



***FACULTY AND STAFF:
A HARMONIOUS
PARTNERSHIP FOR
ONLINE LEARNING'S
FUTURE***



PRESENTERS ...

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“Alone we can do so little; together we can do so much.”

Helen Keller



“You don’t change culture through emails and memos. You change it through relationships... one conversation at a time.”

@Steele Thoughts

OUR UMBRELLA THEME ...

Effective Feedback:

Providing

Receiving

Implementing



COMMUNICATION

The “Who”



COMMUNICATION

The Supervisor

Providing Feedback

- Set the tone
- Maintain a virtual “open door”
- Do not assume you are visible
- Maintain transparency
- Provide clarity
- Consider words and tone
- Provide and receive communication
- Consider all options of communication



COMMUNICATION

The Instructor

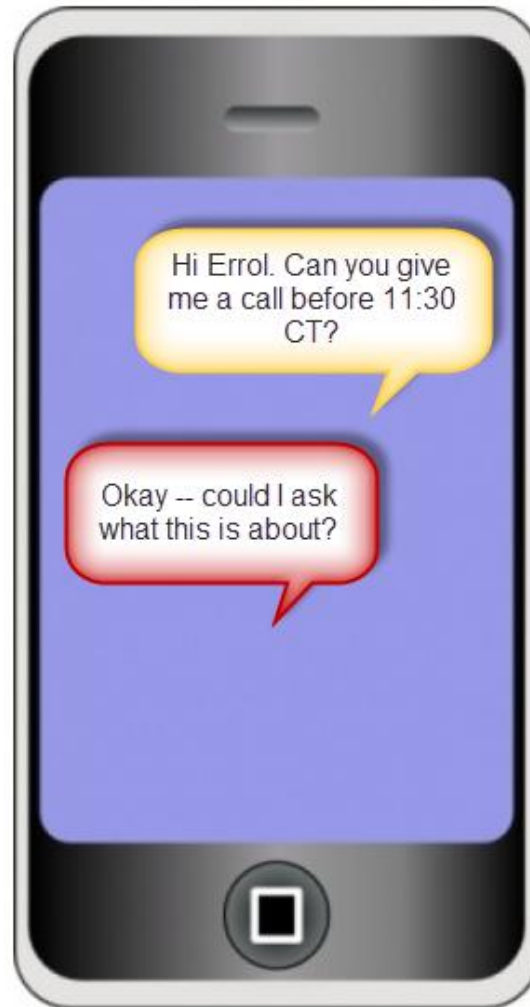
Receiving Feedback

- Feedback is an opportunity to improve
- Improve teaching efforts
- Have an open mind



CRITIQUE AND COACHING ACTIVITY

**Request for
an Impromptu
Phone
Conversation**



**Is this an
effective
message?**

Why or Why Not?

