



# The Center for Learning & Teaching Excellence

at ANDERSON UNIVERSITY

Faculty Learning Series

## Focus on Teaching: Delivering Constructive Student Feedback

*Dr. Heather Kindel, Assistant Professor of Physical Therapy*

*Dr. Drew Stowe, Assistant Professor of English*

# Think About it...

What have you learned about feedback so far in your career?

Think of an example when giving or receiving feedback went well and an example when it went poorly.

What is the overall culture regarding feedback in your classroom?



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# Creating a Culture of Feedback

**Heather Kindel, PT, PhD**

**College of Health Professions, School of Physical Therapy, Assistant  
Professor**

# Objectives

Upon completion of this educational session, participants will be able to:

1. Verbalize 3 types of feedback.
2. Describe 2 roadblocks for receiving each type of feedback.
3. Evaluate the way they give feedback to students and consider what they might improve.
4. Choose a specific strategy to encourage a culture of learners in their classroom.



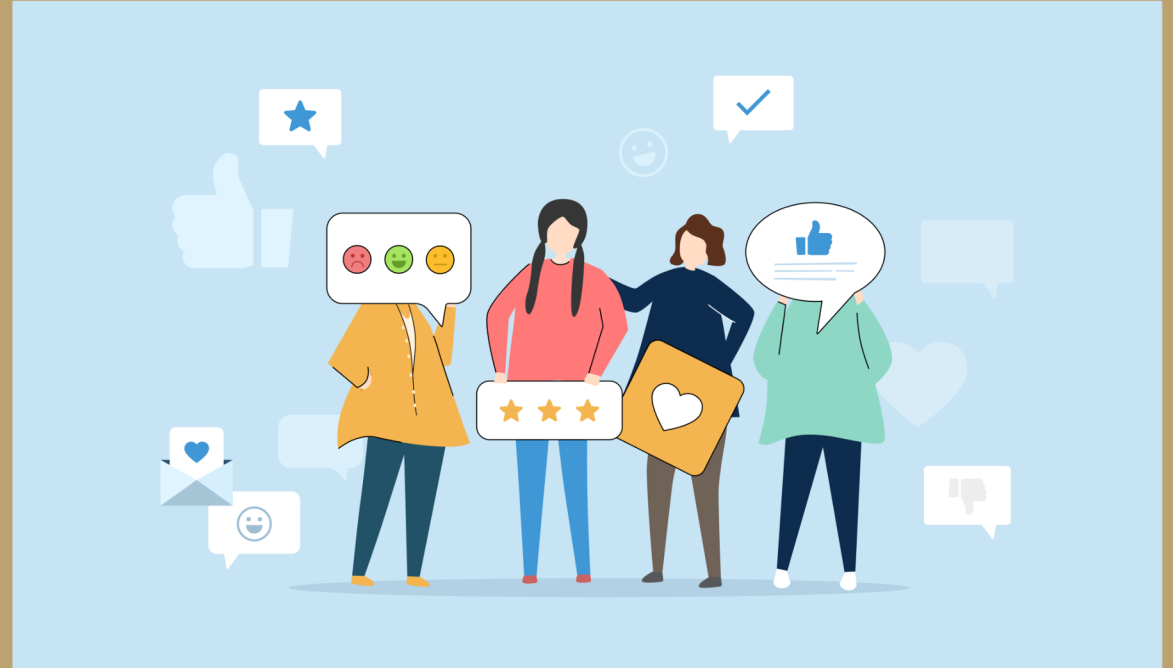


Feedback lives (or dies) amid the trust, credibility, relationship, and communication skills between giver and receiver.

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Stone D, Heen S. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York, NY: Penguin Books; 2014.

# Receiving Feedback



“Before you tell me how to do it better, before you lay out your big plans for changing, fixing, and improving me, before you teach me how to pick myself up and dust myself off so that I can be shiny and successful – know this:  
**I’ve heard it all before.**

I’ve been graded, rated, and ranked. Coached, screened, and scored. I’ve been picked first, picked last, and not picked at all.

...And that was just kindergarten.”

# 3 Types of Feedback

Appreciation  
Coaching  
Evaluation

---

Motivates

“Sees”

Encourages

Thanks



# Appreciation

In the last seven days, have I received recognition or praise for doing good work?

Do my superiors seem to care about me as a person?

Is there someone at work who encourages my development?

