Module 3 – Giving feedback

3.7 Giving feedback

**Learning Outcomes**

By the end of this session participants will be able to:

- demonstrate knowledge of the different ways of giving feedback
- distinguish between constructive and unconstructive feedback
- be able to explain possible consequences of constructive feedback

**Key Concepts**

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<th>monitor</th>
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<td>demotivate</td>
<td>autonomous</td>
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<td>constructive/unconstructive</td>
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**Materials**

- Remembering feedback
- Constructive and unconstructive feedback + Instructions + Completed answers
- Feedback effects + Answer sheet

**Procedure**

1. **Learning Outcomes**

   Explain learning outcomes for session to participants

2. **Your experiences of feedback**

   This activity focuses on the affective aspects of feedback.
   - Give out Remembering feedback. Participants work individually to prepare their thoughts
   - Next divide into pairs and ask them to compare experiences.
   - Feedback – elicit some examples of positive and negative feedback. Introduce the concept of positive/constructive feedback and briefly explore how this contributes to learning, whilst negative feedback can be demotivating and damage confidence.


   This activity provides an opportunity to explore the points at which feedback can be carried out, how and why it is given. It is a discussion and participants can bring in both their teaching and their own learning experiences.
   - Distribute worksheet What? When? How? Who?
   - Divide participants into groups
   - Check understanding of questions
4 Constructive and unconstructive feedback

- Cut up the cards
- Divide participants into pairs or groups of 4
- Give out cards in two sets (comprising a set of sentence stems and a set of sentence completions) and give one set to each pair/group
- For how to play see Constructive and unconstructive - instructions

NB There are 30 examples in all (18 constructive examples and 12 unconstructive) examples. These latter are in the first two rows. You may wish to omit some if you feel that this is too many. Some of the feedback examples are on written work, some are spoken. You may wish to clarify this for participants.

5 The effects of feedback

- Participants work in groups.
- Study the diagram of negative effects.
- Discuss and create a diagram showing effects of positive feedback
- Feedback: - look at participants ideas – for suggestions see The effects of feedback - suggested answers.

6 Reflection

- Ask participants to reflect on one point of interest in the session. Share ideas with a partner.
- If appropriate, share these ideas in plenary