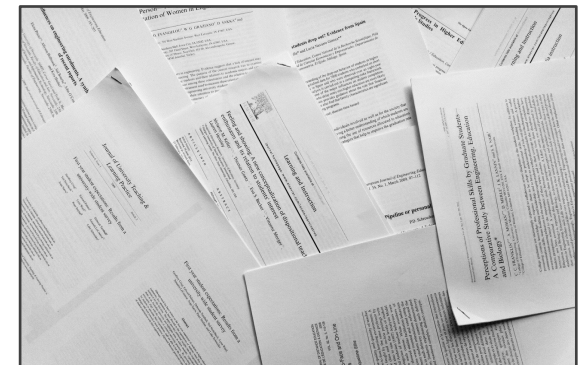
	Feedback is seen as	The role of students	The role of a teacher
<b>Cognitivist</b>	<ul style="list-style-type: none"> <li>• a corrective tool, directive</li> <li>• a challenge tool, feedback as an attempt to extend and refine understanding</li> </ul>	passive recipient	<ul style="list-style-type: none"> <li>• an expert who provides information on the performance</li> </ul>
<b>Socio-constructivist</b>	<ul style="list-style-type: none"> <li>• facilitates learning</li> <li>• helps students to gain new understanding without dictating what those understandings will be</li> </ul>	<ul style="list-style-type: none"> <li>• active,</li> <li>• feedback enables students to make their own revisions</li> </ul>	<ul style="list-style-type: none"> <li>• facilitator</li> <li>• teacher provides comments and suggestions</li> </ul>
<b>Co-constructivist</b>	<ul style="list-style-type: none"> <li>• facilitates learning</li> <li>• helps students to gain new understanding without dictating what those understandings will be</li> </ul>	<ul style="list-style-type: none"> <li>• active</li> <li>• communities of practice: students take increasing responsibility for seeking out and acting on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• facilitator</li> <li>• co-learner: also a teacher learns from students through dialogue and participation in shared experiences.</li> </ul>



## Creating room and atmosphere for feedback



## What do you give feedback on and why?



# What the feedback is about, what is its meaning?

## What the feedback is about? (Hattie and Timperley 2007)

- Task
- Process
- Self-regulation
- Self

## What is the meaning of feedback ( Nelson and Schunn (2009))

- Motivational: influences beliefs and willingness to participate
- Reinforcement: rewards/punishes specific behaviour
- Informational: aims to change the performance in a particular direction.

# Assignment 1

- Looking at the matrix below, the ideal is to find methods which would sit within the top right quadrant - highly efficient for staff and highly beneficial for students – and to avoid the bottom left quadrant – highly time - consuming for staff but resulting in little student learning.
- Read through the list of methods and place different methods on these axes.
- Bonus question: Are there ways in which some of these methods can be adapted slightly to bring them closer to the top-right quadrant?

High learning payoff  
for students

Not highly  
efficient for a  
teacher

Highly efficient for a  
teacher

Low learning payoff  
for students

# Feedback methods

- live feedback in class
- individual written feedback
- ad hoc verbal, e.g. in seminar
- short written feedback
- extensive written feedback
- peer group discussion
- exam marks, no comment
- peer assessment, assuming fairly
- generic written report for all students
- recorded audio feedback for individuals
- ipsative (self) feedback/assessment
- talking to small groups about common problems
- face to face one to one
- self-assessment
- recorded generic audio feedback to a whole group
- criteria sheets – rubrics
- email feedback
- track changes
- hand-written feedback on end of semester major assignments

# Assignment 2

Place listed feedback methods under the following categories. E.g. which feedback methods work well if you want to give feedback on the process?

**Task**

**Process**

**Self-  
regulation**

**Motivational:**  
influences beliefs  
and willingness to  
participate

**Reinforcement:**  
rewards/punishes  
specific behaviour

**Informational:**  
aims to change the  
performance in a  
particular direction



# Lunch



# Constructive, effective feedback

# Constructive feedback

e.g., Martha N. Ovando, (1994), "Constructive Feedback", *International Journal of Educational Management*, 8(6), 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
- **Specific**
- **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.

# Principles of effective feedback (Evans 2013)

## 1. Feedback is ongoing and integral part of assessment/course

- relevant, timely, fit for purpose, informs the process of learning
- constructively aligned with intended learning outcomes

## 2. Feedback guidance is explicit

- clarifies assessment criteria, is explicit about the criteria of quality.

## 3. Feed-forward is emphasized more than feedback activities

- feedback is on work in progress

## 4. Students are engaged in the process

- feedback enables development of self-assessment skills: not too detailed and specific.