Our students have the same needs as we do!

# Appreciation

## To be meaningful, it must be:

**Specific** - “Good Job” vs. “I appreciate how well you prepared for your presentation.”

**Authentic** - If everyone receives the same thing, all the time, it diminishes the appreciation. Avoid “appreciation inflation.”

**Given in a way the receiver appreciates** - gifts, words, acts of service, touch, quality time



# Coaching

1. Building knowledge or skill
2. Used to diagnose a problem and fix it.

Improves  
Grows  
Teaches  
Changes



**Assesses**  
**Ranks**  
**Aligns**  
**Clarifies**  
**Informs**

# Evaluation

1. **Assessment:** The ranking or outcome
2. **Consequences:** The real world outcomes
3. **Judgment:** The story about the assessment and consequences



# When Wires Get Crossed

Wanting a different feedback than what was given.

Interpreting a different feedback than what was given.

Example: Coaching given in lab, but student perceives evaluation. “I’m bad at this,” rather than “Here is something I can work on to get better at my craft.”

# Separate Appreciation, Coaching, and Evaluation

## *Appreciation*

- Everyone hears appreciation differently
- Cultural norm of appreciation

## *Coaching*

- Frequent, close-to-real-time suggestions
- Chance to practice corrections and improvements
- Honest and supportive mirrors

## *Evaluation*

- Fair, consistent, clear, and predictable
- Criteria

# What gets in the way of receiving feedback?

Common Roadblocks



<https://sahouston.com/rocky-road-ahead/road-block-4/>

# 1. Truth Triggers

I feel the feedback is wrong, unfair, or unhelpful.

Don't hear attack. Listen for  
what is behind the words.

# The Gap Map

How we judge ourselves

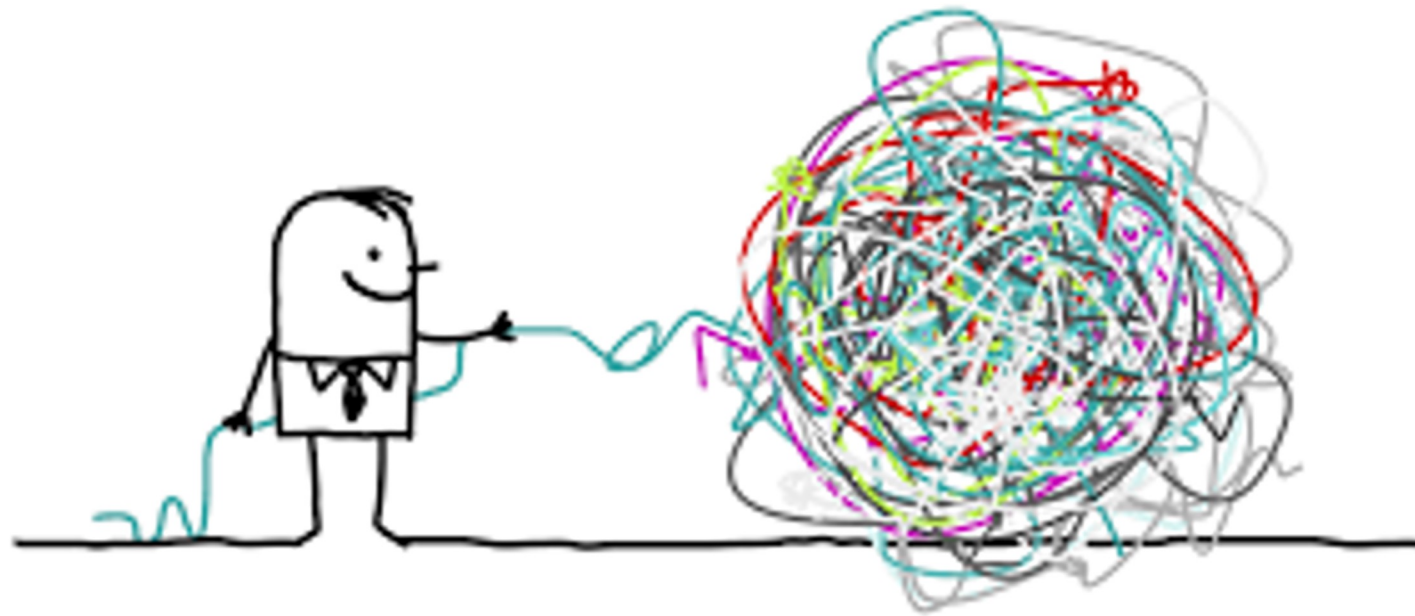
How others judge us



## 2. Relationship Triggers

I can't hear this feedback from YOU.

