

FEEDBACK

Effective Teachers Series

October 24, 2005

“I never got any feedback”

- **Explanations for this perceived lack of feedback**
 - **Actual lack of feedback**
 - **Learners’ not realizing that they have been getting feedback**
 - **Problems with data collection on feedback received by learners**

FEEDBACK

A. Definition

Feedback is the process by which the teacher provides learners with information about their performance for the purpose of improving their performance.

FEEDBACK

A. Definition

B. Educational Purpose

C. Characteristics of Effective Feedback

1. Specificity

2. Frequency

3. Timing

4. Positive/Negative

5. Learner Reaction

6. Action Plan

FEEDBACK

D. Levels of Feedback & Specific Teaching Behaviors

1. Minimal Feedback

Teaching Behaviors:

- tell learners their performance is correct or incorrect
- agree or disagree with learners' opinions
- use nonverbal cues like nodding

EXAMPLES:

“No.”

“Good.”

“That’s correct.”

“You made a mistake.”

FEEDBACK

D. Levels of Feedback & Specific Teaching Behaviors

2. Behavioral Feedback

Teaching Behaviors:

- describe learner performance as behaviors
- tell learners why performance is correct or incorrect
- give reasons for dis/agreement or with learners
- offer behavioral suggestions for improvement

EXAMPLES:

“Your report does not include all the important test results.”

“I agree with your opinion because...”

“Next time, I think you should try...”

FEEDBACK

D. Levels of Feedback & Specific Teaching Behaviors

3. Interactive Feedback

Facilitating Precursors:

- acknowledge learner's situation/admit limitations
- agree on goals with learner
- involve learner in self-assessment
- give learner feedback on performance

FEEDBACK

D. Levels of Feedback & Specific Teaching Behaviors

3. Interactive Feedback (con't)

Teaching Behaviors:

- give feedback on self-assessment
- allow learner to react to feedback
- develop and action plan with the learner

EXAMPLES:

“How do you feel you did?” ... “I agree with your assessment.”

“Do you agree with my observations?”

“What do you want to change?”

Why is Feedback so Hard?

- **Many teachers have had few models of constructive feedback to emulate**
- **Many teachers and learners have had bad experiences with negative feedback**
- **Many teachers and learners fear that feedback might damage their relationships**
- **The teacher may not know enough about performance to give specific feedback**
 - **Observation and evaluation are essential to provide this information**

Feedback vs Evaluation

- Feedback

- *Formative evaluation*

- Method of judging the worth of a program (learner) while the program activities are happening.

- Focuses on the process.

- Evaluation

- *Summative evaluation*

- Method of judging the worth of a program (learner) at the end of the program activities.

- Focus is on the outcome

Effective Feedback

- **Feedback should be based on knowledge of performance**
- **Feedback should be constructive, timely, consistent, and specific**
- **Feedback should be followed up where necessary**
- **The learning atmosphere should encourage feedback**
- **To become proficient, practice giving and receiving feedback**

Stanford Faculty Development Model Tapes

These examples of resident and teacher interactions are based on actual clinical encounters at Stanford University and other institutions.

The scripts and settings are authentic.

The roles have been re-enacted by volunteers.

Principles of Giving Feedback

- **Base feedback on observed incidents and on modifiable behaviors.**
- **Give feedback on specific behaviors, not general performance.**
- **Give feedback on decisions and actions, not on one's interpretations of the student's motives.**
- **Subjective data should be labeled as such.**
- **Give feedback in small, digestible quantities.**
- **Use language that is non-evaluative and nonjudgmental.**

Principles of Giving Feedback

- **Work as an ally of the student**
- **Set a time—major feedback should not take the student by surprise**
- **Have mutual agreement on time and place**
- **Solicit feedback of your own performance**
- **Have the student give an assessment of his or her performance (self feedback) before giving one's opinion**
- **Use well-defined, mutually-agreed-upon goals as a guide for the student's performance and as the subject of feedback**