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# Giving and receiving Feedback

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# Why use feedback?

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## An act of kindness, not punishment

- It is imperative that you engage in the feedback process in an emotionally balanced or positive frame of mind
- Never take the mistake of giving you feedback in the heat of the moment, it is unlikely to be balanced or constructive. You may say something you later regret.

# Why use feedback?

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## Continuous improvement

- Used effectively, feedback offers a positive reinforcement of good behaviours:
  - Show personal awareness
  - Ask for feedback
  - Be seen to act on feedback

# Why use feedback?

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## Not asking for feedback means...?

- You do not care about what other think?
- Believe yourself superior to others?
- You are perfect in every way?

## Fight-or-Flight?



- fight or flight instincts > primordial powerful responses to danger
- To be effective feedback process needs to **avoid** both of these primal reactions, or else any messages put across will be firmly **REJECTED**

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## When do we reject the Source of Feedback?

Someone you do not like, do not have respect for, does not like you, wants only bad things to happen to you... cannot realistically offer helpful feedback.

# Typologies of feedback

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- 2 main types of feedback (1996, Pat Tunstall and Caroline Gipps )
- EVALUATIVE FEEDBACK
- DESCRIPTIVE FEEDBACK

# Evaluative Feedback

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**Evaluative feedback** involves a judgment by the teacher based on implicit or explicit norms.

It may take the form of:

Approval: “That’s a good essay.” “You’ve done well.”

Disapproval: “That’s not good enough.”

Reward: Gold stars

Punishment: “Write it out again.”



# Evaluative feedback

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- An emphasis on **evaluative** feedback can affect how students feel about themselves.
- It can make the good students feel better...
- ...and the less able students feel worse (and the more sure that they will never be able to succeed!)

# Descriptive Feedback

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**Descriptive feedback** focuses on identified learning outcomes and makes specific reference to the student's achievement. It looks towards improvement.

An example of descriptive feedback:

“That’s a good introduction because you have covered the main points we discussed at the beginning. Now ... which points do you think you should expand on?”

# Descriptive Feedback

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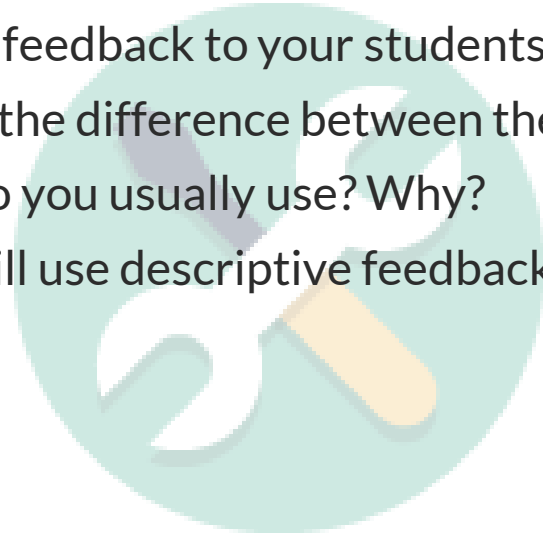
## Check the adequacy of the feedback

- “Do you know what to do next?”
- “Is that enough help?”
- “What will you do if you get stuck again?”

# Discuss within your group

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- Do you usually give feedback to your students?
- Were you aware of the difference between the two types of feedback?
- Which of the two do you usually use? Why?
- Do you think you will use descriptive feedback more often now?



# Characteristics of Effective Feedback

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- Directs attention to the intended learning, showing strengths and offering specific suggestions to guide improvement
- Happens during learning while there is still time to act on it
- Addresses what the student knows.
- Does not do the thinking for the student
- Corrections are limited to the amount the student can act on

# Effective feedback components

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- **TRUST** the persons integrity and the process itself
- **BE SAFE** and **UNTHREATENING** away from the crowd
- **CONFIDENTIAL** conversations stay behind closed doors
- **FACTUAL** use specific examples (notes)
- **OBJECTIVE** avoid heightened emotional situations

# The feedback Sandwich

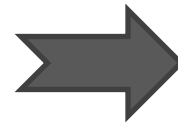
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- Open ears, positive body language and a warm heart
- Are you emotionally ready?
- Choose a suitable location (private and undisturbed).
- Turn off your phone and tablet.
- Avoid “power” places (eg. Director’s office)



# BUN: Break the ice, build rapport

- Use positive, specific examples (possibly at least 3)
- Avoid generalizing, be specific
- Honestly reaffirm positives
- Use strong examples (from notes)



**BUN**

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**MEAT**

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**BUN**





# MEAT: key for change

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- Difficult topics, use an inverted opening “How are you finding...?”
- Be factual, avoid opinion or feelings
- Be succinct. Give examples.



## BUN: close on a positive

- Be real, be authentic. More examples
- Invite comments genuinely
- End on a **HIGH positive note**