# Disentangle what from whom







# Switchtracking

### 3. Identity Triggers

This feedback threatens what I know or believe about myself.

- Identity is **the story** we tell about ourselves.
- Triggers threaten, challenge, or contradict our story.
- Not everyone reacts to feedback the same way.

50% Temperament

10% Circumstances

40% Interpretation



Acknowledge emotions.  
See them as signals.

Thank You



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# Responding to Writing.

**S. Andrew Stowe, PhD**

Associate Professor of English and Writing and Multimedia Center.  
Rhetorician.



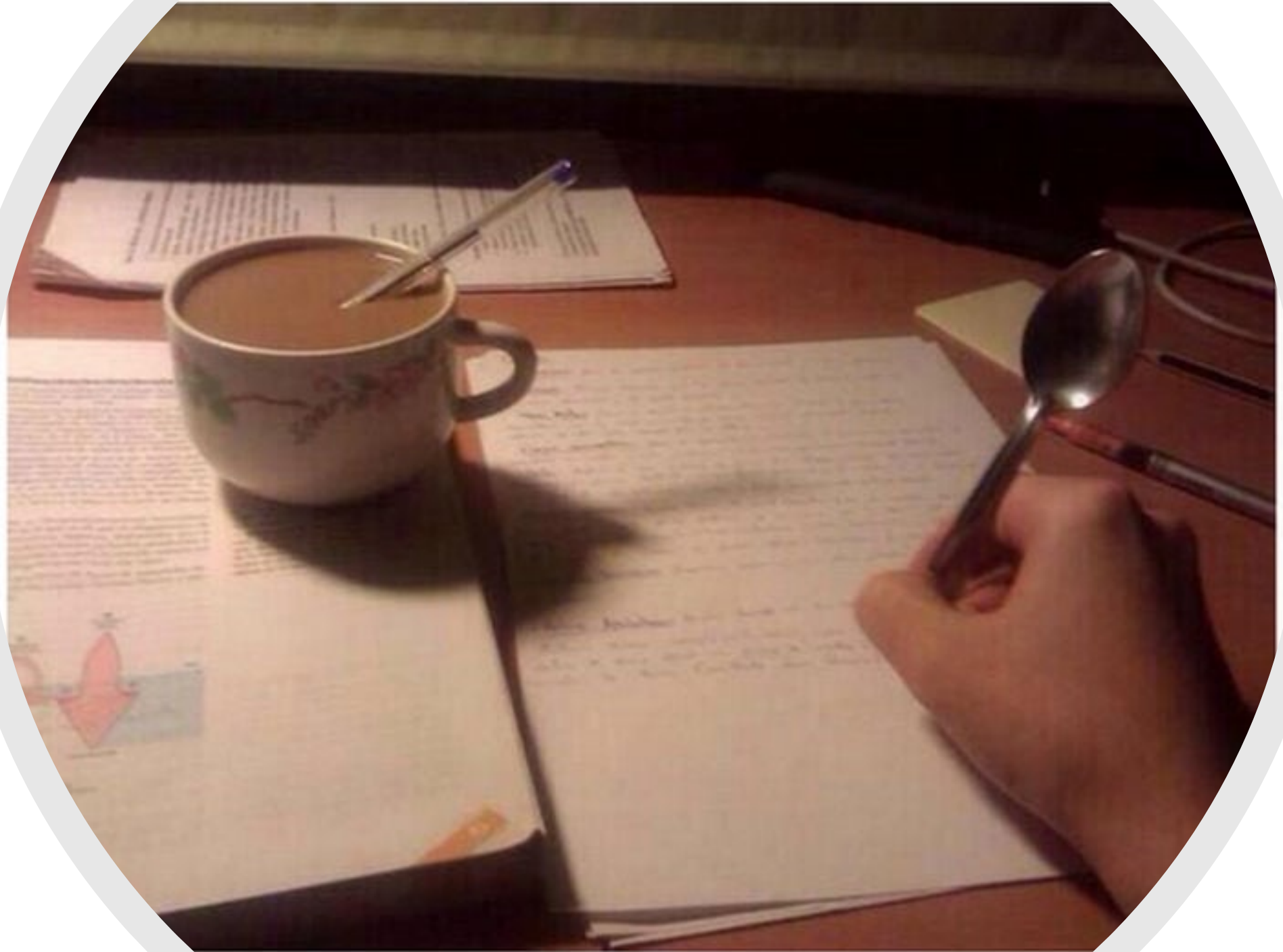


## **Goals of Writing Feedback:**

- Connect (You) with the Writer (Your Student)  
(Individually)
- Extend Classroom Space
- To Create Space for Writing Process
- Feedback is not the end of Process



