

Feedback framework for mentors

Module: Mentor, supervisor and assessment. Specifically the segment 3: “Observation and feedback”.

The following points, based on the overall intended learning outcomes and intentions of the Teacher Development Programme, are only suggestions.

The present document offers suggestions for:

- Feedback on teaching session – pages 1-2
- Feedback on exam session – pages 3-4
- Principles and methodology – pages 4-5

Objective of observation and feedback

Development of teaching praxis through observation, feedback as well as reflection with the assistant professor.

Observation process - teaching session

- The assistant professor decides the focus points (delimitation) mailing with the mentor before the observation, e.g.
 - Does my lecture come across as a monologue to the extent that it inhibits questions or discussion?
 - How can I improve the exercises?
- The mentor observes and takes notes, using the observation form template (below) or some other structure

Feedback meeting – process

- Follow up from last meeting. Feedback from assistant professor on last session’s focus person – what has he or she done differently or reflected upon since last time (if relevant)? (10 minutes)
- Interview (30 minutes)
 - The assistant professor starts off by giving an account of his or her reflections on the chosen focus points
 - The mentor offers his/her observations and put forward questions based on the observations
- Feedback (15 minutes)
 - Joint dialogue about the chosen focus points – including advice and ideas (5-10 minutes)
 - Uninvited advice on topics/observation outside the focus points should be carefully reconsidered (is it really relevant and helpful?)
- Agreeing a date for the next observation and feedback meeting (5 minutes) – if relevant

Observation form for teaching session – an example

Write down examples from the teaching session

Time	(Actions of) Teacher Such as: <ul style="list-style-type: none"> • What does the teacher do and say? • How does the teacher interact with students? • How is the teacher positioned over time and space in the classroom? 	(Actions of) the students Such as: <ul style="list-style-type: none"> • How do students react to the teacher/teaching? • How do the students interact with the teacher? 	Environment Such as: <ul style="list-style-type: none"> • How is the learning space – including expressions of emotions, moods, interests, interaction, negotiation of meaning • Is the physical environment supporting the teaching?
Entrance of the teacher into the learning space			
0.15-0.20			
0.25-0.30			
0.30-0.40			
Finishing of the session			

Observation points for exam session - suggestions

Structure

- Content of dialogue between examiner and external examiner before the examination (if relevant)
- Structure of the examination and distribution of time (if oral exam)
 - Welcoming phase
 - Introductory phase
 - Investigation phase
 - End phase
- Time compared to assessment task requirements (if hand-in or written exam)
- Alignment between chosen exam form ([A,B,C,D,X](#)) and intended learning outcomes

Examination techniques

- How where the intended learning outcomes of the course/project reflected
 - in the dialogue with the student(s) or in the assessment task (written/hand-in exam)?
 - in the discussion about assessment and grading with the external examiner (if relevant) ?
 - in the feedback to the student?
- At written/hand-in exam
 - Type of assessment task (questionnaire, case, analysis, coding ecc.)
 - Clearness of assessment task formulation?
- At oral exam,
 - balance of questions and answers?
 - did examiner ask for elaborations?
 - how did examiner respond to not so good answers?
 - did the student get any feedback during the examination itself?
 - distribution of questions/time per student (individual/group balance)

Atmosphere

- At oral exam,
 - Did examiner try to create a good atmosphere?
 - Relation handling between student, examiner and external examiner

Assessment

- How was the discussion of grades undertaken?
- How (and if) where the intended learning outcomes and grading scale related?
- Individual / group performance and grading
- How did examiner give feedback and grade to the student(s)? And did it explicitly refer to the intended learning outcomes and other requirements?

Observation form for exam session – suggestion

Write down examples from the exam session

Structure	Examination techniques	Atmosphere (if oral)	Assessment

The principles of feedback meetings for both teaching and exam sessions

- Appreciative approach and constructive feedback
- Clear feedback
- Confidence

Constructive feedback is to:

- Respect the other as a person
- Show understanding and recognition of the other's feelings and views on the theme
- Help the other to a better understanding of his own strengths, weaknesses and potentials
- Let the other learn on her/his own terms
- The intention behind your feedback must be to enrich the other!

Interview methodology

As inspiration for how to make the interview a room for reflection and owned by the focus person, you may use the Karl Tomm model (from "Interventive interviewing", 1987) and his examples of questions.

<p>Questions to clarify the context and situation i.e. (the Detective):</p> <ul style="list-style-type: none"> • What is the topic for our dialogue? • In order for you to benefit from the dialogue – what would you like to achieve? • What has happened up until now? • What is the most important issue we need to talk about? • What is the challenging bits about the issue for you? • Why is this so important to you? • What does it tell us about you that this issue is so important to you? • What is the biggest insight you would like to take away from this dialogue? 	<p>Questions to clarify initiatives i.e. (the Captain):</p> <ul style="list-style-type: none"> • What new initiatives could you take? • What sort of consequences could keep you from or motivate you to trying these new initiatives? • What could be your new goals? • Who can support and help you, and who needs to know about your goals? • What would you do differently next time? • What have you learned from this dialogue that may prove useful in similar situations in the future? • What is the most important thing you take away from today?
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<p>Questions that put things into perspective i.e. (the Anthropologist):</p> <ul style="list-style-type: none"> • How do you think the students experienced the teaching session/supervision? • What would the students say that was different about the focus area than you? • Where is the challenge the biggest? • How often does it appear? • How does it appear? • Has it ever NOT shown itself in a similar situation? If so: What did you do differently? • Please give some examples of how the challenge shows itself in other situations. • If you told your colleagues about this how do you think they would see it? • What do you think they would say if I asked them? 	<p>Questions that generate new perspectives i.e. (the Futurologist):</p> <ul style="list-style-type: none"> • Please give some examples of what you would like to do differently once the issue is no longer a challenge? • If one or more of your colleagues were to offer you advice, what do you think it would be? • What do you think the students will notice once the issue is resolved? • Who would be the first to notice that you are doing something different or differently? • What is it that the issue is blocking in your teaching? What openings will it produce once the issue is resolved? • What are your goals and aspirations for your teaching/supervision in the future? • If one of your colleagues were to give you an unexpected piece of advice, what do you think it would be?
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Literature references

- David L. Cooperrider: Appreciative Inquiry Handbook – for leaders of change, Crown Custom Publishing, 2008
- Karl Tomm: Interventive interviewing, Part II. Reflexive Questioning as a Means to Enable Self-Healing, Fam Proc 26: 167-183, 1987.
- Rienecker, Lotte, Jørgensen, Peter Stray, Ingerslev, Gitte Holten og Dolin, Jens (red): Universitetspædagogik. Samfundslitteratur, (2013)