ACERT LUNCHTIME SEMINAR

WRONG! On Getting Student Feedback Right

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Opening Activity

Answer Yes or No (for questions 1-3)

- You receive your yearly evaluations or performance review, skipping to the end and praying that its a passing score) – either meets expectations or hopefully exceeds them.

- When your chair or supervisor is speaking, you can hardly focus because anything that is said to be positive will sure to be followed with " now these are the areas for improvement".

- Your chair drops an email to meet you about feedback on a proposal you want to submit for a new idea. You bite your nails thinking about it.

Question

- How does this translate into the classroom and how your own students might feel? (Open Ended). Why is that the case?

Negativity Bias

- Negativity bias means that we cloud our perspective through negative feedback and negative comments and then dwell on it.

- TRUTH: The Listener or the student is not really listening, but waiting for the other shoe to drop.

- Adam Grant- Author, Journalist and Professor at the Wharton School of Business wrote an article on feedback and why the compliment sandwich is not a good idea.

- The article is entitled, "*Feedback Sandwiches Do not Work, Use this Sentence Instead*".
  https://www.cnbc.com/2023/12/13/adam-grant-feedback-sandwiches-dont-work-use-this-sentence-instead.html#:~:text=There%20are%20two%20main%20problems,they%20start%20anticipating%20the%20criticism

Feedback Gone Wrong Looks Like

- The student **appears** to be listening to or reading all m feedback, but while the professor is talking, the student is hearing something else.

- **Every comment is taken as a criticism.**

- From the professor's side, avoidance and dread sets in. It awful to face giving feedback to a student who knows that there is need for improvement.

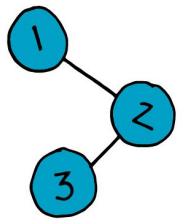# Differentiating Feedback

THE 3 COMPONENTS OF
GREAT FEEDBACK

TIMELY   ACCURATE   ACTIONABLE

- When the Jaws of Life are operating, there are still victims who won't be ready to join the first responders. For those students my range can be from " I suggest" to " This is missing a few items from the prompt (factual) to a question such as " Do you want feedback?" Another option, Feed Forward (Hirch, J.)

- Offer the possibility of feedback before a paper is submitted (Hirch, J.) calls this Feeding forward from his book "The Feedback Fix"

I ask myself, "Did you Differentiate Feedback?"

True to the Students and True to Self

- Create a safety net for students who are afraid of feedback and associate with criticism. It is not just about creating rapport, it is about showing them that they have more chances to correct and showing them how to correct things. Having students re-do the paper is not the only way for feedback to be effective, but adding in a reflective piece helps greatly.

Feedback in different forms

Although not everything is graded, most assignments have feedback of some kind.

- Explicitly teach and practice Growth Mindset (Dweck, C.) Students reflect in many ways on each big project and on group process

- Self-Assessment Mid-term and End-term – It graded based on timely submission and elaboration.

- Discourage overwork on the Professor's part.   (as previously mentioned).

- Extensive comments on Blackboard or on Projects or anything submitted.

- Accountable peer feedback

- Have a conversations with team of adjuncts or your team to engage in similar practices.

What is Feedforward? What is radical transparency?

- Even when a culture of healthy feedback is established, there are some students who aren't going to receive feedback.

- Cut through that by using Feed Forward. Tell students what you want to see and how they can be successful.

- Before students get a grade, offer to read over their work and telling them what you would like to see.* Do not overextend yourself to the point of exhaustion. This has to be done on as "as needed basis" and with only a few assignments.

Joe Hirsh Feed Forward -based on Marshall Goldsmith's work on Feedforward principles.

Transparent – Feedback Positive Culture

- Increase opportunities for success with transparency.

- Create a culture of radical transparency (Dallo, R, 2017.) and show how an organization and individuals improve with feedback (Dallo, R, 2017) Corporate executive, Ray Dallo speaks of how Bridgewater Associates greatly improved based on creating a culture of feedback.

Wrap Up

- Humanize ourselves and be vulnerable.

- Model a culture of learning from mistakes and continous improvement.

- Talk about the difference between grades and feedback openly.

- Don't take it personally .

- Listen and empathize, but keep the standards.

- Ask students for course feedback before the end of the term, so that feedback is two-way feedback.

- Provide opportunities to use feedback and follow up or students will not follow up.

- **Teach students to be processed oriented. " Do your best and good grades will follow rather than stare at the rubric and pray".**

Feedback Gone Wrong CASE STUDY

Notice what is wrong with this dialogue and when we go to the next slide, notice again.

Ray (Pseudonym) is a "dream student". Her hand always up even when others are too quiet. She is on time and on point with every assignment that has a rubric, but even with a rubic there is a subtle personality change when Kay gets feedback.

