




# Providing Worthwhile Feedback



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UC Merced  
SATAL Program



# As SATAL Students...

- We frequently collect class feedback
  - Class observations
  - Focus groups
  - Mid-semester feedback
- **Our goal:** share student perspective with their instructors



# Learning Outcome

By the end of this workshop, you will be able to...

*identify practices to provide **worthwhile** feedback*



## Class Discussion

# When is feedback necessary?

What is the purpose of feedback?

Think about your experience(s) with feedback

When did you give or receive feedback?



# When is Feedback Necessary?

- Someone asks your opinion about how they are doing
  - E.g., peer reviews
- Providing specific performance pointers
  - E.g., group work feedback
- Concern about a peer's work habits
  - E.g., peer conversation
- Ongoing performance discussions
  - E.g., course evaluations



# Pre-Activity

Please give feedback  
on John's email



Hello Ana,

I hope this email finds you well. The purpose of my email is that I am applying to SATAL. Would I be able to count on you for a recommendation letter since I have taken two classes with you? I can email you the rest of the details later. The deadline is tomorrow night by 11:59 PM.

You should talk about my go-getter attitude, I have overcome a lot of challenges, my organizational skills, and that I am good at math.

Best,  
John Smith

# Some Feedback

It seems demanding.

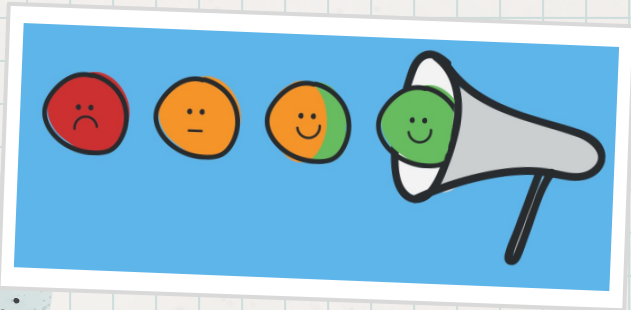


Try to be polite by saying “please” and “thank you” to your instructor so they will be more willing to write you a letter of recommendation.

It is too late to email your instructor.



It is important to ask for a letter of recommendation well in advance (a few weeks before the deadline). This gives your instructor time to write you a letter.




# Why is this Important?

- ★ ● We need to ensure feedback is *valuable* and *helpful* so we can get the message to the friend, instructor, or classmate
- Too often we get feedback that is not worthwhile



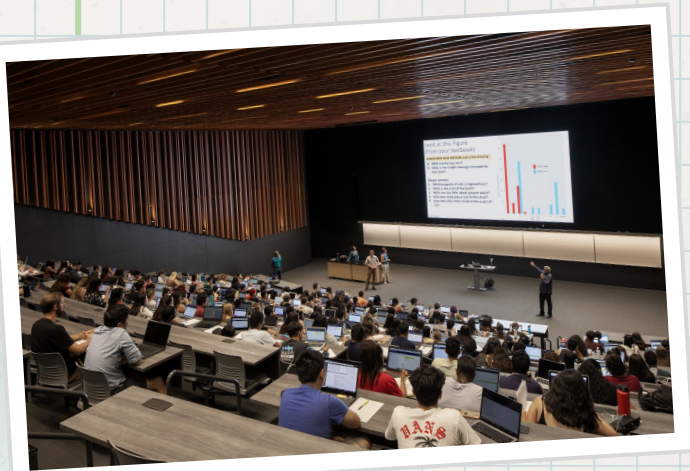




**“This class is  
too early.”**

# An early class can be an issue but...<sup>☆</sup>

- The feedback isn't related to teaching and learning
- It does not offer a solution or a suggestion
- The class schedule is not under the instructor's control

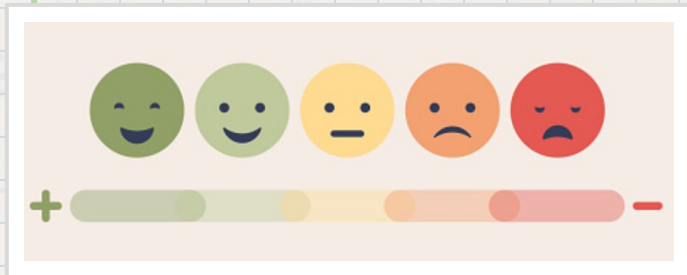


# Your perspective is important, so it's about rephrasing!

"This class is too early."

"I'm really tired in the morning, so having more interactive lectures with polling questions or videos will help me stay engaged."

"It would help me wake up in the morning if we had a fun icebreaker or music playing before class began."



