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FLO FRIDAY - Giving Meaningful Feedback

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Since time immemorial, the səliłwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

GIVING MEANINGFUL FEEDBACK

**FEBRUARY 19, 2021
MONICA MORRIS**

LEARNING OBJECTIVES

Upon completion of this workshop, you will be able to:

- Describe what feedback means to you
- Explain current research on feedback
- Apply feedback strategies to online learning

WHAT IS FEEDBACK?

According to Merriam Webster dictionary feedback is *the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source.*

According to Shute (March 2008), feedback is intended to *modify students thinking or behaviour* for the *purpose of improving learning.*



WHAT DOES FEEDBACK MEAN TO YOU?

When you think of **feedback**, what words immediately come to mind?

Go to www.menti.com and key code: **9190480**

SMALL GROUP ACTIVITY

- Think of a time when you received feedback that lead you to enhance your learning and improve your performance.
 - **Who** gave you the feedback?
 - **What was the impact** of the feedback on your performance?
 - **How** did you receive the feedback? (e.g., conversation, report, informally, etc.)
- Discuss these three questions in small groups. 5 minutes, please!



REPORT OUT ON SMALL GROUP ACTIVITY

What makes for great feedback?





FEEDBACK THAT IMPROVES PERFORMANCE

How, as instructors, can we provide feedback that improves performance for our students?

FEEDBACK

Directive Feedback

States what needs to be fixed or revised.

More specific than facilitative feedback.

For example: editing materials; practice quizzes; asking students to include missing criteria in an assignment

Facilitative Feedback

Provides comments and suggestions to assist students in their own revision and conceptualization.

For example: offering suggestions on an essay outline; having students present a dry-run presentation to peers; self-assessing a project against a checklist, rubric

THREE GENERALLY ACCEPTED THEORIES

The Feedback Fallacy, by Buckingham and Goodall presented three generally accepted theories about feedback:

Theory of the source of truth: Other people are more aware than you are of your weaknesses.

Feedback : Tell the person what they are doing wrong. If you didn't and the behaviour continued that would be bad!

Harvard Business Review, March – April 2019

THREE GENERALLY ACCEPTED THEORIES

Theory of learning: Learning is like filling up an **empty vessel**. You are lacking what is needed so I need to fill you up.

Feedback: You lack certain abilities **you need to acquire**, so your instructor, peers, others should teach them to you.

Theory of excellence: Great performance is **universal, analyzable, and describable**, and that once defined, it can be transferred from one person to another.

Feedback: Where you fall short of this ideal, you can strive to **remedy your shortcomings**.

THREE GENERALLY ACCEPTED THEORIES

Theory of the source of truth

- We are unreliable raters of other humans!
 - Biases, experiences, likes, dislikes, etc.
 - Which ones are true? Reliable?
- “The only realm in which humans are an unimpeachable source of truth is that of their own feelings and experiences”.

THREE GENERALLY ACCEPTED TRUTHS

Theory of learning

- Getting attention to our strengths from others catalyzes learning, whereas attention to our weaknesses smothers it.

Theory of excellence

- Excellence is idiosyncratic, not universal. e.g., facilitators, comedians, etc.



THEN HOW DO WE GIVE FEEDBACK?

So, if we are **unreliable sources of truth about others**, and if people improve by having **others notice their strengths**, and if **excellence is idiosyncratic**...then how do we give feedback?

SO HOW CAN WE GIVE MEANINGFUL FEEDBACK?

- Describe what **you experienced** when the moment of excellence caught your attention.
- Recognize excellence in your students and **play to their strengths**. Guide them to see what excellence looks like for them.
- Present, past, future → the student provides their own feedback.

INSTEAD OF...

TRY

Well done! Your assignment is excellent!

Here are three things that really worked for me.

Your presentation of [concept] was not clear.

The essay introduction presented a well constructed thesis statement and got my attention. Some of the ideas presented in the body of the essay were convincing and supported the thesis. The idea about [topic] confused me as I could not see how it related to the thesis. Here's exactly where you started to lose me.

The content in this assignment is interesting, although it only minimally meets expectations as there were several typos and grammatical errors.

I noticed that you can communicate your ideas in an articulate and engaging manner when you present them orally. Would you like to present your next assignment orally?

This draft assignment is much different than previous assignments you have submitted.

I noticed that your draft assignment is not written to the same calibre as I have seen in previous assignments. How did you approach this assignment? Did you approach it in the same way as previous assignments? How might you apply what you have done in the past to this final assignment?

POLL QUESTIONS

- Read the three scenarios presented.
- Identify the **theory** that is in play in the following scenarios.

SCENARIOS

Scenario 1: Do you know how to use the visual tools available in PowerPoint? If not, you need to! I will be presenting a lesson, *Making PowerPoint Presentations Interesting* in class this week. Be sure to take lots of notes!

Poll Question: Which theory is seen in this scenario?

