

12 ways to provide better feedback



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What part of talent development are you involved?

POLL

1. Management/Supervisory
2. Human Resources
3. Training and Development
4. Instructional Design
5. Other

Where in the world are you?



1. North America
2. South America
3. Europe
4. Africa
5. Asia/Oceania

Opener - Thinkables

YƆƆƆIƆ RIDE	SS II DD EE	LAP COMPUTER
BAR BAR	DDDD days DDDD nights	hands hands hands hands <hr/> DECK

QUICK ACTIVITY

Think of some words about evaluation and feedback that could use the letters that spell
FEEDBACK:

F

B

E

A

E

C

D

K

Some I prepared earlier...

Friendly Chat

Benchmarking

Evaluation

Advice

Extend

Consideration

Debrief

Keep Doing...

Session Overview

1

- How is feedback given now

2

- Discuss 12 ways to do it better

3

- Focusing our Feedback

4

- Flipping the Status Quo

5

- Using Technology to Assist

6

- General Tips and Techniques

The Present Landscape

How is Feedback being given now?



Vs



**What have been your best
and worst experiences?**

Audience Chat

Best v's Worst Feedback experiences
What made them good or bad?



12 ways to provide better feedback



1. Find the sweet spot
with MIC



Maintain
Improve
Change

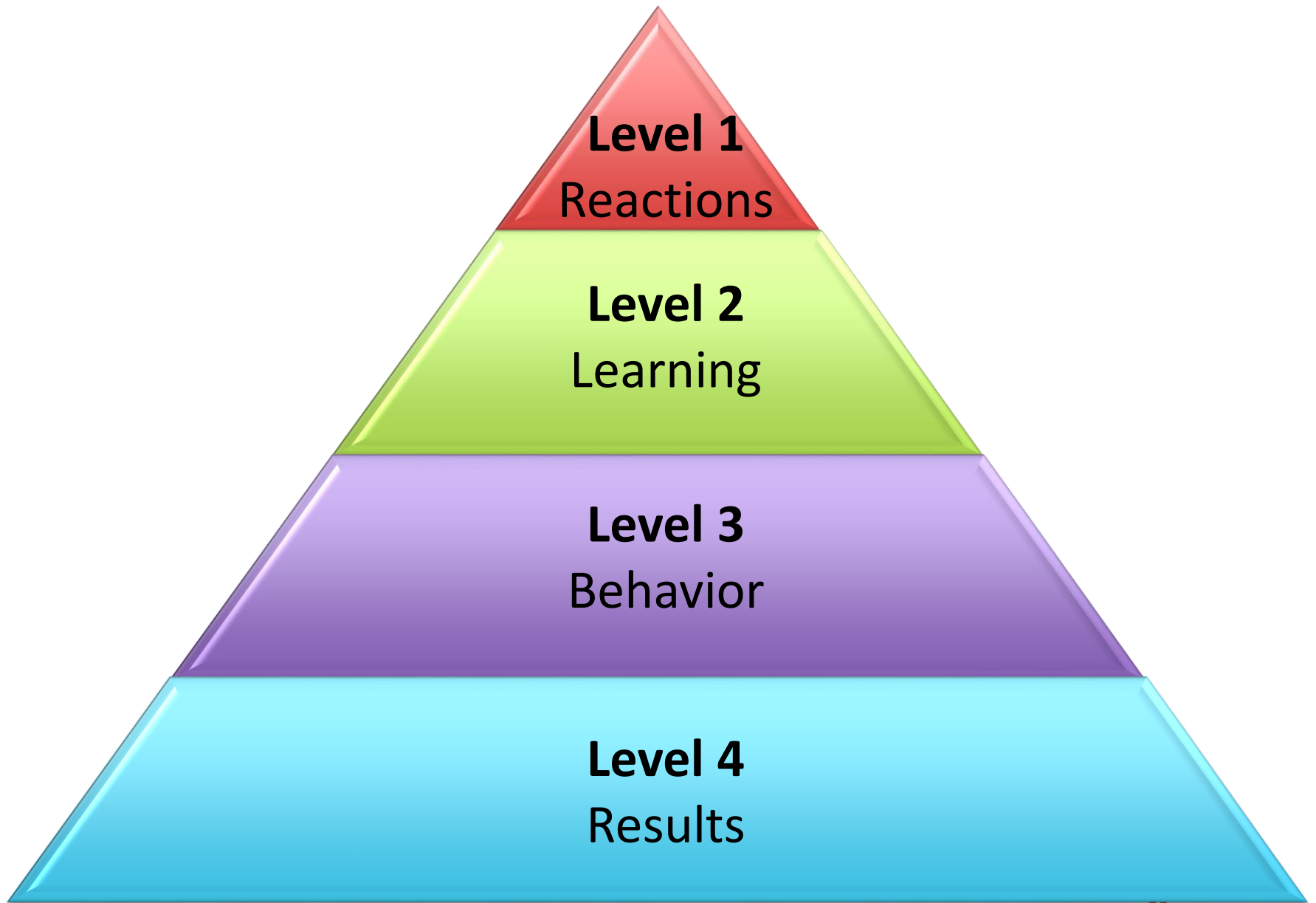


2. STOP, START, CONTINUE

3. Flipping Kirkpatrick's Four Levels



Quick show of hands - who has heard of Kirkpatrick's Four Levels before?



Level 4
Results

Level 3
Behavior

Level 2
Learning

Level 1
Reactions



"And this is where our ROI became an IOU."

4. Focus on Performance, not the Person



Use a Rubric!

		Levels of performance (scale)			
		4	3	2	1
Criteria or Dimensions	Rubric design				
	Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
	Criterion 2	Performance descriptors			
	Criterion 3				
⋮					



	4 Excellent	3 Good	2 Needs Improvement	1 Unacceptable
Technique	Uses a variety of methods such as Boolean operators, quotation marks, and dates to narrow searches	Uses two or less methods to narrow searches	Uses only one method to narrow searches	Cannot narrow searches
Result	Narrows four searches	Narrows three searches	Narrows one or two searches	Narrows zero searches
Time	Completes task in less than 20 minutes	Completes task between 20 and 30 minutes	Completes task between 30 and 40 minutes	Does not complete task
Independence	Works independently	Asks one question for clarification	Asks two questions for clarification	Needs constant supervision



	Emerging	Developing	Proficient	Advanced
