Feedback for Teaching Development

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Taylor Institute for Teaching and Learning
University of Calgary
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Webinar
2pm to 3pm ET
noon to 1pm MT
Logistics/Housekeeping

Welcome to today’s session! Before we get started, here are a few things to keep in mind to help ensure your experience is enjoyable and engaging:

• Your microphones will be muted. If you would like to ask a question, please raise your hand and send us a message in the chat window.

• To raise your hand, click on the smiley face icon (near the bottom right of the User window) and select Raise Hand. We will do our best to respond as soon as is appropriate.

• If you run into any trouble with hearing and/or seeing our session, please let us know in the chat window. You can also refresh your browser as a first step to help manage any issues that may arise.

• Please do engage with us! We will ask questions and invite you to share your ideas – please make use of the chat and/or your microphones to connect with us and each other.
Kiera and Cheryl are Educational Development Consultants at the Taylor Institute for Teaching and Learning. Kiera brings her design talents to this presentation and Cheryl contributes her formative feedback for teaching development research.

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EDU Showcase February 19, 2019
Feedback for Teaching Development

- **What we are talking about:**

  "...**feedback literacy** denotes the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies". (Carless & Boud, 2018, p. 1).

  **Formative feedback for teaching development** is an intentional, voluntary, developmental strategy for instructors to initiate and receive feedback from various sources about their teaching with the goal to better understanding and improving student learning. (Brookfield, 2015; Smith, 2001; Weimer, 2013)
Our ideas are a **mash-up** \( \text{noun} \) \( \text{ˈmash-ɚp} \) \ Something created by combining elements from two or more sources.

- **CARRA Model** for teaching development (Jeffs & Piera, 2018)
- **Self-determination Theory (SDT)** (Deci & Ryan, 2018)
- **Motivation for teaching development** (Stupnisky, BrckaLorenz, Yuhas, & Guay, 2018)
- **Feedback Literacy** (Carless & Boud, 2018)

**Giving** | **Receiving**
---|---
**Feedback Skills & Practice**

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The something we have created is a new perspective of moving towards feedback literacy (Carless & Boud, 2018), using elements of formative feedback for teaching development (Jeffs & Piera, 2018), and giving and receiving feedback skills. We present a multi-faceted, complex, innovative and useful framework to start a dialogue for understanding teachers’ motivation to develop and grow (Stupnisky, BrckaLorenz, Yuhas, & Guay, 2018), and a theory (SDT) that holds it all together.
Towards feedback literacy

FEATURES OF FEEDBACK FOR TEACHING DEVELOPMENT
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APPRECIATING FEEDBACK  
MAKING JUDGMENTS  
MANAGING AFFECT

TAKING ACTION

FEATURES OF FEEDBACK FOR TEACHING DEVELOPMENT: Skills for Feedback Literacy

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- Appreciate that the intent of feedback is to improve and enhance teaching development, and,
  - Feedback is provided in various circumstances and in different forms.

- Develop giving and receiving feedback skills
  - Practice giving and receiving feedback

- Maintain emotional equilibrium, avoid defensiveness, and strive for continuous improvement
  (Carless & Boud, 2018, p. 5)
  - Become feedback seeking

**APPRECIATING FEEDBACK**  **MAKING JUDGMENTS**  **MANAGING AFFECT**

**TAKING ACTION**

- Prepare to change, adapt, or be confident in rejecting feedback
- Consider feedback as a means to growth and development
- Include giving and receiving feedback skills in your programs
- Continue to practice giving and receiving feedback


Contact: Cheryl Jeffs, cheffs@ucalgary.ca

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Adapted from: Carless & Boud (2018)
Discussion: Toward Feedback Literacy

• What do you think of the notion of feedback literacy?
• How do you see this being incorporated into your practice and/or institution?


**Formative Feedback for Teaching Development Initiative.** Taylor Institute for Teaching and Learning. University of Calgary, Calgary AB

https://taylorinstitute.ucalgary.ca/formative-feedback/resources

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