



# SALT HSI INITIATIVE

## THE IMPORTANCE OF STUDENT FEEDBACK



# ELICITING STUDENT FEEDBACK

One of the objectives for the SaLT HSI initiative is to identify deliverables that will help us assess the impact of the program on faculty participants' teaching practices and students' sense of belonging and engagement. However, in addition to deliverables related to assessment, as a program, we also intend to develop documents that will be useful to faculty members across the university as informed by student partners' insights.

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## What is a student partner?

Student partners collaborate with faculty to design inclusive and innovative teaching and learning activities. We share our views on teaching and learning at UTRGV.



## WHAT IS FEEDBACK?

Feedback is the reactions given by a particular performance or task using helpful analysis and constructive criticism.

This can be both received and given and is used for the betterment of a task or performance of the receiver.

## WHY GIVE FEEDBACK?

Helpful feedback is achieved when the instructor takes actual interest in the student's position and current dilemma and bases their feedback on their needs. The professors' role in feedback is monumental and it cannot proceed without a professor-student understanding and established communication. It allows students to expand the abilities they have as well as enable new notions to form that they may not have had before and have been strengthened for said scenario.

## HELPFUL FEEDBACK

The most helpful feedback can change a student's outlook on the situation and improve not only their current assignment but future ones as well. If feedback is especially helpful, the student may even tackle similar situations and assignments in way they may never have done so before, leading to an improvement in their college and career life. As stated before, for this to be achieved, the instructor must take general interest in the student and their needs in the course. This could possibly lead to a student-teacher relationship as well. Helpful feedback is very meaningful and well constructed in a respectful manner that is direct, specific and offers suggestions for improvement. Self-reflection questions are also a great way to elicit suggestions and introduce areas of improvement. Feedback should be goal-oriented.



## UNHELPFUL FEEDBACK

Unhelpful feedback often stems from the instructor not taking interest in what the student needs or may be too concerned with another element of the course, it would be simply using the rubric, for example, stating that it is a 3/5 and not explaining what the student is doing wrong, which can lead to a lack of student benefit.





## HOW TO RECEIVE FEEDBACK

- Those receiving feedback should be open-minded, to constructive criticism and should be welcome and appreciative of the time it takes to give meaningful feedback.
  - The receiver should have a growth mindset and should always look forward to improve themselves.
- Many students do not welcome the challenge of adopting new perspectives.
  - Inside and outside of school, students should be encouraged to “unlearn” and build new perspectives based on the newfound understanding that they have attained from knowledge and insight explored.
  - A student can look forward to making themselves fluid in order for stubborn sentiments to flow out and improved sentiments to flow in.

## HOW TO PROVIDE FEEDBACK

When providing feedback, either verbal or written, it is encouraged to use empathy, respect, and ensuring the inclusion of specific details.

*"I try to make sure that I am aware of the receiver's goals before giving the feedback, maybe by asking the receiver what they are trying to accomplish, or by putting ourselves in their mindset so we can make sure that our feedback is going to be benefitting them."*