- Sources: St. Martins Guide to Teaching Writing / Gerald Locklin /Beyond the Red Ink – Nancy Sommers









# Moving from Product to Process

Process Writing	Product Writing
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

**The process of writing a book is infinitely more important than the book that is completed as a result of the writing, let alone the success or failure that book may have after it is written... the book is merely a symbol of the writing. In writing the book, I am living. I am growing. I am tapping myself. I am changing. The process is the product.**

**IN PROCESS**

Keep The Goal In Mind...

Theodore Isaac Rubin

Compassion and Self Hate: An Alternative to Despair (ed. Simon and Schuster, 1998)

### Speaking Feedback Form

Speaker: \_\_\_\_\_ Topic: \_\_\_\_\_

**Central Message / Rhetorical Purpose:**

- A:** Compelling (precisely stated, appropriately repeated, memorable, and strongly supported).
- B:** Clear and consistent with the supporting material.
- C:** Basically, understandable but not often repeated and is not memorable.
- D/F:** Can be deduced but is not explicitly stated in the presentation.

	Excellent	Good	Neutral	Partially Detracts	Significantly Detracts	Not Present	Not Relevant	Strong Potential
Title Slide								
Hook								
Statement of Purpose								
<b>Overall Introduction</b>								

**Language (choices are):**

- A:** Imaginative, memorable, appropriate, and compelling; enhances presentation.
- B:** Thoughtful, appropriate, and generally supports effectiveness of presentation.
- C:** Mundane, commonplace and partially support the effectiveness of presentation.
- D/F:** Unclear, inappropriate, and minimally support the effectiveness of the presentation.

<i>Powerful Language / Appeals</i>	<i>Developing Language / Appeals</i>

**Delivery Techniques (Overall):** Posture, Gesture, Eye contact and Vocal expressiveness:

- A:** Compelling, and speaker appears polished and confident.
- B:** Interesting, and speaker appears comfortable.
- C:** Understandable, and speaker appears tentative.
- D/F:** Detracts from the understandability of the presentation, and speaker appears uncomfortable.

	Excellent	Good	Neutral	Partially Detracts	Significantly Detracts	Not Present	Not Relevant	Strong Potential
<b>• Presentation</b>								
Gestures								
Posture								
Movement								
Eye Contact								
<b>• Speaking</b>								
Speaking Volume								
Speaking Rate								
Contrast volume or rate								
Reading (as needed)								
<b>• General</b>								
Prop Use								
Computer Interaction								
<b>Overall Confidence</b>								

**Supporting Material(s):** Variety of support (explanations, examples, illustrations, statistics, analogies, quotes from relevant authorities, makes appropriate references to information or analysis that:

- A:** Significantly supports presentation or establishes presenter's credibility/authority on topic.
- B:** Generally, supports presentation or establishes presenter's credibility/authority on the topic.
- C:** Partially supports presentation or establishes presenter's credibility/authority on the topic.
- D/F:** Minimally supports presentation or establishes the presenter's credibility/authority on the topic.

	Excellent	Good	Neutral	Partially Detracts	Significantly Detracts	Not Present	Not Relevant	Strong Potential
<b>• Evidence / Support / Reasoning</b>								
Appropriate Evidence								
Explanation of Evidence								
Citation								
<b>• Visual Design</b>								
Images								
Design Integration								
End Slide								
<b>Overall Design</b>								
<b>Ink/Data Ratio</b>								

**Organization:** Specific introduction and conclusion, sequenced material within the body and transitions is:

- A:** Clearly & consistently observable, is skillful, and makes the content of the presentation cohesive.
- B:** Clearly & consistently observable.
- C:** Intermittently observable.
- D/F:** Not observable.