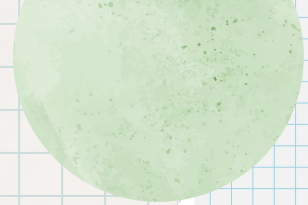






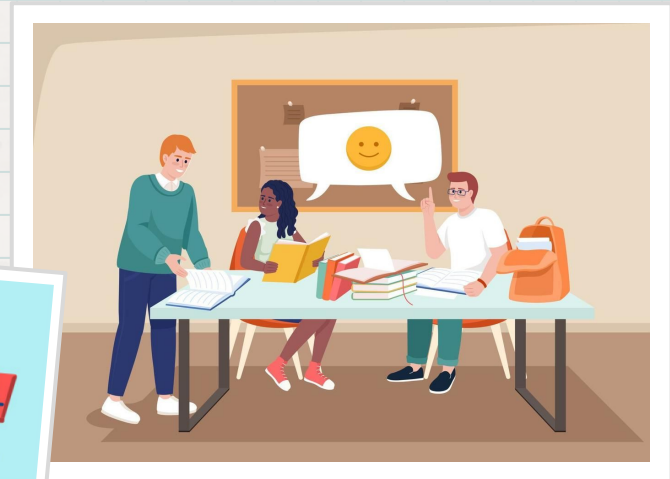


**FEEDBACK** is  
*valuable* and  
*useful* when...



# Someone<sup>☆</sup> provides it with the appropriate audience in mind (WHO)

- *Who is going to receive this information: a peer, an instructor, the chancellor?*





# It is given as soon as possible after the performance **(WHEN)**

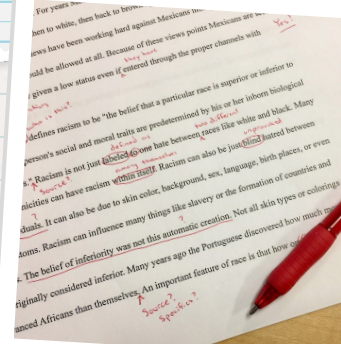
- Prompt feedback allows for interaction
- Prompt feedback will be relevant to the audience





# There is purpose awareness (WHY)

- What is my audience going to do with this information:
  - make changes in the draft?
  - adjust teaching practices?
  - add a class to the program?



For years we have been back to being...  
...to white, then back to being...  
...we have been working hard against...  
...views points...  
...could be allowed at all. Because of these...  
...given a low status even if entered through the proper channels with...

defines racism to be "the belief that a particular race is superior or inferior to...  
...person's social and moral traits are predetermined by his or her inherent biological...  
...Racism is not just...  
...Racism can also be...  
...hated between...  
...Racism can influence many things like slavery or the formation of countries and...  
...It can also be due to skin color, background, sex, language, birth places, or even...  
...Racism is not this automatic creation. Not all skin types or colorings...  
...The belief of inferiority was not...  
...An important feature of race is that how...  
...originally considered inferior. Many years ago the Portuguese discovered how much...  
...ancestors Africans than themselves. An important feature of race is that how...





