

Facilitating a Feedback Session

When facilitating a feedback session for a Practice-Teaching Assignment you should:

- Have the instructor candidate evaluate his or her own performance (i.e., organizational ability, knowledge of the subject matter, and presentation and communication skills)
- Facilitate two or three of the instructor candidates' peers to share observations and offer feedback about the performance (e.g., what was done particularly well and what could have been improved).
- Conclude with your own evaluation. Briefly ensure all critical points are covered or summarized and maximize any teachable moments that arose.
- Write comments and suggestions on the Practice-Teaching Feedback and Evaluation Form and provide this to the candidate after the session is complete.

In general, when facilitating feedback sessions,

- Ask specific questions that start with who, what, when, why and how. Such as,
 - “What about the lesson went as you planned?”
 - “What about the lesson did not go as planned?”
 - How would you change it when you do this again?”
 - “How would you run the practice session with a larger (or smaller) class?”
- Wait for responses but manage the silence if necessary
 - Clarify or reframe the question
 - Call on someone specific to answer your question
- Use probing questions to get at the intended information
 - “Julie, were you able to see the demonstration? If not, how could the instructor have changed this to ensure you could see?”
- Ensure a balance of course participants are giving feedback.
- Use pull during your feedback evaluation at the end rather than you listing out what you thought.
 - Maximize teachable moments that arose.
 - Ensure critical points are covered/summarized
 - Incorrect information
 - Incorrect skill demonstration or correction
 - Important information to know about the topic

Example Questions for Self-feedback:

- What about the lesson went as you had planned it?
- What about the lesson did not go as planned?
 - How would you change it when you do this again?
- What would you have changed about the class organization or skills practice, etc?
 - Probe – Why or why not?
- Did the participants understand what you said about xyz?
 - Probe – and how did you gauge their understanding?
- How would you run the practice session with a larger or smaller class?
 - Probe – how would this impact safety or the ability for you to observe and give feedback?
- What did you find most challenging with this lesson/topic?
- Is there anything you want to add?
- Use questions that help the candidate express their experience with planning, their expectations and their actual experience. Also use questions that will help get at the core things you observed and that the larger class needs to pick up on or learn. It is not just about the instructor candidate, but also the whole class learning from each other.
- Can end by asking if they have anything to add – in case they want to express something that the questions did not get at. This is often time when they will indicate they were nervous, forgot something or whatever. So these are important points for them to get out but also teachable moments for you to give strategies about.

Example Questions for Peer Feedback

- Karen, did you understand the directions Jim gave you on where to stop swimming? If no, what could he have done to improve this? If yes, point out what about this was so great
- Tim, what did Branden say when explaining the exit skills assessment to his class that was so important? Why is this so important?
- Julie, were you able to see the demonstration? If no, how could this be changed to ensure you could have?
- Greg, would you have been scared to try xyz if you were 4 years old? What alternative strategy could have been used here?
- Was everyone able to hear him? What could he have done in this loud environment?