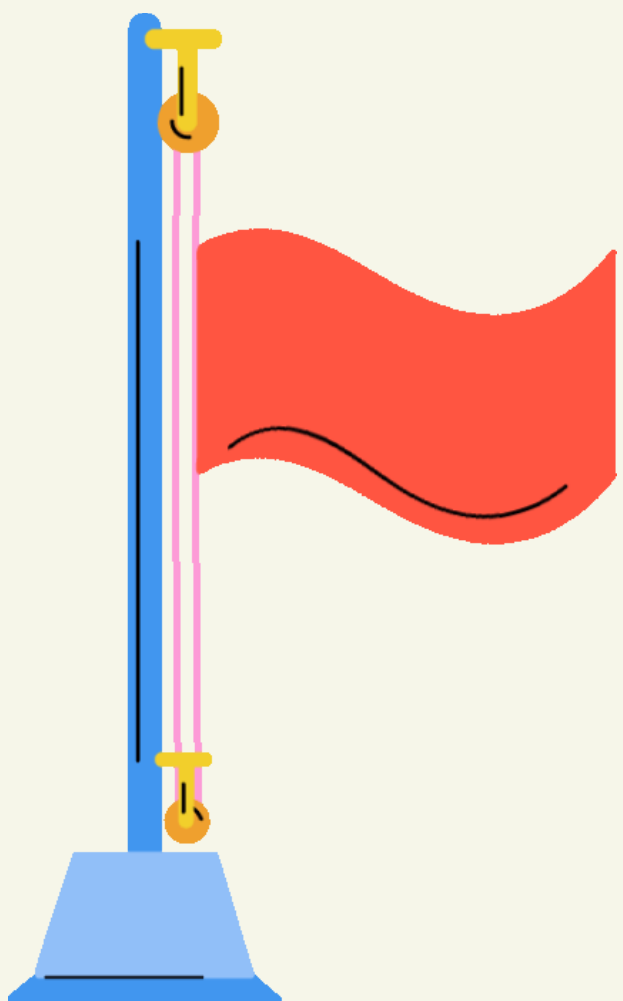
## HOW TO ELICIT FEEDBACK

- A good way of eliciting feedback would be for the instructor to be open about the fact that teachers learn from their students as well.
  - Not admitting this could lead to a disconnect between students.
- The faculty member could also be receptive to how students are performing in the assignment in general and make real time adjustments to assure students have equal opportunity for success if they are willing to put in the work.
- Opening feedback with a guiding question can be extremely helpful, such as “do you feel that your work is reaching its full potential?”
  - Through this, students and faculty will allow themselves to be vulnerable and open for feedback.



## LEADING THE WAY TO EQUITABLE TEACHING AND LEARNING SPACES

- Feedback from both sides is crucial for the development of the university and if more faculty practiced this, the school would be a much better place for everyone.
- Feedback can pave the way to engage with students who may feel as if they are not a part of the conversation.
- Perhaps the faculty members could have the students finish their assignment and have them give feedback on the structure or any other element for future reference.
  - This method can help students in order to be more engaged in class and lead to equitable teaching and a positive learning environment.
- Feedback, as mentioned before, is a two-way street.
  - By practicing both giving and receiving feedback, the classroom becomes a more engaging environment as both you and your students are actively engaging in conversations and listening to each other.



**STUDENT TEACHING CONSULTANT  
FEEDBACK REQUEST FORM**





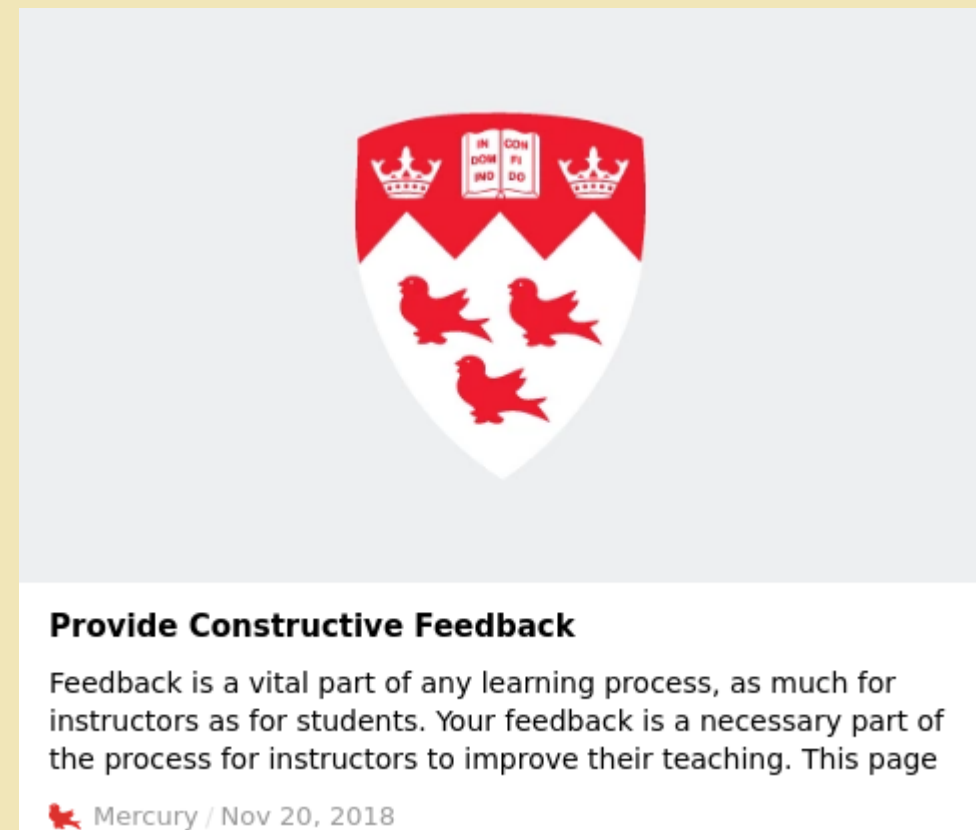
## HELPFUL RESOURCES

Below are resources that serve as guides for the importance of constructive feedback and methods towards how to provide quality feedback.