# It is focused (WHAT)

- ★ ● Provides specific information with clear evidence of appropriate content

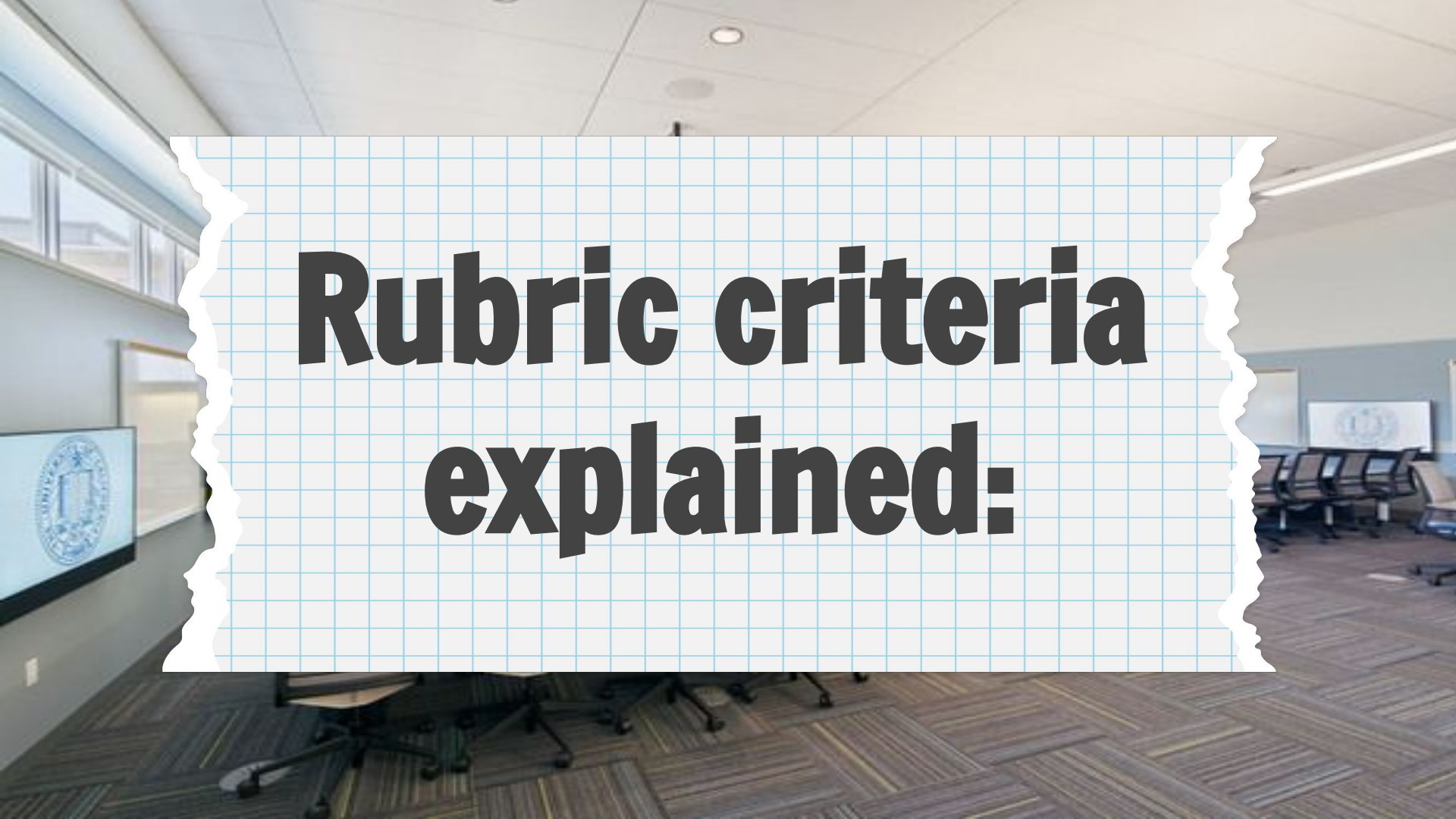
*i.e., What are the goals/class outcomes? What changes will lead to better progress?*



# It is perceived as well-intentioned, respectful and knowledgeable (HOW)

*i.e., Is what I'm saying specific and useful to the audience? Am I addressing the content in a focused, constructive and respectful manner?*






# **Rubric criteria explained:**







# The Purpose of a Rubric is...

- To describe expected product
- To provide criteria for levels of performance
- To outline how to reach goals of the task

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Criteria 	Exemplary 	Limited 	Weak 
1. Include accurate and specific data that is clear about irrefutable evidence (focuses on observation rather than inference).	"Adding research data would make the argument stronger."	"Include expert evidence."	"Evidence seems weak."
2. Focus on the content rather on the person.	"Does your thesis contain your topic and how you feel about it?"	"Do you think that you can narrow down your thesis?"	"Broad thesis."
3. Keep comments non-judgmental and descriptive rather than evaluative (focus on description rather than judgment).	"Examples would help to understand the concept you were explaining."	"You don't give enough examples."	"Poor work."
4. Provide a balance of positive and negative feedback. For example, negative information can be "sandwiched" between positive information.	"You include a thought-provoking topic, but it seems to me that it needs more elaboration with examples. Strong start."	"Will you include more examples?"	"Needs elaboration."
5. Attribute positive feedback to internal causes & give it in the second person (you).	"You worked hard to explain the material well using relevant sources."	"Relevant source selection."	"Good job."
6. Give negative information in the first person (I) and then shift to third person (s/he/they), or shift from a statement to a question that frames the problem objectively.	"I thought I understood the organization of the material from the outline, but then I was not sure..."	"I was not sure where you were going in this assignment."	"You lost me."
7. Offer specific suggestions that model appropriate behavior.	"Have you considered trying...? How do you think that would work?"	"Why haven't you tried...?"	"You shouldn't include..."

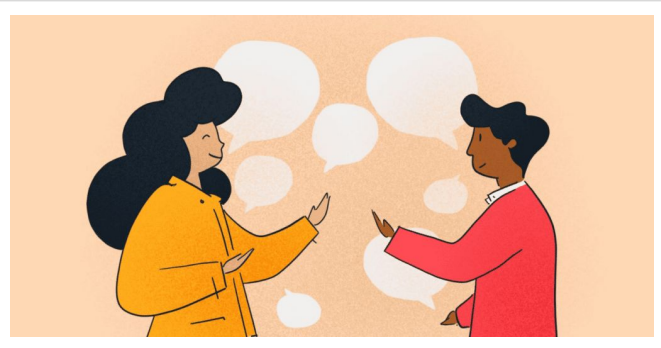
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# The rubric for giving helpful feedback is...