- a) Theory of the source of truth
- b) Theory of learning
- c) Theory of excellence

SCENARIOS

Scenario 2: You presented your mini-training session perfectly. Excellent work! I want you to tell the rest of the class what you did to prepare so that they can do the same thing. (Instructor to Student)

Poll Question: Which theory is seen in this scenario?

- a) Theory of the source of truth
- b) Theory of learning
- c) Theory of excellence

SCENARIOS

Scenario 3: I don't know how to approach this assignment. What do *you* suggest I do? (Student to Instructor)

Poll Question: Which theory is seen in this scenario?

- a) Theory of the source of truth
- b) Theory of learning
- c) Theory of excellence

How do you want to receive feedback in this course?

Written	Oral	Conversation
In-text	Face-to-Face	One-on-one

FEEDBACK THAT IMPROVES PERFORMANCE

How, as instructors in an online format, can we provide meaningful feedback to our students?

RUBRIC TOOL!

Rubric Tool!

- Once the rubric is associated with the assignment, it appears alongside it.
- Helps identify the students strengths.
- Delivers high quality information to students about their learning.
- Allows for both directive feedback and facilitative feedback.

The screenshot displays the Rubric Tool interface. The main panel shows a rubric for 'Training Need Memo' with an overall grade of 34/34. Below this is a section for 'Overall Feedback' and a list of attachments, including 'Monica's Overall Feedback on name Memo Assignment .html'. At the bottom, there are buttons for 'Record Audio' and 'Record Video'.

The 'Memo content' panel shows a choice of information included, with a progress bar indicating 5/5. The criteria for 'Excellent' are listed below the progress bar.

Rubrics

Training Need Memo 34

Overall Grade 34 / 34

Overall Feedback

Attachments

Monica's Overall Feedback on name Memo Assignment .html

Record Audio Record Video

Memo content

Choice of information included

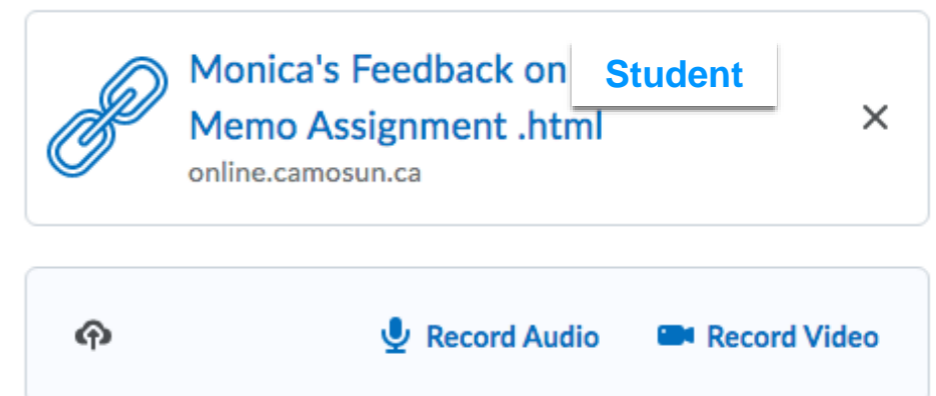
Excellent 5 / 5

Demonstrates excellent strategic thinking
Demonstrates excellent critical thinking
Includes only the key information necessary to support the request for approval
Connection to organization's strategies and/or objectives effectively demonstrated and supported by data
Introduction provides key context for the memo

Add Feedback

GIVE MEANINGFUL FEEDBACK VIA MEDIA TOOLS

- Record your comments using audio or video tools.
- Students want the “personal touch”
- Takes longer - 5 minutes per recording
- No direct impact on student performance BUT students sensed that the feedback was more personal, and detailed
- My experience:
 - Students appreciated both written and oral feedback
 - I was able to convey my experience / message with encouragement, empathy and optimism.



This time...

I was impressed with your essay as I found the ideas presented were logical, the arguments convincing, and the examples relevant. I noticed a few grammatical errors and typos in your assignment. At times, I was distracted by them. This is an area I think you can improve upon throughout this course.

In the dry-run, I found the information presented on [concept] to be clear and informative. I was engaged during the interactive activity and I noticed that all of the students participated!

On the practice quiz, all of the answers were correct, but I was unable to award full marks as the steps taken to arrive at the answers were not recorded.

Next time...


Please ensure your work is well proofread and I encourage you to reach out to the Writing Centre at [link]. They will be able to provide you with tools and strategies to enhance your sentence structures. That said, your writing is proficient and you communicate your ideas clearly.

During the interactive component of your presentation, I noticed many students had questions about how to start the activity. I have found that putting the instructions on a PPT slide rather than simply stating them orally has supported students as they start an interactive activity.

When responding to any question, be sure to show your work so that I can see all that you know about this concept.



- What is a strategy that you have used effectively when providing feedback to your students?

- 
- What is one strategy that you would like to try with your students?



Questions?



UPCOMING EVENTS

1) FLO Friday: Creating Inclusive Spaces Online – Considering the “Other”

March 12, 2021 @ 11:00 am – 12:00 pm

2) Bccampus Book Club – Small Teachings Online

April 6 to June 8, 2021

Thank you everyone!



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