CRITIQUE AND COACHING ACTIVITY

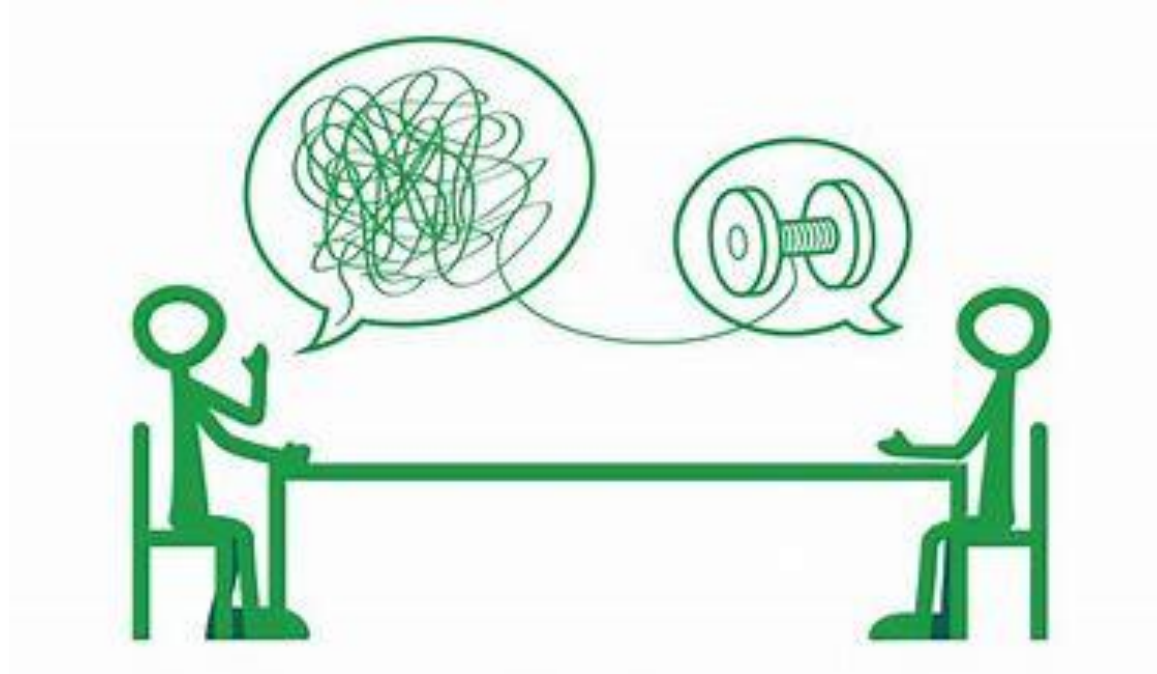
**Is this more
effective?**

Why or Why Not?



CRITIQUE AND COACHING

The “What”
and “How”

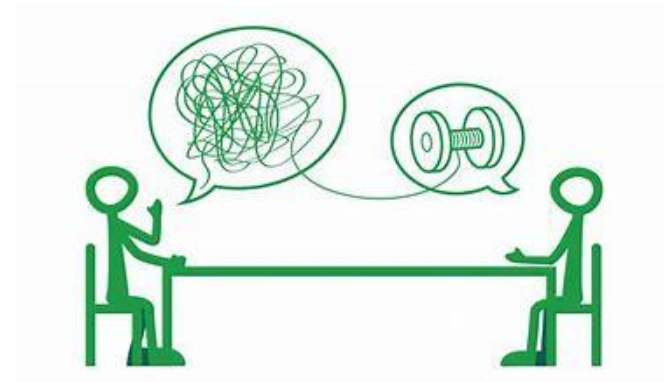


CRITIQUE AND COACHING

The Instructor

Receiving Feedback

- Always incorporate feedback
- Realize the experience of your supervisor
 - Adept at guiding
 - Has taught
 - Aware of school policies

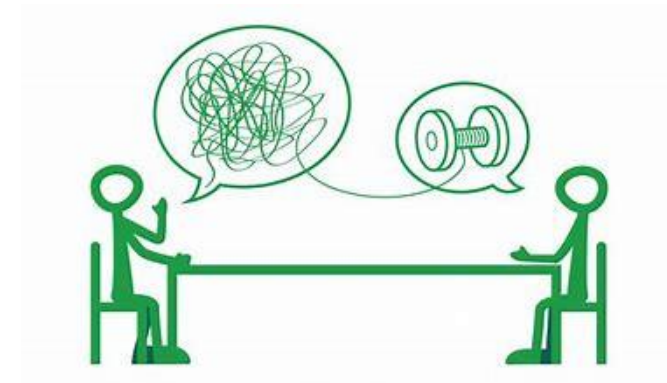


CRITIQUE AND COACHING

The Supervisor

Providing Feedback

- 'Research' before reaching out
- Use empathy in coaching
- Be motivational, positive, encouraging
- Ensure feedback is impactful and effective
- Provide coaching in manageable chunks
- Set expectations and deadlines



RATIONALE AND REASONING ACTIVITY

**Initial Instructor
response to
supervisor
feedback**

**Is this an effective
message?**

Why or Why Not?

Kathy ...

I have received your feedback, and it will be implemented as soon as possible. To be honest, I don't think your comment about my Discussion postings was a fair one, as you never previously indicated anything was wrong. I have used my several years' experience of teaching online to be sure my students have the type of input needed to understand how to get a good grade in Discussion. As always, I appreciate what you said.

Errol



RATIONALE AND REASONING ACTIVITY

Initial Response: What's Not Working

- Cold tone
- Vague on implementation of feedback
- Response based on not receiving negative feedback on the same item
- Uses experience as backdrop for performance
- No request to further discuss the feedback

RATIONALE AND REASONING ACTIVITY

**Revised Instructor
response to
supervisor feedback**

**Is this more
effective?**

Why or Why Not?

Dear Kathy ...

Thanks so much for my latest round of feedback – as always, it is greatly appreciated! Certainly, I will start implementing your comments on my Discussion postings immediately, and just to be sure I’m going in the right direction perhaps you could peek in later and let me know? I want to be sure all my efforts match what you and the institution require and appreciate! This will not only result in what I believe will be better student postings but also long-term learning for their lives beyond school. As always, I appreciate what you said – thanks again!

