**SKILLS DEVELOPMENT SERIES (Comenius Project: STRIPES Utwente) Giving and Receiving Feedback**

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| Name of Facilitator: |  | Date: |  |
| Faculty: | Any | Educational programme: | Any |
| Course/module: | Any | Type of lecture: | (Micro) Skills Workshop/ facilitation |
| Theme of lecture: | **Setting Expectations and Making Agreements** | Group size: | Any |
| Learning objectives: | After this micro-session, students are able to…   1. …**list** the steps in giving constructive feedback. 2. … **identify** own insecurities when receiving feedback. 3. … start to **apply** the steps to actively listen to feedback. 4. … start to **identify** and halt own defensive behaviour. | | |
| Preparation: | Students: none  Teacher: Paper printouts Fictional Feedback Practise , digital version of Fictional Feedback Practise (shared on an accessible app like Padlet or saved on Canvas, PowerPoint presentation Giving & Receiving Feedback 🡪 slide 11 insert video | | |

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| **TIME** | **Instructional function\***  **[purpose of instruction/ tasks/ etc.]** | **Educational activity**  **[The teacher does… ]** | **Student activity**  **[The students do..]** | **Extra information** |
| 1 min. | *Introduction* | Emphasize importance Giving and Receiving feedback, and the aims for today. | Students listen and process. | Teachers should try to facilitate at least 2 formal peer feedback moments over the course of the project. This can be formally through an app like BuddyCheck, or in a tutor led group session.  Script for teacher, on slides. |
| 9 min. | Core: Giving feedback | Elicit student (self) levels of giving & receiving feedback. Show list and give examples. | Students listen and vote.  Students process and offer feedback and comment on feedback. |  |
| 9 min | Core: Receiving feedback | Elicit student reactions of receiving praise and criticism. Provide the tips for receiving feedback | Students listen, process, reflect. |  |
| Open | Practise | Teacher shows resources for students to practice giving feedback to a fictional team member. | Students work together to implement and practise the skills just learnt on fictional scenarios and team mates. | Teacher chooses between paper print outs or PPT sent to them timeously. |
| 4 min | Closing | Teacher stimulated recap by asking which trick is most useful. | Students retrieve and discuss best option in their opinion. | - |