## 5. Content and level of feedback

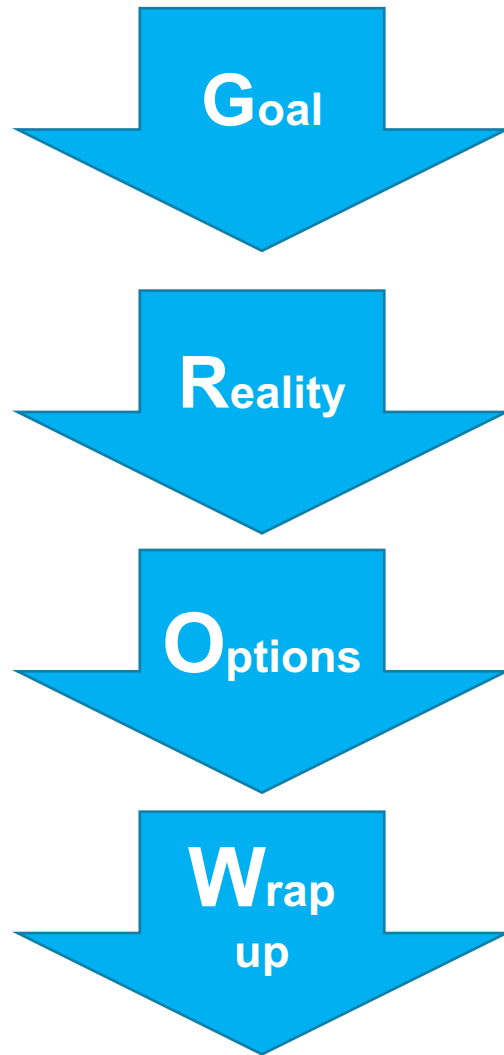
- focuses on what, how, and why.
- suggestions on how to improve
- takes students' level of understanding into account.

## 6. Training in feedback/forward is an integral part of a course

- fb facilitates relationship building between lectures and students
- peer feedback
- training in how to peer- and self-assess.

## Additional material: Concrete actions to ensure students receive useful feedback (Evans 2013, p 79)

1. ensure an appropriate range and choice of assessment opportunities throughout a program of study;
2. ensure that guidance about assessment is integrated into all teaching sessions;
3. ensure all resources are available to students via virtual learning environments and other sources from the start of a program to enable students to take responsibility for organizing their own learning;
4. clarify with students how all elements of assessment fit together and why they are relevant and valuable;
5. provide explicit guidance to students on the requirements of assessment;
6. clarify with students the different forms and sources of feedback available including e-learning opportunities;
7. ensure early opportunities for students to undertake assessment and obtain feedback;
8. clarify the role of the student in the feedback process as an active participant and not as purely receiver of feedback and with sufficient knowledge to engage in feedback;
9. provide opportunities for students to work with assessment criteria and to work with examples of good work;
10. give clear and focused feedback on how students can improve their work including signposting the most important areas to address;
11. ensure support is in place to help students develop self-assessment skills including training in peer feedback possibilities including peer support groups;
12. ensure training opportunities for staff to enhance shared understanding of assessment requirements.



# **GROW model**

**– a framework to give feedback on/guide the process**

(Whitmore, John: Coaching for Performance)

## GROW model and examples of questions



### 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.



### 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 oppositon of it.



## **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?



## **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?



# The art of receiving feedback



# SARA & SCARF

Phases of responding to feedback

# SARA. Phases of responding to feedback

several resources, google e.g. SARA



## Shock/surprise

- “This report can’t be right”, “I don’t understand what this document wants to convey”, “Where did this come from?”



## Anger/anxiety

- “Who said this?”, “They are just venting their frustration”
- “I’m frustrated”



## 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.



## Acceptance

- “What I can do to change the situation/improve my performance?”

# SCARF

# SCARF

(Rock 2008)

## STATUS

relative importance, seniority

## CERTAINTY

~ Ability to predict what is going to happen

## AUTONOMY

Perception of having choices

## RELATEDNESS

A sense of belonging, friend or foe

## FAIRNESS

<b>SCARF</b> (Rock 2008)	An example of situation that might be perceived as threatening	An example how to reduce the perceptions of threats or increase positive perceptions
<b>STATUS</b> relative importance, seniority	<ul style="list-style-type: none"> <li>Someone gives advice or feedback to you</li> </ul>	<ul style="list-style-type: none"> <li>self feedback</li> <li>ipsative feedback/ assessment.</li> </ul>
<b>CERTAINTY</b> ~ Ability to predict what is going to happen	<ul style="list-style-type: none"> <li>Something unpredicted happens.</li> <li>Prior expectations of the situation are not met.</li> </ul>	Be explicit about: <ul style="list-style-type: none"> <li>what are desirable outcomes.</li> <li>what one can expect from the course</li> </ul>
<b>AUTONOMY</b> Perception of having choices	<ul style="list-style-type: none"> <li>Being micro managed</li> <li>The sense a lack of control, an inability to influence outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Provide options how/what to study, how to organize own timetable ...</li> </ul>
<b>RELATEDNESS</b> A sense of belonging, friend or foe	<ul style="list-style-type: none"> <li>Meeting new people</li> <li>Working with people you do not know well</li> </ul>	<ul style="list-style-type: none"> <li>Ease the process of “from a potential foe to a friend”.</li> <li>Ice breakers, pay attention to group/team formation phase.</li> </ul>
<b>FAIRNESS</b>	<ul style="list-style-type: none"> <li>Unfair exchanges</li> <li>a lack of clear ground rules, expectations or objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Increase transparency, and the level of communication</li> <li>Clear, explicit expectations</li> </ul>

