Don’t Take it Personally:
Practicing Effective Feedback
Using a Fictional Teacher

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slides at https://7clib.cc/galoozisscil24
context
peer observation program

recently revived; I’m in charge of coordinating

group of 12 teaching librarians; rotate pairs every semester

organized, but not rigid
motivation

- Got feedback that observation feedback could be more useful
  - Communicating empathetically and effectively ≠ broad praise
- Realized we hadn’t done a lot of practice
the exercise
Go over characteristics of effective feedback

After observation, give feedback to instructor

1. Introduce instructional context and “requested” areas of feedback

2. Identify characteristics of effective feedback in others’ feedback
From **Guiding Principles**

- Present observations, then draw conclusions together.
- Be **specific**; Give concrete suggestions and avoid vague impressions.
- Give feedback on behavior, rather than on the person.

From *Tell Me So I Can Hear You*

- Individualize feedback for the receiver
- Offer **specific**, focused feedback
- Keep feedback objective and nonjudgmental
- Maintain a positive, compassionate focus during feedback and other communications
- Give feedback sensitively, and within the confines of safe contexts and relationships
- Make feedback regular and ongoing
- Be consistent
- Offer feedback in a timely manner
- Follow up on feedback
- Provide feedback recipients with opportunities to respond, reflect, and contribute

Credit: *Tell me so I can hear you: A developmental approach to feedback for educators*, Eleanor Drago-Severson and Jessica Blum-DeStefano, Harvard Education Press, 2017
Instructional context:
Teaching a lesson to upper-level high school students about *Romeo & Juliet*

Areas of feedback requested:
1. How well do I turn “wrong” answers into learning opportunities?
2. How are students participating? How could I make participation more equitable and productive?
3. How well am I making space for perspectives other than my own?
Instructions
1. Choose a question to give feedback on.
2. Write your feedback in any row in the second column, addressed to the instructor.
3. PAUSE.
4. When we resume, go one row down and identify which of the elements of constructive feedback [below the table] the original feedback exemplifies. Use a number if you’d like.
5. We’ll discuss both columns of feedback.

<table>
<thead>
<tr>
<th>Which question are you giving feedback on? (1,2,3)</th>
<th>Feedback</th>
<th>Feedback on feedback!</th>
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why?
We hadn’t practiced the skill!

practice

modeling

asking for specific feedback
Why this video?

- Someone we don’t have a relationship with
- Included mostly “bad” teaching for more interesting feedback
- Fictional teacher that people wouldn’t be attached to
What worked well

- Having to identify what was good about the feedback
- Practicing phrasing
- Short enough to do synchronously
- Took personal relationships out of the feedback process
What didn’t work as well:

- Not an authentic example to our context
- The romantic undertones were too much to overlook for some
- Some people don’t enjoy pop culture examples
reflection
think/share

1. Where in your role/environment do you give or receive feedback, especially in terms of instruction?

2. Is there anything you would add to the guidelines for effective feedback (slide 7)?

3. What parts of this exercise might you adapt for your own context? How would you change it for your own context?
Thanks!

Questions?

Please feel free to contact me:
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