	Excellent	Good	Neutral	Partially Detracts	Significantly Detracts	Not Present	Not Relevant	Strong Potential
Content Development								
Call To Action								
Pace of Ending								
<b>Conclusion</b>								

<b>Overall Feedback as Needed:</b>	
<i>Strengths:</i>	<b>Total Run Time:</b>
<i>Areas for Improvement:</i>	
<i>Interesting Technique(s):</i>	
<b>Grade:</b>	



# CCCC Position Statement

A statement on an education issue approved by the CCCC Executive Committee

## Writing Assessment: A Position Statement



Like

Share

23 people like this. Be the first of your friends.



Tweet




*Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009, reaffirmed November 2014)*

**Writing assessment is...a means  
of improving teaching and  
learning**

**Assignments should be created  
with the intent helping students  
attain specific learning outcomes.**

**CCCC Position Statement**  
A statement on an education issue approved by the CCCC Executive Committee

**Writing Assessment: A Position Statement**




 Like  Share 23 people like this. Be the first of your friends.  Tweet

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009, reaffirmed November 2014)

**“Writing is...social...[&] entails learning to accomplish a range of purposes for a range of audiences in a range of settings.**

**CCCC Position Statement**  
A statement on an education issue approved by the CCCC Executive Committee

**Writing Assessment: A Position Statement**

 Like  Share 23 people like this. Be the first of your friends.  Tweet

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009, reaffirmed November 2014)

**“Best assessment practice is direct assessment by human readers.”**



## CCCC Position Statement

A statement on an education issue approved by the CCCC Executive Committee

### Writing Assessment: A Position Statement

[Like](#) [Share](#) 23 people like this. Be the first of your friends.

[Tweet](#)

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009, reaffirmed November 2014)

~10 Years.

~70 Courses

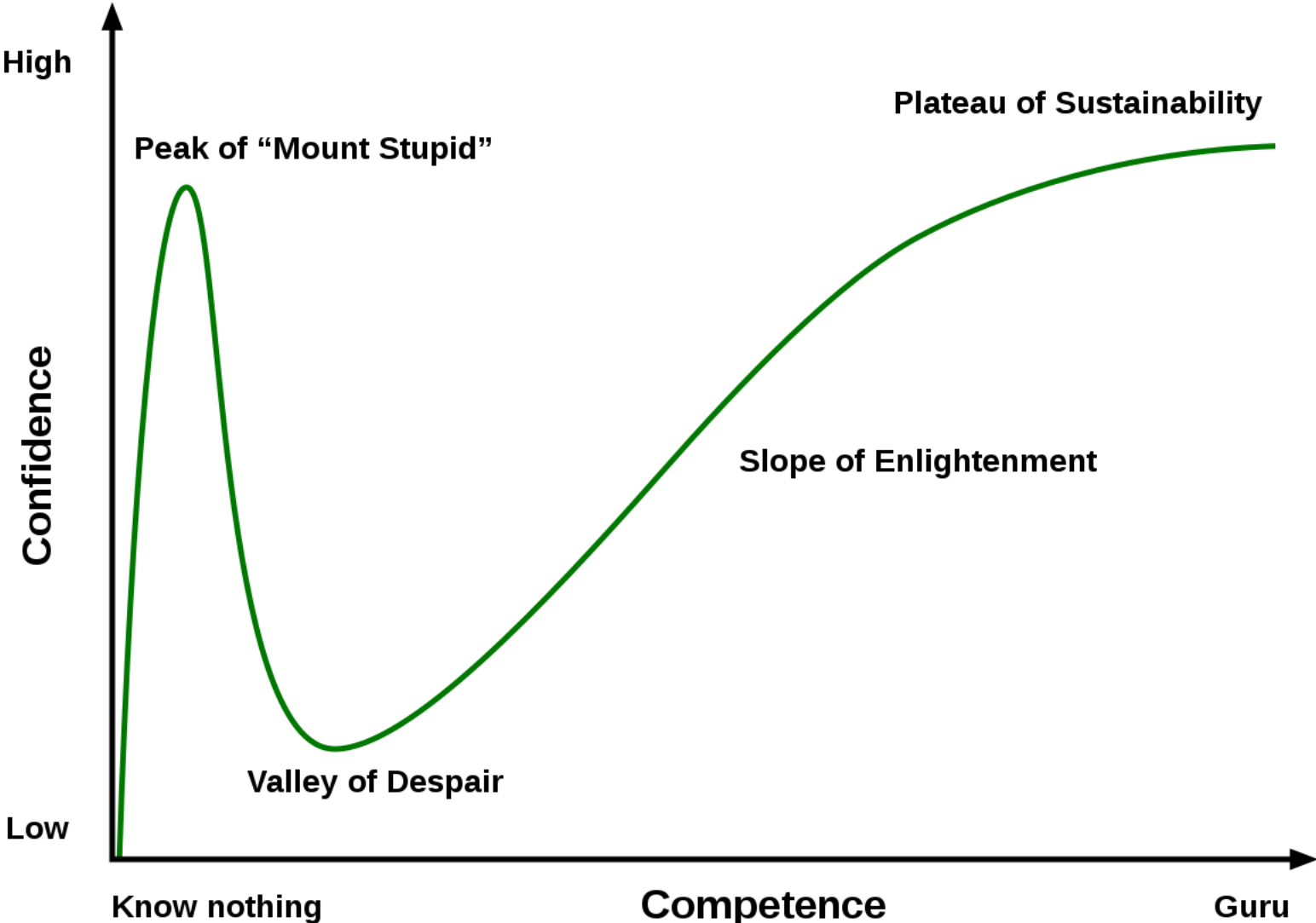
>600 one on one tutoring Sessions.