- Designed to help peers and instructors give valuable feedback to each other



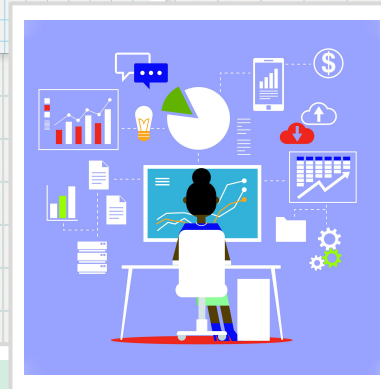
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# (1) Include accurate and specific data that is clear about irrefutable evidence

- Example: *“Adding expert evidence, like data from research articles, will help make your argument much stronger.”*



## ☆ (2) Focus on the content rather than the person

Content	vs	Person
"The conclusion is..."		"Your conclusion is.."
"I had questions about this section..."		"You lost me in this section..."
"The class could be a little more organized..."		"You need to organize your class..."



# (3) Comments should focus on description, not judgement



- Comments should be..
  - Non-judgemental
  - Descriptive
  - Specific
  
- Be honest, but respectful.  
Remember, the goal is to help the person achieve the outcome.

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# (4) There should be a balance between positive and negative feedback

- One way to do this is to sandwich negative feedback between positive feedback.
- Knowing what to keep is important



Give positive feedback

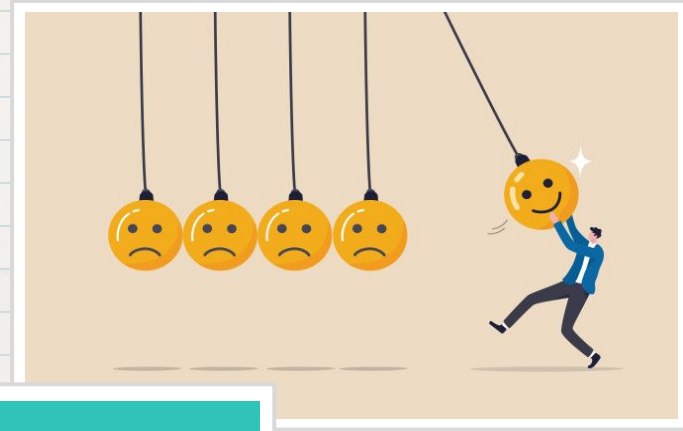
Provide constructive criticism

Give positive feedback



# (5) Positive feedback is attributed to internal causes and given in the second person

- Start sentences with, “You...”  
*“You used very supportive examples.”*



# (6) Negative feedback should be given in the first person (I), or in the form of a question.

- Start sentences with, *“I had a lot of questions in the introduction,”*  
*“I was unsure what was meant here because...”*

● *“What is this section addressing?”*

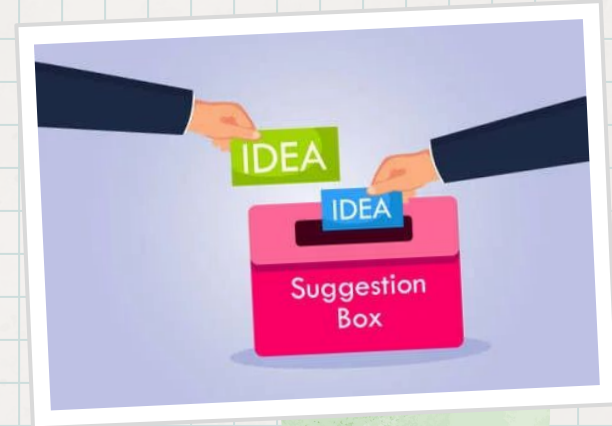




# (7) Offer specific suggestions that model appropriate behavior

*“This research might support your argument...”*

*“Have you considered introducing this concept first?”*



# Peer-Review Session

★ ● Breakout into dyads to present your refined project pitch and

● Provide peer feedback using the SATAL rubric (elaborate & evaluate)

● Share some examples

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A modern office interior with a large whiteboard and a screen displaying a logo. The office has a patterned carpet, several office chairs, and a large window on the left side. The word "Share" is prominently displayed in the center of the image on a light blue grid background with a torn paper effect.

**Share**



# How to Provide Valuable Feedback on Course Evaluations: Video



# Learning Outcome

Now, at the end of this workshop, you should be able to...

*identify practices to provide **valuable** feedback*



# Feedback for Us!



<https://bit.ly/s23spark>



Students Assessing  
Teaching and Learning