Management	<ul style="list-style-type: none"> - There is little order to the portfolio - Format is sloppy - Is unable to gather materials without consistent guidance - Unable to track progress without consistent guidance 	<ul style="list-style-type: none"> - Sequence was attempted, but order is lacking - Format was not used appropriately - Gathers materials independently, but needs some guidance - Consistently needs assistance for tracking progress 	<ul style="list-style-type: none"> - Portfolio is in a sequential, logical order - Appropriate format - Independently gathers and stores materials - Tracks progress independently - Meets all requirements 	<ul style="list-style-type: none"> - Portfolio is created entirely independent of guidance - Format is chosen and enhanced to include more than suggested - Exceeds expectations required; adds on own pieces to enhance quality of portfolio
Purpose & Evidence	<ul style="list-style-type: none"> - Purpose is unclear or not stated - Much of the portfolio lacks relevance - Portfolio lacks cohesiveness to the point of confusion - Evidence is not appropriate to purpose 	<ul style="list-style-type: none"> - Purpose is unclear or misplaced - Some parts seem irrelevant to the goal - Final product lacks cohesion and unity - Some evidence does not relate to purpose - Includes less than 10 pieces of evidence 	<ul style="list-style-type: none"> - Clearly states purpose of portfolio in the beginning - All parts focus on goal - The final product meets original purpose - Appropriate evidence is chosen - Includes all 10 pieces of evidence 	<ul style="list-style-type: none"> - Purpose is immediately evident - Each section of portfolio is organized and includes a cohesive explanation - Meets standards for proficiency
Reflections	<ul style="list-style-type: none"> - Very few reflections are made for entries - Answers are not long enough to include thought - Reflections that are made do not better the quality of the portfolio 	<ul style="list-style-type: none"> - Does not have reflections for each entry - Answers are lacking thought and purpose - Reflections do not bring much change or betterment to the quality of the overall portfolio 	<ul style="list-style-type: none"> - Chooses appropriate questions for each portfolio entry - Questions are not the same for each section - Answers are well thought out and meet the goal of each standard - Reflections enhance the quality of the portfolio as a whole 	<ul style="list-style-type: none"> - Designs some appropriate questions independently - Answers allow the writer and reader to think at a deeper level - Reflections are as purposeful as the evidence and enhance the quality of the portfolio as a whole

Here's a place to get you started...