~3200 Essays at 2 AP Essay Readings

∞ Student Writing Assignments

What Do I think...

# Dunning-Kruger Effect

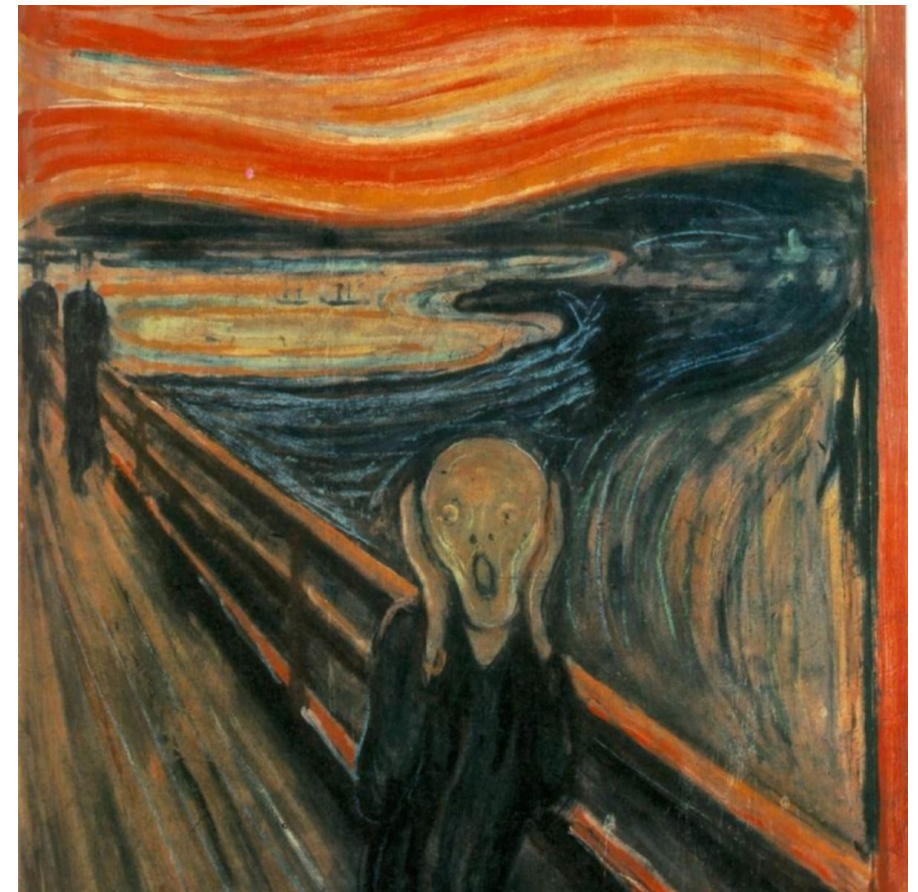
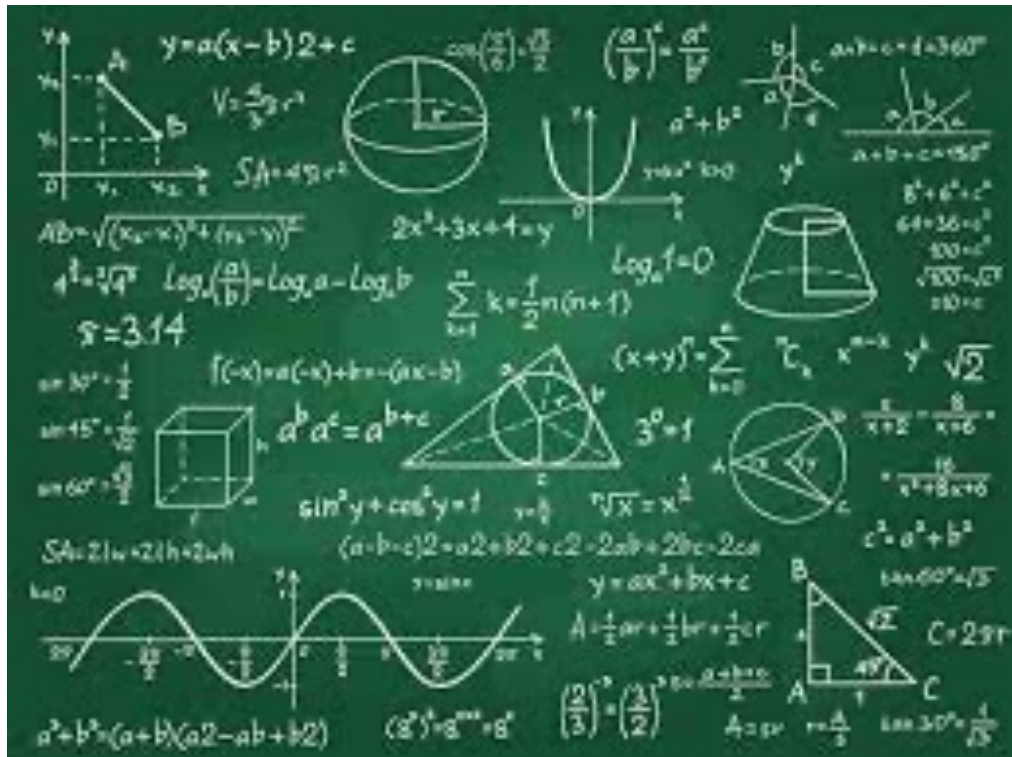






