If you cannot hear us - please run the Audio Setup Wizard on the computer you will be using to participate in the webinar. This will ensure that your speakers and microphone are functioning properly inside the webinar environment.
“Action without reflection leads to burn out.
Reflection without action leads to cynicism.”
- Albert Einstein
Giving Feedback that Encourages a Growth Mindset

Teaching Commons
Introductions

Facilitators:
Dr. Natasha May,
Educational Developer,
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Dr. Alice Kim,
Post Doctoral Fellow,
Teaching Commons
Raise Hand Feature

“Action without reflection leads to chaos. Out of chaos, reflection leads to wisdom.”

- Albert Einstein

“Including and Assessing Reflective Learning” Webinar
Brought to you by the Teaching Commons
Other Interactive Tools

“Action without reflection leads to nothing.
Reflection without action leads to mysticism.”
- Albert Einstein

“Including and Assessing Reflective Learning” Webinar
Brought to you by the Teaching Commons
Introduce Yourselves

Please participate in the Polls
What is Growth vs. Fixed Mindset?

GROWTH MINDSET

"Failure is an opportunity to grow"
"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"

FIXED MINDSET

"Failure is the limit of my abilities"
"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"I can either do it, or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

Why Growth Mindset?

- First-year and first-generation students
- Motivation and achievement (Blackwell et. al., 2007)
- Overconfidence and higher estimates of abilities (Dweck et. al., 2016)
By the end of this webinar you will be able to

- Identify *new* strategies for giving feedback that encourages a growth mindset
Providing Meaningful Feedback

Feedback should be

• Timely
• Specific
• Positive
• Actionable

Formative Assessment Tip #4

“Effective feedback occurs during the learning, while there is still time to act on it.”

-Jan Chappuis

“offering timely, process focused feedback” (Mueller & Dweck, 1998)

• “love notes” or “growth notes”
  • On-the-fly (timely), with reflection time and review (formative), of how to use the feedback (process focused)

• Model expert practices needed for self-assessment
“emphasizing effort over products or outcomes” (Blackwell et al., 2007)

- Charting student progress
  - Consultations, honest feedback highlighting growth and areas of improvement
- Students’ self-assessment – selection of work reflective of their progress
“establishing and holding high expectations for all students” (Rattan et al., 2012)

- Set and communicate high expectations to students
  - Provide and go over rubrics with students
  - Create rubrics with students
- Strategy-focused feedback
- Ask high level questions and allow longer wait time
“promoting and modeling risk and mistake tolerance in learning activities (Yamazaki & Kumar, 2013)

- Talk to students about your own mistakes (in grading), encourage review of assignment with feedback and expectations (rubric)
- Re-grading policy
How do we support students in becoming effective users of feedback?

- Accurately judging our own abilities
- Recognizing reactions to feedback/criticism
- Setting achievable goals

https://www.timeshighereducation.com/comment/can-student-feedback-become-a-two-way-street
First Year Experience (FYE) in the Classroom Toolkit – sections on Assessing Learning and Giving Feedback and More

Course Director Handbook – sections on Feedback on Teaching and Assessment

TA Feedback Guide
QUESTIONS?


Thank you for attending

Please fill out the evaluation form for the webinar, available at:

http://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=495885