Providing Constructive Feedback to Your Peers

UC Merced
SATAL Program

SATAL
Students Assessing Teaching and Learning

As SATAL Students…

- We frequently collect class feedback:
  - Focus Groups
  - Class Interviews
  - Course Evaluations
- Goal: Share student perspective.

Learning Outcomes

- By the end of this workshop, you will be able to:
  - give valuable feedback
  - identify methods of giving feedback

Activity: Pre-Test

- Peer Review Session:
  - Using the model essay comments you made, offer feedback for improvement
  - You have 5 minutes.
  - Include your comments under the left column “1”

When is Constructive Feedback Necessary?

- Someone asks your opinion about how they are doing
  - Peer reviews
- Ongoing performance discussions
  - Course evaluations
- Providing specific performance pointers
  - Group work feedback
- Concern about a peer's work habits
  - Peer conversation

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 non-constructive

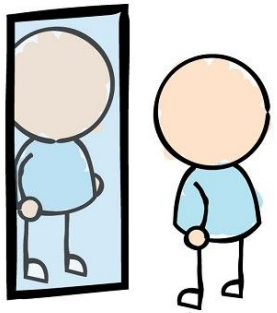
"This class is too early."

An early class can be an issue but…

- 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

Reflect on Experiences

- Have you participated in peer reviews for class?
- Was it positive? Negative?
- Have you ever been trained to provide constructive feedback?



Benefits of Peer Review

- Having another person's perspective
- Learning by explaining to others
- Critically reflecting on own work
- Discussion to help organize an argument

FEEDBACK is valuable and useful when...

Someone provides it with the appropriate audience in mind (WHO)

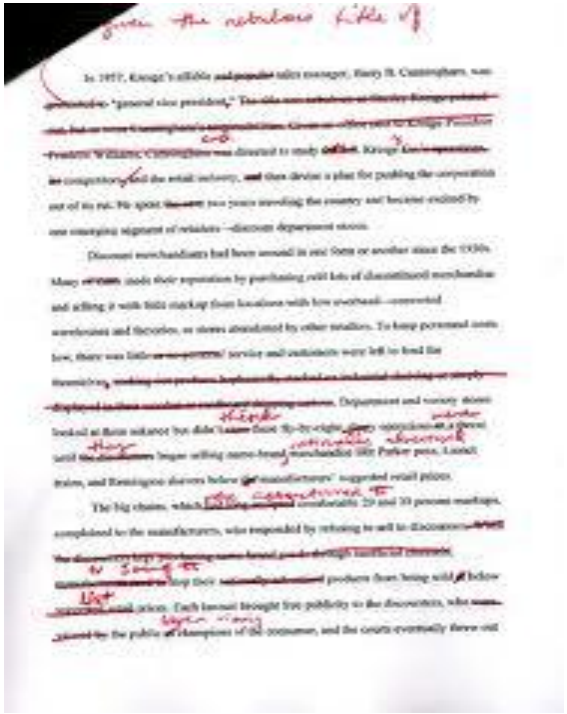
- *Who is going to receive this information: a peer, an instructor, the program director?*

It is given as soon as possible after performance (WHEN)

- And allows for response and interaction
- *Will the feedback still 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 strategies, add a class to the program?*

