

06 Constructive Criticism and microteaching

Thursday, August 15, 2013 12:29 PM

Today:

Active Learning research and Environments (CL)
Constructive Criticism
Practice teaching sessions

Constructive Feedback

We all want to do our best, and to help our colleagues and students do their best.
What is the best way to give feedback?

Straight criticism, negative feedback is easy. We have experienced it, trained in it.

Research shows that it doesn't work.
80% of managers given negative feedback did not improve.
Studies of high-performing teams have a 5:1 positive/negative comment ratio.
The lower the ratio, the lower the team performance.

How to give positive, helpful feedback? To cause improvement?

Praise/criticism ratios :
http://blogs.hbr.org/cs/2013/03/the_ideal_praise-to-criticism.html
Harvard Business Review Blog Network
The Ideal Praise-to-Criticism Ratio
by Jack Zenger and Joseph Folkman | 8:00 AM March 15, 2013

Mindset Research

Carol S. Dweck. "Messages That Motivate: How Praise Molds Students' Beliefs, Motivation, and Performance (In Surprising Ways)." In Improving Academic Achievement: Impact of Psychological Factors on Education. Academic Press, 2002. http://books.google.co.uk/books?id=UyfMObMQoToC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Vote: A) B C D E
↑ Spectrum of responses

Are you capable because you are smart?

Is intelligence fixed,

or expandable? work hard?

Or are smart because of what you do,

5 praise to 1 criticism. Works for teams, marriages.
"[Negative feedback] can change behavior, certainly, but it doesn't cause people to put forth their best efforts. Only positive feedback can motivate people to continue doing what they're doing well, and do it with more vigor, determination, and creativity."

Pasted from
<http://blogs.hbr.org/cs/2013/03/the_ideal_praise-to-criticism.html>

Do you work to show how smart you are, or to get smarter? To learn something new?

Consider:
Darwin's dad was deeply disappointed in how ordinary his son seemed as a child.
Tolstoy and William James were also seen as unexceptional children.
Mozart: nothing good until after more than 10 years of non-stop composing
Michael Jordan was cut from his high school basketball team.

After Mozart, Darwin, Michael Jordan and Tiger Woods practice feverishly and single-mindedly for years and years, we ignore this and instead believe that they were simply born with one-in-a-million ability. When Thomas Edison claims that genius was 99% perspiration, and only 1% inspiration, we think he is just being modest.

Which do you believe? Intelligence (or other ability) is fixed? Or expandable?

Blue = fixed
Green = mostly fixed
Red = mostly expandable
Yellow = totally expandable

A
Fixed

E
Totally expandable

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A
Fixed

E
Totally
expandable

"I have to admit that I would rather do well in a class than learn a lot"
"If I knew I wasn't going to do well at a task, I probably wouldn't do it even if I might learn a lot from it"

Do you believe that if you have to work hard at something it automatically means you're no good at it --and that if you're really smart at something, you shouldn't have to work hard at it?

Blue = Yes
Green = mostly yes
Red = mostly no
Yellow = No

A) Yes

E) No

Whether you believe you can or believe you cannot, you are right

Don't buy into the idea that you need exceptional ability to be exceptional. You don't.

Instead, make your own ability.

What you believe matters; it will affect your performance. Those who believe success is from work will go farther, take more risks, do more, achieve more. Lots of research data says so.

Don't worry, your beliefs can change.

Even better, you can change what others believe, and help them achieve more.

Don't tell someone (like your kid or your friend) that they are smart. If you tell them they're smart, they are likely to be afraid to change your mind, so they won't do anything to risk your opinion.

Tell them what they've done well, made the right choices, etc.

Then they will want to do that more, in the future.

Feedback guidelines:

- Balance positive and negative feedback
- Don't attribute performance to intrinsic character
 - Discuss what was done, how it was done
- Use statements that start with "I" rather than "You"
- Yes AND instead of Yes but
- Questions instead of negative statement will help recipient construct understanding: "help me understand"
- Be SPECIFIC about positive and negative aspects of the work.

Topics

What we have done (and you can get more of)

1. Learning objectives
2. Assessments (Ch 5)
 - a. Types of assessment; formative vs summative, in and out of class

- 8) More guiding principles
 - f. Teaching and Learning models: transmissive vs constructive, Vygotsky, Piaget, Kolb
 - g. Prior knowledge (Ch 1)
 - vi. Concept inventories
 - vii. Misconceptions

Please vote for 0 to 5 topics

- 1. Learning objectives
- 3 2. Assessments (Ch 5)
 - a. Types of assessment; formative vs summative, in and out of class
 - b. (beneficial, grading guidelines)
 - i. Rubrics
- 8 3. Active engagement techniques
 - * a. individual vs group
 - b. clickers
 - c. problem solving minute papers
 - d. reflections
 - e. Problem based and Project based
- 4. Constructive criticism
- 3 5. Teaching-As-Research
- 6 6. **New Topics for Thursday**
 - * a. Forming teams
 - i. self
 - ii. assigned
 - iii. CATME
 - b. Guiding teams
 - i. Teaching teamwork,
 - 9 a. Problem/Project Based Learning (PBL)
 - ii. Management by objective
 - iii. Feedback, Praise/criticism ratios
 - c. Conflict Resolution
 - d. Assessing teams
 - i. Rubrics
 - ii. Peer feedback
- 2 7. Metacognition (Ch 7)
 - a. Wrappers
 - b. Affirmative writing
- vygotsky, Piaget, Kohl
- g. Prior knowledge (Ch 1)
 - vi. Concept inventories
 - vii. Misconceptions
- h. Performance vs Long Term Knowledge (Bjork)
 - i. Knowledge organization; Expert vs novice connections (Ch 2)
 - j. Motivation (Ch 3) (Rique)
- k. Innovation vs efficiency; practice (Ch 4) (Daniel Schwartz)
 - l. Climate, developmental levels (Ch 6)
- m. Thinking/learning styles for lesson planning
- 9) Academic job issues
 - a. collaboration
 - b. proposal writing
 - c. teaching philosophy statements
 - d. interview process;
 - e. Startup packages
 - i. Workload
 - ii. Students
 - iii. Travel
 - iv. Equipment
 - v. Space
 - f. elevator speech design and practice
 - g. Public outreach, blogs, etc.
 - h. Vocal techniques, relaxation techniques
 - i. Got the job; now what?
 - i. Time management; work-life and work-work¹
 - ii. Working with Tas
 - iii. Launching a research group
 - iv. Internal and external service
 - v. Building visibility, collegiality
 - vi. Ed research; how and when
 - vii. Finding mentors
 - viii. Interacting with students closely; good for them but it costs

Chapters are in
 Ambrose, Susan A. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010.