Professor, " Ray, here's an idea to improve your memoir".

- Ray: " But I want to keep it like this. It is artistic license".

- Professor: " Kay, these are my suggestions "

- Ray: " Ummm, I see your point and I do not want to change my memoir". " I will ask my assigned groupmates".
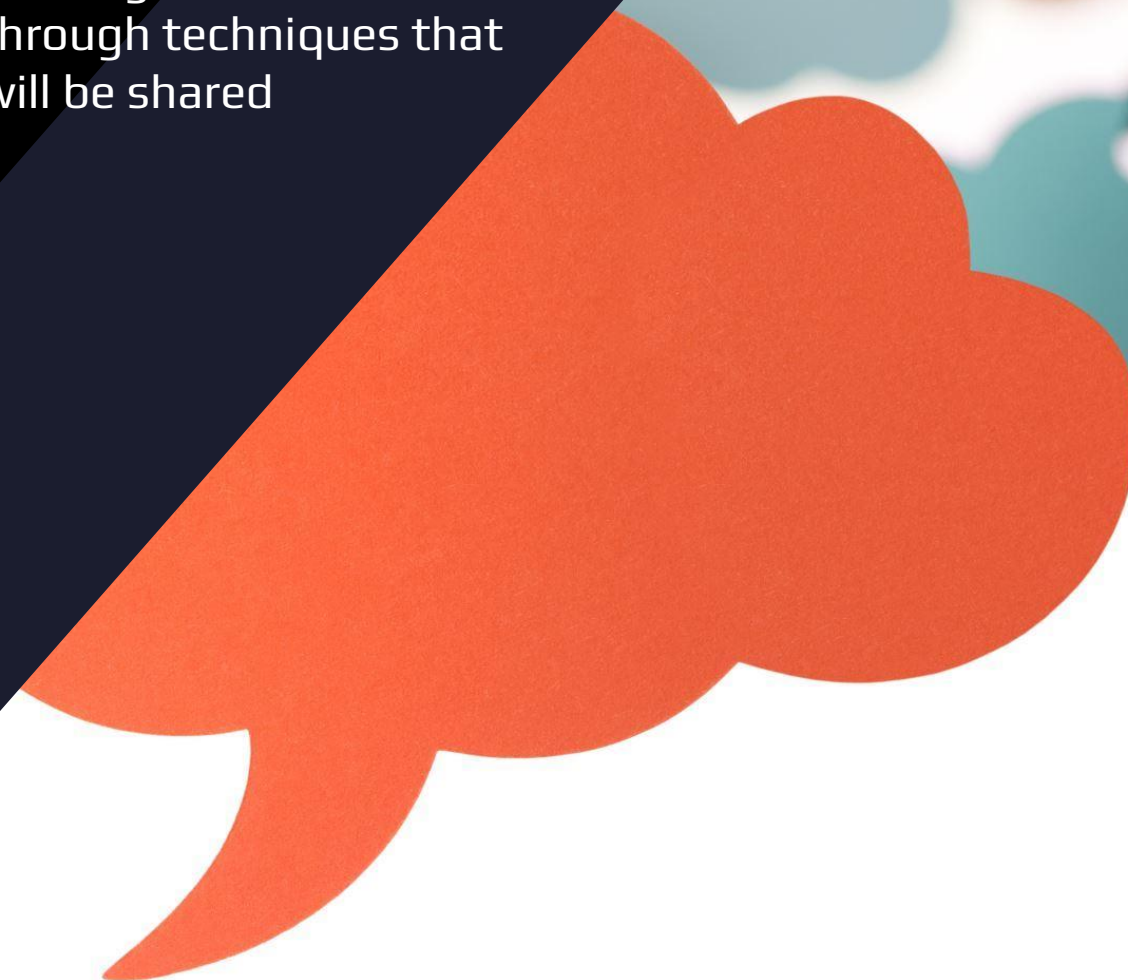
Are others watching?

Disrupt the culture of students clamming up or pushing back on feedback through techniques that will be shared

- Ray approaches the professor a few weeks later. " I hate to complain, but I have not received feedback on my essay from you or the group mates.

- Professor : Ray, we went over the feedback and I also wrote it on Blackboard".

- Ray now deflects – " To be honest, my group is weak". " What can I do now?".

- Professor - " I see that maybe you want to work by yourself".

- Ray - " Not really, but I do not believe in groupwork either".

What do you see that is wrong with this dialogue?

References

- **Adam Grant Podcast here -** https://www.youtube.com/watch?v=Wh1zhRck-Wg

- **Joe Hirsch – Podcast here -** https://www.cultofpedagogy.com/feedforward/

- **Joe Hirsch – The Feedback Fix -** The Feedback Fix Joe Hirsch - https://joehirsch.me/the-feedback-fix/