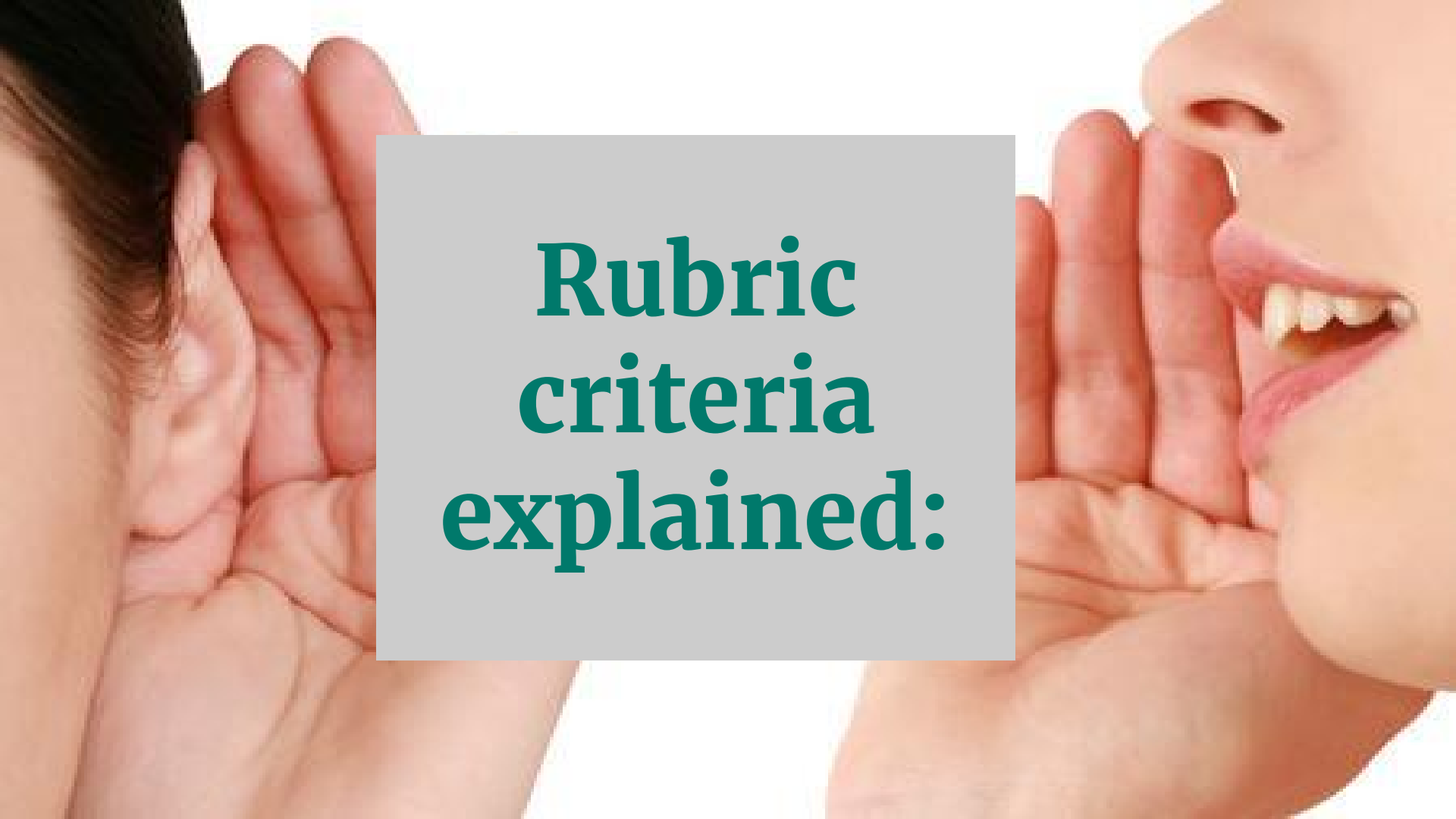


It is focused (WHAT)

- And provides specific information with clear evidence of appropriate content
- *What are the goals? What progress is being made toward those goals? What activities will lead to better progress?*

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

- *Is what I'm saying specific and useful to the audiences? 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

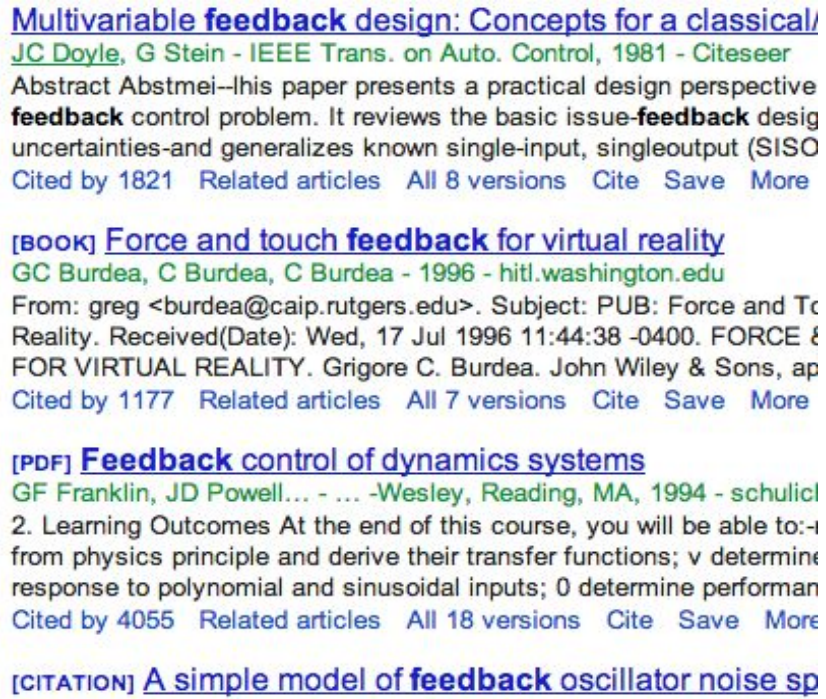
	Criteria	Exemplary	Limited	Weak
1.	Include accurate and specific data that is clear about irrefutable evidence (focuses on observation rather than inference).	"Adding research data would make the argument stronger."	"Include expert evidence."	"Evidence seems weak."
2.	Focus on content rather than on 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), 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..."

The rubric for giving constructive feedback is…

- Designed to help peers and faculty give valuable feedback to each other
- We hope you will be able to give constructive feedback with help from the rubric

(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."*



Multivariable **feedback** design: Concepts for a classical/
JC Doyle, G Stein - IEEE Trans. on Auto. Control, 1981 - Citeseer
Abstract Abstmei--lhis paper presents a practical design perspective
feedback control problem. It reviews the basic issue-**feedback** desig
uncertainties-and generalizes known single-input, singleoutput (SISO
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GC Burdea, C Burdea, C Burdea - 1996 - hitl.washington.edu
From: greg <burdea@caip.rutgers.edu>. Subject: PUB: Force and To
Reality. Received(Date): Wed, 17 Jul 1996 11:44:38 -0400. FORCE &
FOR VIRTUAL REALITY. Grigore C. Burdea. John Wiley & Sons, ap
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GF Franklin, JD Powell... - ... -Wesley, Reading, MA, 1994 - schulicl
2. Learning Outcomes At the end of this course, you will be able to:-
from physics principle and derive their transfer functions; v determine
response to polynomial and sinusoidal inputs; 0 determine performan
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[CITATION] A simple model of **feedback** oscillator noise sp

(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 improve.

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

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

(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...”*

(7) Offer specific suggestions that model appropriate behavior

- *“This type of example might support your argument…”*
- *“Have you considered introducing this concept first?”*

Activity: Post-Test

Put your new knowledge to the test!

- Revise your feedback for the essay and offer constructive feedback using the rubric
- You have 5 minutes

SHARE

Learning Outcomes

- By the end of this workshop, you will be able to:
  - give valuable feedback
  - identify methods of giving feedback

thank
you

Remember

- Peer feedback gives the opportunity to tune instruction to the students' perspective (learner-centered) to enhance learning environments