The screenshot shows the RubiStar website interface. At the top right, it says "Powered by 4Teachers.org" and "4Teacher Tools". Below that, there's a navigation menu with "RubiStar en Es", "Home", "Find Rubric", "Create Rubric", "Login", and "Sign Up". The main heading is "RUBISTAR" with the tagline "Create Rubrics for your Project-Based Learning Activities". A sub-heading reads "RubiStar is a free tool to help teachers create quality rubrics. More | What a Rubric Is | Tutorial". There are two tabs: "Welcome" and "Featured Projects". The "Welcome" tab is active, showing a laptop with a rubric on the screen and the text: "Welcome to RubiStar! Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now." Below this text are links for "Register" and "Quick Tour". To the right of the welcome message is a "Log In" section with fields for "First Initial:", "Last Name:", "Modifier:", "Zip Code:", and "Password:", and a "Login" button. Above the "Log In" section is a "Register" link. Below the "Log In" section is a "Go To a Saved Rubric" section with the text "View, Edit, or Analyze a Rubric" and "Please enter your Saved Rubric ID below:", followed by an input field and "View", "Edit", and "Analyze" buttons.

rubistar.4teachers.org



5. Use
technology

List some technology tools you could use to support the giving of feedback



Some Survey Tools to Consider

- Survey Monkey (www.surveymonkey.com)
- Kwiksurveys (www.kwiksurveys.com)
- Yarp (www.yarp.com)
- Obsurvey (www.obsurvey)



Some Polling Tools to Consider

- Poll Everywhere (www.polleverywhere.com)
- Micropoll (www.micropoll.com)
- Flisti (www.flisti.com)
- Add Poll (www.addpoll.com)



Some Collaboration Tools to Consider

- Skype (www.skype.com)
- Today's Meet (www.todaysmeet.com)
- Chatzy (www.chatzy.com/advanced.htm)
- Backchan.nl (<http://backchan.nl>)



How could you use some of these e-tools for providing feedback in your own setting?



6. Feedback should be given in a timely manner.



When feedback is given immediately after showing proof of learning, the student (or staff member) will respond more positively and will remember the experience better.



If we wait too long to give feedback, the moment is lost and the person may not connect the feedback with the action.

Audience Question

Can you give too much
feedback?



Stretch Break



7. Concentrate on one ability at a time



Focus on...

- The Ball Toss
- Your Stance
- Your Grip
- And the Follow through

Even Raffa
would be
confused!



Audience Chat

What has been the best piece of feedback you have received from a coach?



FOCUS



And it paid off!




Blast from the past – Marc in 1989

8. Provide a Model or Example



Demonstrate to students what you are looking for by giving them an example of what “good” looks like..

A photograph of two young children, likely toddlers, wearing white long-sleeved shirts. They are standing and facing each other, with their hands touching in the center. The child on the right is looking intently at the hands, while the child on the left is partially obscured by the text. The background is a plain, light-colored wall.

**9. Have them participate
in their own evaluation**

How could you involve participants in their own evaluation?





10. Public vs Private Feedback

What are some of the pros and cons of providing Public and Private Feedback?

Write your ideas in the chat window



11. The Feedback Sandwich



← Positive Feedback

← Constructive Feedback

← Positive Feedback

12.
Constructive
not just
cosmetic



Performance feedback can be given two ways:

- through **constructive feedback**, or
- through **praise and criticism**.

However, it is important to understand when to use each method.



Constructive feedback is **information-specific, issue-focused** and **based on observations.**



Praise and criticism are both personal judgments (opinions) about a performance effort or outcome



Criticism is an unfavourable judgment



Praise is a favourable judgement

A black signpost with four white directional signs pointing to the left. The signs are stacked vertically and contain the text 'Be direct when delivering your message.' in a black sans-serif font. The background features a dense green bush and a light-colored building with windows.

Be direct

when delivering

your

message.

Rather than all
over the place





Be sincere and avoid giving mixed messages.

In positive feedback situations, express appreciation.



In negative feedback situations,
express concern



What are your next steps?



What we covered

1

- How is feedback given now

2

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**Final
Tips**

Be as **specific** as possible.



A photograph of a dense forest with tall, thin trees and vibrant green foliage. Sunlight filters through the canopy, creating a bright, glowing effect in the upper right. A dirt path winds through the forest floor. The text "The sooner the better." is overlaid at the bottom, with "better" in yellow and the rest in white.

The sooner the **better**..

Address the learner's
advancement towards

GOALS

Present feedback **carefully.**





Involve the learners in the process.

Any questions?



Thanks for joining us!



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