Teach the Writing Process. Discuss writing AND course content.

Have writer explain tactics or strategies that used to complete the assignment.  
Reflection.



Identify specific strengths and areas for improvement.

-Note why strengths are strong, and why (and or) how areas should be improved.



Quality

You do not have to be the editor.

Quantity

Don't get caught up on "lower" level concerns. Remember the big picture.

4

### Higher-Order Concerns

- ⊙ Thesis statement
- ⊙ Quality of argument/ideas
- ⊙ Evidence used correctly
- ⊙ Logic of conclusions
- ⊙ Use of topic sentences
- ⊙ Organization of paper
- ⊙ Follows assignment?
- ⊙ Demonstrates understanding of course material

### Lower-Order Concerns

- ⊙ Spelling
- ⊙ Grammar (agreement)
- ⊙ Formatting (font, spacing)
- ⊙ Citation
- ⊙ Punctuation
- ⊙ Sentence structure
- ⊙ Vocabulary/word choice
- ⊙ Style

# Terminal Comments

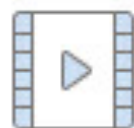
- 1.Document strengths and weaknesses
- 2.Let the student know if they responded well to assignment
- 3.Create process writing environment
- 4.Set *specific* goals that you think the student can meet

## Marginal Comments

1. Don't Omit Context!
2. Don't Over-do the comments!
3. Make sure your comments sound like they are written by a human rather than an impersonal machine.  
– Peter Elbow
4. Allow your students to see how the writing impacts you.




## Feedback to Learner



"Essay feedback to Eric Chen"



A

 [Add Notes](#)

Cancel

Save Draft

Submit

Speak to others the way you want to be spoken to.

NCTE Position Statement on Writing Assessment: <https://ncte.org/statement/writingassessment/>

Sources: St. Martins Guide to Teaching Writing / Gerald Locklin /Beyond the Red Ink – Nancy Sommers  
<https://www.youtube.com/watch?v=PKfLRz7h7gs>





Thank you.