

Meaningful Feedback

Teacher: **[00:00]** So part of the transformation—the shift that we’re making in(?) the province of Ontario, is that whole process of feedback, meaningful feedback, peer feedback that we’re asking students to go—to engage in. And what can that look like in a classroom? And what my students developed this year, I think, is an understanding of just the breadth and depth of a topic such as, as feedback. And it took us a long time to re—reach a point where we could accept feedback that’s critical in a way that doesn’t cause emotions and personalities to get involved.

So on this sheet here, out of our Napoleon inqui—inquiry, are all of the insights that the students in the class developed about feedback. And it really was an ongoing process and discussion every day in the classroom. As people received feedback, students were giving feedback, we were talking about the feedback. Students were talking about how it felt to get that feedback, where they agreed or disagreed.

And these are the observations. And I think the kids learned that when you get up in front of a class, you have to be prepared to defend and justify your decisions. And—about content that you choose to include, so what you consider to be important, content, design choices of whatever it is that you’re pre—presenting. The kids also came to realize they have choices in how they receive feedback. They can deny and just dig in, and say, “No, you’re wrong.” They can concede and just accept, “Yeah, I need to make improvements.” They can stand their ground and defend their choices. And I think there was one girl in the class who became very strong about it. So whereas previously, she was not confident about defending her choice in the classroom, she came to recognize that it’s an important thing to be able to really understand your project deeply, so that when you’re up here, you can justify why your—you present it in a certain way.

[01:38] We talk about being able to blow things off. And that it’s really important to consider the merits of the critique. Do you agree? Do you disagree? And do that in a reasoned way, where the emotions aren’t getting involved. So we, we’ve really discussed that and we spent a lot of time in the class just discussing this and developing our understanding of feedback as we reacted to the presentations on the, the War of 1812.

The kids also came to recognize that s—you know, they value some people’s judgments more than others. And—but it’s important to dismiss an idea and not the person. So just because the person’s giving you feedback and maybe you don’t value it as a person you still need to consider the merits of what they have to say. And I think you saw that today in the conversations with the kids in the classroom, how accepting they are of each other’s(?).

They also really came to understand that it’s important to be honest, that there’s value in being honest with each other, and not being afraid to say what really needs to be—be said. And for Grade 7 students to have that kind of insight and recognition about the importance of that, I would not say that is typical. And that’s the value in spending so much time just discussing a concept like that, that leads to rich learning for students.

[END OF RECORDING – length, 02:54]