

WORKSHOP SESSION SUMMARY
POST-CONFERENCE PROCEEDINGS
2018 National Trainers' Exchange

1. Session Title and Presenter's Contact Information:

Workshop title: Providing Instructor Feedback
Presenter(s) Names: Bernadette Rivera
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2. Workshop Summary:

[Workshop abstract]

Quality feedback plays a key role in the development of instructors' skills at all stages of their careers. It accelerates the effectiveness of new instructors and has a direct correlation to the ongoing success of more experienced professionals.

This workshop will help instructors learn how to provide constructive and meaningful feedback to their peers. Participants will practice teaching observation, notetaking and offering targeted, constructive feedback. Participants will consider what to observe, identifying the most important points, and describing and interpreting actions and behaviors and their impact on student learning. Participants will practice how to use that information to provide peer-to-peer feedback in a way that supports the ongoing professional growth of their fellow trainers.

This interactive workshop will use group discussion, demonstration, observation, and practice to build feedback skills. Participants will engage in think-pair-share activities, small group activities, and role playing.

By the end of the workshop participants should be able to:

- Identify instructor observation criteria
- Learn note taking skills
- Identify key points based on observation and interpretation
- Identify and practice appropriate feedback techniques

3. Methods:

[Briefly describe the training method(s) used to deliver the presentation, the advantages and disadvantages of the approach]

This workshop used several active training techniques. First, participants engaged in a **Think-Pair-Share (TPS)** activity where they considered their personal experience with feedback, shared that experience with a partner, and then provided examples and ideas to the whole group. This teaching technique is useful in getting participants familiar with a topic, allowing them to share their experience, and establishing

relevance of the topic to their own lives. TPS provides participants with a safe learning environment.

Next, the participants completed a **worksheet** as they viewed a brief PowerPoint presentation. Doing an activity while listening helps the trainee identify key points and keeps them engaged with the content.

For the third activity, participants used an observation form to take notes while viewing a short video of an actual training lesson. Then they watched a **demonstration** of a feedback session that highlighted the instructor and participant actions they should have identified on their observation forms. Demonstrations with guided observation can help participants prepare for hands-on exercises.

Next, participants viewed a second teaching video and took notes on instructor and trainee actions. In pairs, the participants then used their observations to conduct a **role-play**, wherein one individual acted as the observer instructor and the other acted as the teaching instructor portrayed in the video. Role play allows participants to experience a situation in a safe environment.

After the role play, participants **individually reflected** on their role and their experience. Reflection allows learners to step back and consider what happened and what they learned.

Finally, the presenters **elicited** information from the whole group on how they felt about their role in the role play and helped them identify characteristics of good feedback. Eliciting is a means of determining whether participants understood the content and if participants can identify key points.

4. Main Points/ Key Points Raised from Participants:

[Lists key points raised during the workshop by the participants resulting from the session discussion, as well as main points raised by presenter.]

Participant points: Participants noted the value in providing constructive feedback and thought the session helped them consider a systematic approach to feedback. They noted how the session helped them identify how the instructor and the observer might feel during a feedback session. The role play was helpful because they used what they learned to create a positive feedback experience.

Participants felt that the tools and strategies they were provided will improve their peer-to-peer feedback. They also observed that the concepts could be used beyond instructor observation and feedback to encompass other situations where communication may be difficult.

Presenter points: Presenters emphasized the importance of identifying a few key points when observing and to notice both instructor and trainee actions. Another focus

was on listening to the instructor's comments and ideas about his/her teaching and creating a positive feedback environment by identifying things the instructor did well and offering constructive comments that will help the instructor improve. Providing workshop participants with knowledge, tools (observation form), training, and practice reinforced learning and provided an example of a complete lesson that can be used for reference when observing other trainers.

5. References:

No reference materials.

6. Workshop Handouts/ Resources:

See attachments.