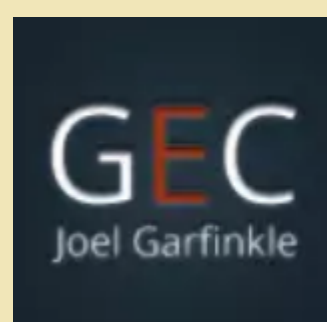


Feedback is a two-way street. What the teacher has to say regarding their student's work is important, but so is what the student has to say. Teachers need as much help learning how to teach and far too many people overlook this. Proper constructive criticism is necessary for helping educators create the most effective teaching methods. This site is loaded with tips on how to make you feedback as constructive as possible while maintaining professional quality.

### PROVIDE CONSTRUCTIVE FEEDBACK



### TIPS FOR QUALITY FEEDBACK



#### Ten Ways to Provide Quality Feedback

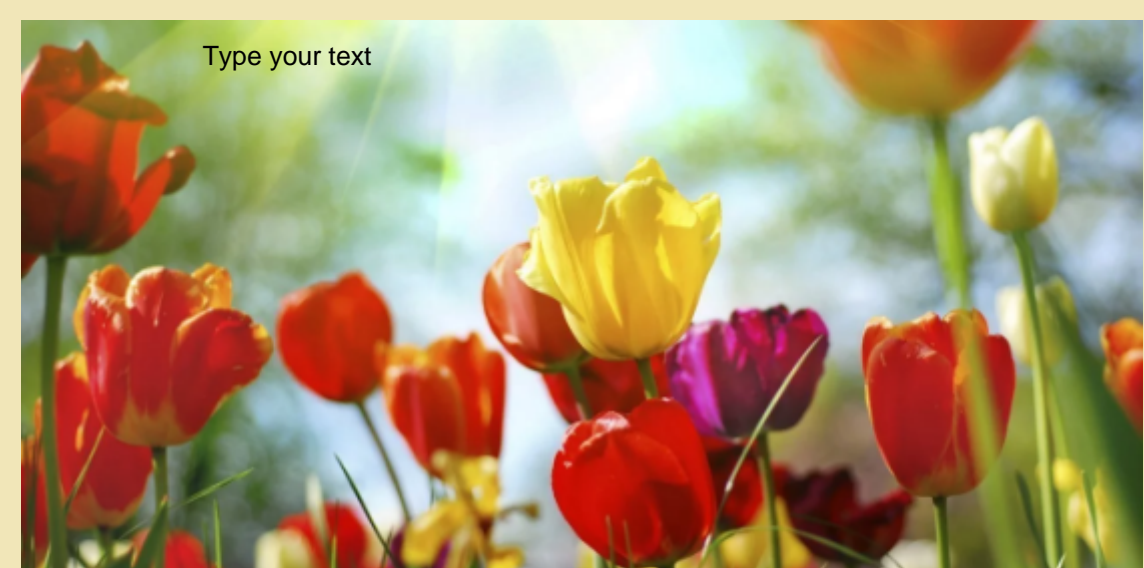
Providing quality feedback that gets results is not as difficult or painful as you think. Here are 10 tips to make it even easi...

Garfinkle Executive Coaching / Joel Garfinkle

Having a hard time figuring out how to give quality feedback? Worry no more, this site has you covered on simple yet effective tips on designing the best feedback possible for a wide variety of situations.

Sometimes feedback requires a delicate touch. You never really know how the receiver will respond to your comment. This page is an excellent source of information one should use when designing feedback that not only gets one's thoughts across, but can also motivate the receiver to make the necessary changes and improve their work.

### GIVING FEEDBACK



#### Giving Feedback: Boosting Your People's Confidence and Ability

Frequent and effective feedback increases productivity and team harmony. Use these strategies to improve how you give and receive feedback.

Mind\_Tools

