

Giving Tough Feedback to Students
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The whole point of feedback is to improve performance

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

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.

Tips on giving Feedback

- A video to watch that shows effective and ineffective feedback situations:
http://youtube.com/watch?v=kedEM5KWx_M&feature=related
- Try Contrasting Statements: Example: "Robert, I don't want to talk to you today about your academic standing in the course. I do want to talk to you about your disruptive behaviour in the classroom."