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## GIVING TOUGH FEEDBACK TO STUDENTS

## Workshop Description:

Giving tough feedback is not anyone’s favourite thing to do. It’s uncomfortable to give tough feedback and it’s uncomfortable to be on the receiving end. While our natural tendency may be to avoid it, we give feedback and constructive criticism because we believe that improvement is always possible. In this workshop, we’ll explore ways to deliver tough feedback that is clear, makes it less painful for everyone involved and has lasting effect

## Learning Outcomes:

* Identify Tough Feedback situations
* Describe importance of giving feedback
* Create a feedback plan for practical use

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## Resources:

**Faculty Focus: Student Feedback**

<http://www.facultyfocus.com/tag/student-feedback/>

**Phil Race: Using feedback to help students to learn**

<http://www.saide.org.za/sites/default/files/course_design/Race%2034%20Using_feedback.pdf>

Mary-Ellen Weimer: Getting Students to Act on Feedback

<http://www.facultyfocus.com/articles/teaching-professor-blog/getting-students-to-act-on-our-feedback/>

**Identify Tough Feedback situations**

Consistently arriving late for class

Disruptive behaviour

Failing tests/exams

Bad attitude

Personal issues – i.e. body odour

Not cut out for profession

Cheating/plagiarism

**Describe importance of giving feedback**

Allows student to grow through the issue

Behaviour will continue if it isn’t addressed

It is our job to provide the feedback

Even if it hurts, it is good to hear others’ perspectives on our behaviour

Student may not be aware of the issue until someone tells them

List reasons for not giving the feedback

We don’t want conflict/confrontation

Student may file an appeal

We aren’t assertive

We don’t know how to give the feedback

We aren’t sure where our responsibility to provide the feedback starts and ends; i.e. if it is a personal issue such as body odour

**Identify When Not to give feedback - HALT**

Hungry

Afraid

Lonely

Tired

**C E D A R •**

Clarify what the problem is as you see it.

Explain the situation and the impact it has on the student’s performance and on the other students in the class.

Discuss how the student sees the situation.

Agree on what the problem is and what steps the student and professor will take to resolve the issue.

Review – set a time to get back together to review progress.