



Don't Take it Personally:

Practicing Effective Feedback Using a Fictional Teacher

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slides at <https://7clib.cc/galoozisscil24>

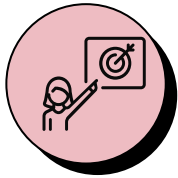


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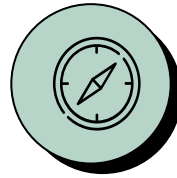


context

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*



2



the exercise

Go over
characteristics
of effective
feedback

1

Introduce instructional
context and
“requested” areas of
feedback

2

After
observation,
give feedback
to instructor

3

Identify
characteristics of
effective feedback in
others’ feedback

4

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?



peacock

SAVED
BY THE
BELL


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.

Which question are you giving feedback on? (1,2,3)	Feedback	Feedback on feedback!



3

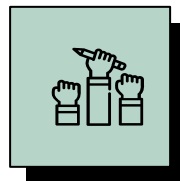


why?



practice

We hadn't practiced the skill!

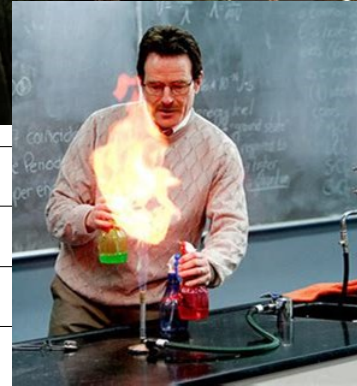
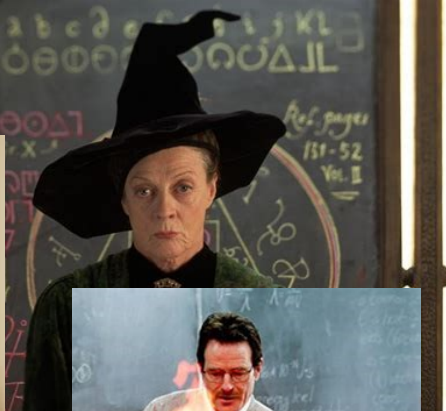
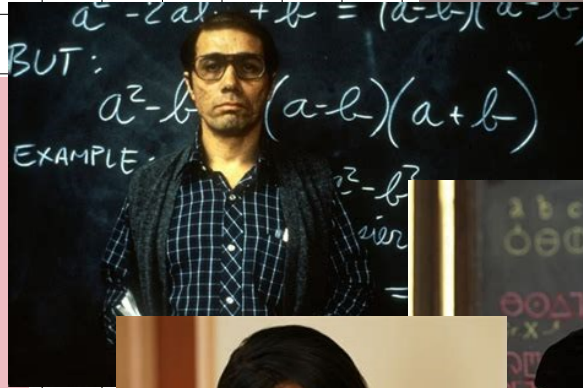


modeling

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



4



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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