# 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 out.
- **Be aware**
  - Notice your own reactions, both intellectual and emotional.
- **Ask for clarifications**
- **Take notes**
- **Listen, 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.
  - Refrain from making a response. Listened carefully to what has been said and consider what 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.

# Role play



# Practicing different feedback situations

- Four groups, each group will get a scenario
- In a group (~20 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 3-5 min to play the scenario

# Drama groups

## **Situation A:**

**A teacher/supervisor  
→ a student**

## **Situation B:**

**A teacher → a group  
of students**

# A 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/ the quality of the work is not at the level you'd like it to be.
- What do you do?

# Teacher → a group of students

- **Actors:** a teacher, students
- **Context:** You have had a mid term exam in your mass 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?

# Homework 2 A (dl 27.9.) and B (dl 22.10.)

- **Homework 2 A:** Vote for topics that interest you the most: MyCourses – Assignments – Homework 2A. DL 27.9. at the latest.
- Try to vote for more than just one topic. Päivi and Maija will allocate you a topic based on the voting results so that we have 4-5 people who read about the same topic.
- Topics:
  1. **Student feedback on teaching**
  2. **Methods of giving feedback**
  3. **Peer, self feedback**
  4. **Feedback in online courses**

## Homework 2 B (dl 22.10.)

**Homework 2 B:** Read two papers on the topic that is allocated to you. DL 22.10.

- Pick at least one of the two paper from the suggested list of readings.
- You can pick the second paper from the list or find it yourself. The second paper can also be an interesting article relating to the topic e.g., in a newspaper. I.e. it doesn't have to be a scientific publication.
- Once you've read the two papers, submit the following pieces of information to the database in MyCourses – Assignments – Homework 2B. Note that other students at this course can see each other's submissions.
  - Reference to the paper.
  - Keywords: from the paper + your own if the paper doesn't have them
  - Short description of the most important takeaways (for you). That is, you don't have to summarize the whole paper.
  - Would you recommend the paper to others? 1=no, 5=definitely yes
- Take the copy of your papers and your notes with you on 22.10. Be prepared to teach others what you've learned from reading the papers.

# Homework 3 A, B, C (5 ects version of the course)

- A: Read one more scientific paper on the same topic as in Homework 2. Submit your reference & takeaway of the paper to the same database as homework 2 (MyCourses – Assignments – Homework 2B). **DL 22.10.**
- B: Write a short development plan (~2 pages). More detailed instructions on the next slide, **DL 22.10.**
- C: Provide peer feedback on one of your colleague's development plan in MyCourses-Assignments – Homework 3. **DL 1.11.**

# Development plan

- Short description of what is the context: which course/program, number of students, ...
  - What is the teaching & learning related problem or phenomenon you'd like to develop? Why did you choose this particular phenomenon?
  - Try to see the problem/phenomenon as a part of a larger educational system (see e.g. feedback loop, Day 1 slides): E.g. is there some feedback missing in your process? Are you missing feedback providers? Are there restrictions regarding your possibility to utilize feedback that is available?
  - You can use the following questions to locate the challenging issues and development ideas.
  - The development plan can be a list of actions you are planning to take in a near future.
- How do I collect feedback?
  - Where do I get feedback?
  - Who provides me feedback?
  - Is feedback actively or passively sought/received?
  - What the feedback is about?
  - Is the feedback in a format I can understand and use?
  - How to receive feedback?
  - What should I do based on the feedback?
  - How do I give feedback?
  - To whom I give feedback?
  - What do I give feedback on?



# References & further reading materials

- Evans 2013. Making Sense of Assessment Feedback in Higher Education. Review of Educational Research, 83(1), 70-120.
- Rock, D. (2008). SCARF: a brain-based model for collaborating with and influencing others. Neuro Leadership Journal, vol 1.
- The art of receiving feedback:
  - <http://awesomeoffice.org/blog/how-to-master-the-art-of-receiving-feedback/>
  - <https://www.themuse.com/advice/taking-constructive-criticism-like-a-champ>

**Please give us feedback:**

**MyCourses – Materials –  
Day 2: Please give us feedback**

**Thank you!**

**See you on October 22<sup>nd</sup> in  
Otaniemi.**