*Sincerely,
Errol*



RATIONALE AND REASONING ACTIVITY

Revised Response: What's Working

- Friendly and appreciative tone
- Specific on implementation of feedback
- No mention of previous feedback
- Makes point of always wanting to match school guidelines, etc.
- Requests supervisor check class to be assured feedback is being properly implemented
- Indicates importance of feedback for students in class and beyond

RATIONALE AND REASONING

The “Why”



RATIONALE AND REASONING

The Supervisor

Providing Feedback

- Use finesse
- Ask for instructor understanding, opinion
- Respect rationale
- Provide reason for requested change
- Meet instructors where they are
- Utilize multiple communication sources



RATIONALE AND REASONING

The Instructor

Receiving Feedback

- Ask for clarification, explanation
- Consider initial reaction before responding
- Voice-to-voice communication is imperative
- Realize the 'negatives' of not communicating




TIMELINESS ACTIVITY


**Sense of Urgency:
Supervisor & Instructor**




**What
would
you
change?**

 Kathy Embry
Unit 3 and Unit 5 grade feedback

To

Cc  Kathy Embry

 This message was sent with High importance.

Hi

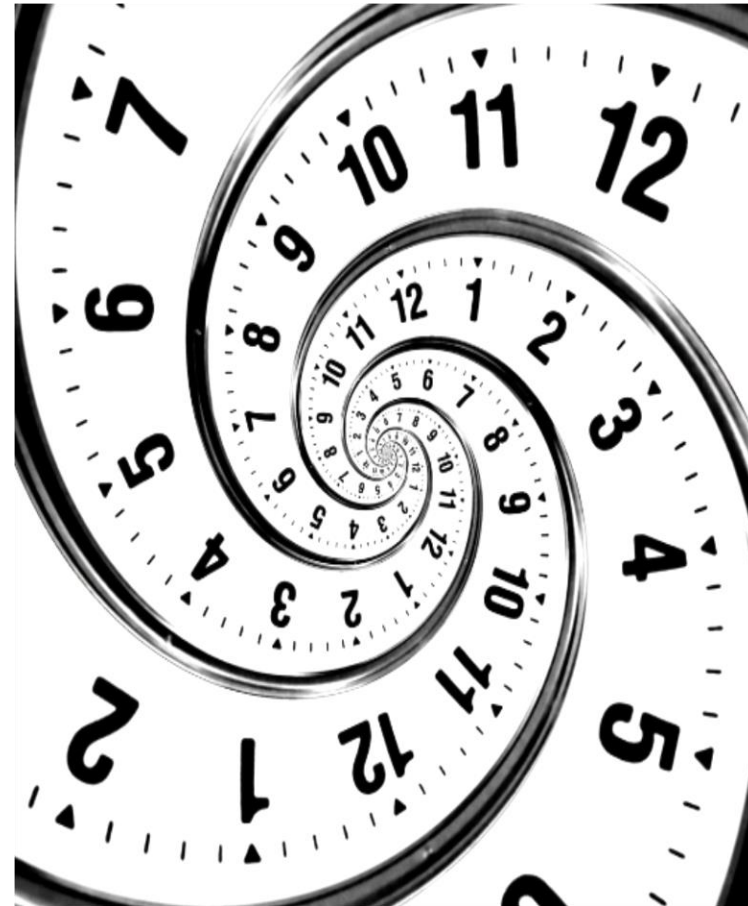
I was verifying that the Incomplete grade was updated – *thank you* – when I noticed the comments you placed in the classroom for . Thinking it was because was receiving the incomplete for her ADA status, I checked other students who earned a zero grade and found the same message.

I have 3 concerns – 1) Unit 3 and Unit 5 are not journal assignments as verified by the assignment details and rubric, 2) you are telling students that they can still submit the work beyond the Unit deadline for Unit 5, which they cannot – if students actually read the feedback, this will cause problems, and 3) I see the same feedback when I checked grade feedback from at least the last two sessions (1901B and 1901A).

I am making an assumption that you did a copy/paste yet did not conduct a quality check on the feedback language. Please correct this for current and future sessions. Attention to detail is extremely important and I urge you to verify anything that you copy/paste from session to session and Unit to Unit. We'll talk more when we meet next.

TIMELINESS

The “When”



TIMELINESS

The Instructor

Receiving Feedback

- Incorporate feedback immediately
- Ask for deadline for implementation
- Not all feedback will be 100% impactful
- Keep record of feedback



TIMELINESS

The Supervisor

Providing Feedback

- Ask for immediate implementation, as necessary
- Provide due date for recommended changes
- Allow opportunity for change to be implemented
- Follow-up within appropriate timeframe
- Refer to previous coaching & feedback
- Take the 'wins' where you can get them



FINAL THOUGHTS...

Effective Feedback:

Providing

Receiving

Implementing



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