



# **Giving and Receiving Feedback**

Multilingual Student Support (MSS) Workshop

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# What is feedback?

## Definitions:

“Reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement” (Merriam-Webster, n.d.).

- Comments to enhance and maximize student learning
- Transmitting evaluative or corrective information about an action, event, or process to the author

## Types:

- Formal
- Informal
- Formative
- Summative
- Peer
- Self

# Types of feedback

1. Formal: Includes assessment tasks with specific criteria, competencies or achievement of standards; recorded as evidence of work. Planned and systematic.
2. Informal: Occurs spontaneously; emerges out of good relationships/rapport; ongoing support in process of learning (not evaluated, no record).

# Types of Feedback

3. Formative: Monitors ongoing student learning; helps students to improve and prevents them from making the same mistake again.

4. Summative: Evaluates student learning at the end of an instructional unit (chapter, topic or course end); Compares against standard (benchmark).

# Types of Feedback

## 5. Constructive:

- Negative – corrective comments about past work; do not repeat
- Positive – affirming comments about past work; continue in the future
- Negative feed-forward – comments about what to avoid in the future
- Positive feed-forward – comments that will improve performance in the future



# Who gives feedback?

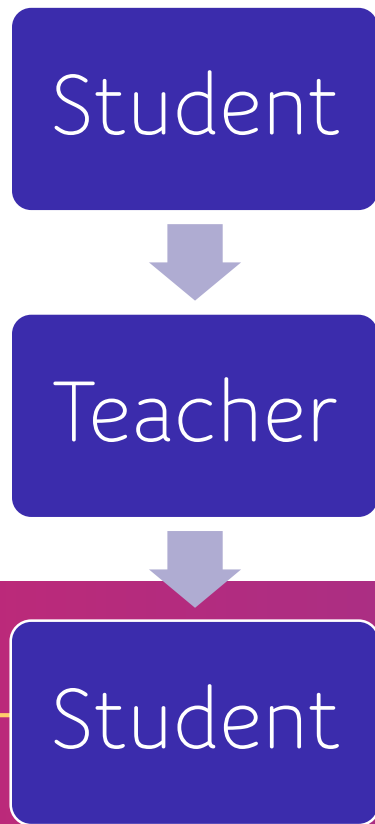
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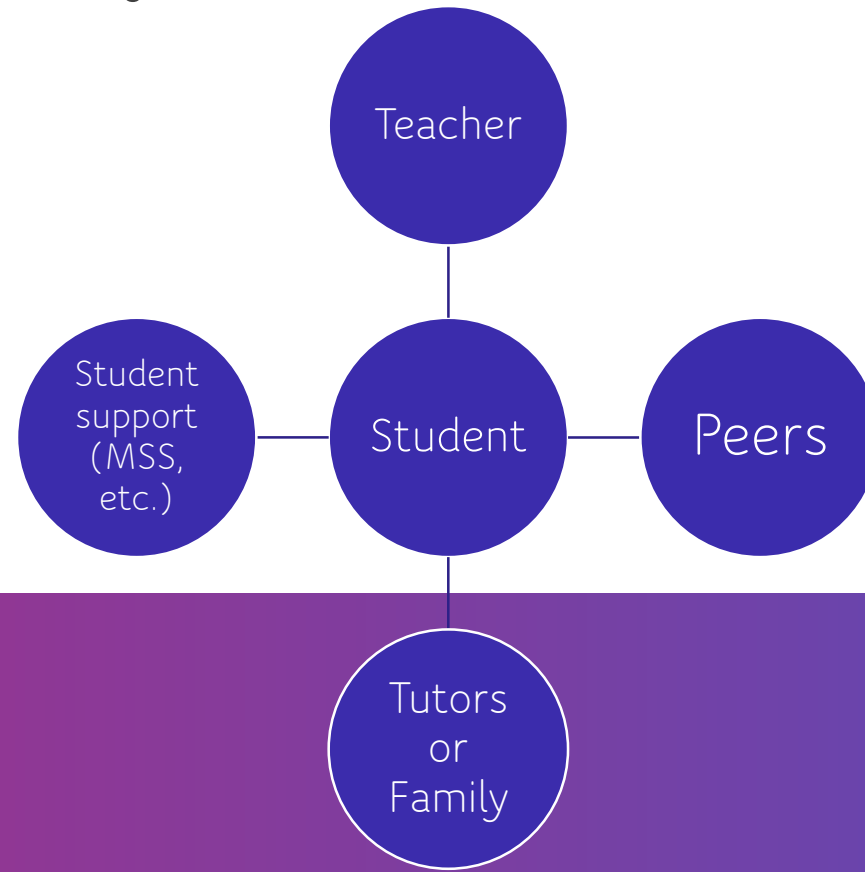
# Who gives feedback?

Consider: What are your views on WHO should be giving you feedback about your work?

Traditional feedback view:



Dynamic feedback view:





# Receiving feedback in college

How and where do I get it?

*Giving and Receiving Feedback*



# Feedback sources

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## Yourself

Reviewing and editing your own work



## Your Peers

Sharing your work with your classmates



## Student Support Services

Sharing your work with a support service on campus (Help Centre, Writing Centre, MSS)



## Instructional Materials

Looking for models; reviewing assessment criteria carefully; understanding assignment/test objectives



## Instructor

Reviewing instructor comments carefully; asking if unsure; clarifying your understanding



## Yourself... (repeat!)

Going back to your original work and reviewing where you can improve based on all feedback given (from all sources)

# Common Issues

## 1. Receiving feedback

- Missing feedback (no attempt or opportunity to share)
- Feedback is too general

## 2. Giving feedback

- Uncomfortable giving constructive criticism.
- Don't know feedback language or understand appropriate tone



# Solutions #1

## Receiving

1. Lack of attempt or opportunity to share work with others. No other eyes on your work.

Investigate opportunities to connect with your classmates.

1. D2L course discussions tool
2. Study Groups – exchange contact information with classmates; meet regularly (f2f or online!)
3. Go to the Help Centre, Writing Centre or see your MSS for a study plan and to identify what your strengths/weaknesses are.

## Solutions #2

### Receiving

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2. Instructor feedback is too general.

“Improve your writing/ grammar/ speaking.” Goals are hard to narrow down. You don’t know where to start and feel overwhelmed.

1. Ask your instructor for some suggestions about how to improve. Ask if there are any recurring issues in your work or performance.
2. Bring your work to the Help Centre, Writing Centre or to your MSS. Go through a few samples of your work and look for common errors.
3. Set \*SMART goals around the areas that need improvement.
4. Ask to see samples (models) of high-quality student work so you can compare with your own work.

\*See workshop “Setting SMART Language Goals”

# Solutions #3

## Giving

You are uncomfortable giving constructive criticism. You don't want to make other students feel bad or you feel you lack the knowledge to feel useful.

1. Other students often feel the same way! Get out of your comfort zone and be honest but kind. Be empathetic.
2. Learn polite ways to give feedback. Learn about tone and how it can affect your message.
3. Study examples or models (if provided!) of high-quality work that demonstrates the learning outcomes. If your instructor did not give the class a model, ask for a reference (textbook, slides, online resource, article, etc.)



# Solutions #4

## Giving

Lack of appropriate language or understanding of the tone required to give appropriate feedback.

1. Review the examples coming next in this workshop!
2. Find additional materials on the topic and choose a few phrases each week that you want to use.
3. Notice & raise awareness of the language used when giving and receiving feedback (ex. Put post-it-notes on your bathroom mirror each week with the phrases you want to use.)

# Feedback tips

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When giving feedback...

- Try to be **specific, useful and kind**.
- The more descriptive, the better.
- Give specific examples, so your receiver understands what you are referring to.
- Be gentle – don't pile on too much at once!
- Be positive in your tone and attitude.
- Balance the good with the bad.

# Feedback tips

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## When receiving feedback...

- Try not to be defensive. Trust the intentions are good and be grateful for the help. Don't take things personally!
- Ask for specific examples.
- Repeat or summarize the comment to make sure you understand.
- Take notes to help you remember.
- You can disregard the feedback or apply it! It's up to you!

# Examples

## Useless

- Your arguments are silly. No-one would believe them.

## Useful

- Maria, you started out speaking loudly and clearly, but the farther you went, you began speaking more and more softly, so that by the end of your presentation, I had trouble hearing you.

# Examples

## Useless

- I thought everything in the essay looked good.

## Useful

- Jose, I found your organization, in general, to be very good. However, in the second paragraph, your topic sentence **doesn't seem to match** with your thesis statement, so I was **a little** lost about the order of ideas. **Maybe** you **can revisit** the main point of that paragraph?



# Examples

## Useless

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- Why aren't you getting back to us?

## Useful

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- We miss having you in our group discussions. We **understand** everyone is busy, but we **would really appreciate** your help with this project. Can we arrange a better time to meet perhaps? **What works for you?**





# Examples

## Useless

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- You're so quiet.

## Useful

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- Hey \_\_\_\_ (name). **I've noticed** you've been pretty quiet over there. Do you like the ideas we have so far to ... ?  
(do X; for example, an action in a lab, or restructuring of a paper, etc.)



# Examples



## Useless

- I like it. (no elaboration)

## Useful

- I **like** your idea to add a slide about \_\_\_\_\_, **but do you think** we have enough time to include this in our presentation?

The examples in these slides are to remind you that feedback needs to be clear and specific. It's OK to disagree but remember - you are not forced to do anything with feedback, but most conscientious people will want to improve their work! 😊

# Tone

TONE is very important. Try to **avoid** using the **negative** (no/not/..n't/never) or words that have a negative connotation.

- **Negative:** You shouldn't put the thesis at the start of the introductory paragraph.
- **Positive:** *You can try moving the thesis down to the end of the introductory paragraph, as that is what our instructor recommended last class.*
- **Negative:** You are causing a lot of problems for our team by not coming to group meetings.
- **Positive:** *We would really appreciate having you come to our meetings. We need you to succeed in our project. What can we do to help?*

# Summary

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- Feedback is a TOOL to move you ahead in your goals.
- The more feedback you get, the more you will learn and improve!
- ASK for feedback but be polite about it.
- Remain empathetic to others. If they did work incorrectly, help them see where they can adjust.
- Don't take constructive feedback personally. Keep an open mind and positive mindset.
- Mistakes are a normal part of the learning process! Be kind to yourself.





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**THANK YOU!** Please share your feedback:

<https://forms.office.com/r/iwsQmVJUxT>

Contact your MSS for more questions!



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