Using an organisational development model as a means to investigate and improve feedback

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Feedback

- **Principles of good feedback (Nicol & Macfarlane-Dick, 2007)**

Appreciative Inquiry

- **Organisational development model (Cooperrider & Whitney, 2001; Mohr & Magruder-Watkins, 2002)**
  - **Concentrates on the positive**
  - **Generates momentum**
    - **improvements**
    - **outcomes**

From Nicol & Macfarlane-Dick (2007; p205)

- **Seven principles of good feedback**
    1. Helps clarify what good performance is
    2. Facilitates the development of self-assessment (reflection) in learning
    3. Delivers high quality information to students about their learning
    4. Encourages teacher and peer dialogue around learning
    5. Encourages positive motivational beliefs and self-esteem
    6. Provides opportunities to close the gap between current and desired performance
    7. Provides information to teachers that can be used to help shape the teaching

Appreciative Inquiry (Cooperrider & Whitney, 2001; Mohr & Magruder-Watkins, 2002)
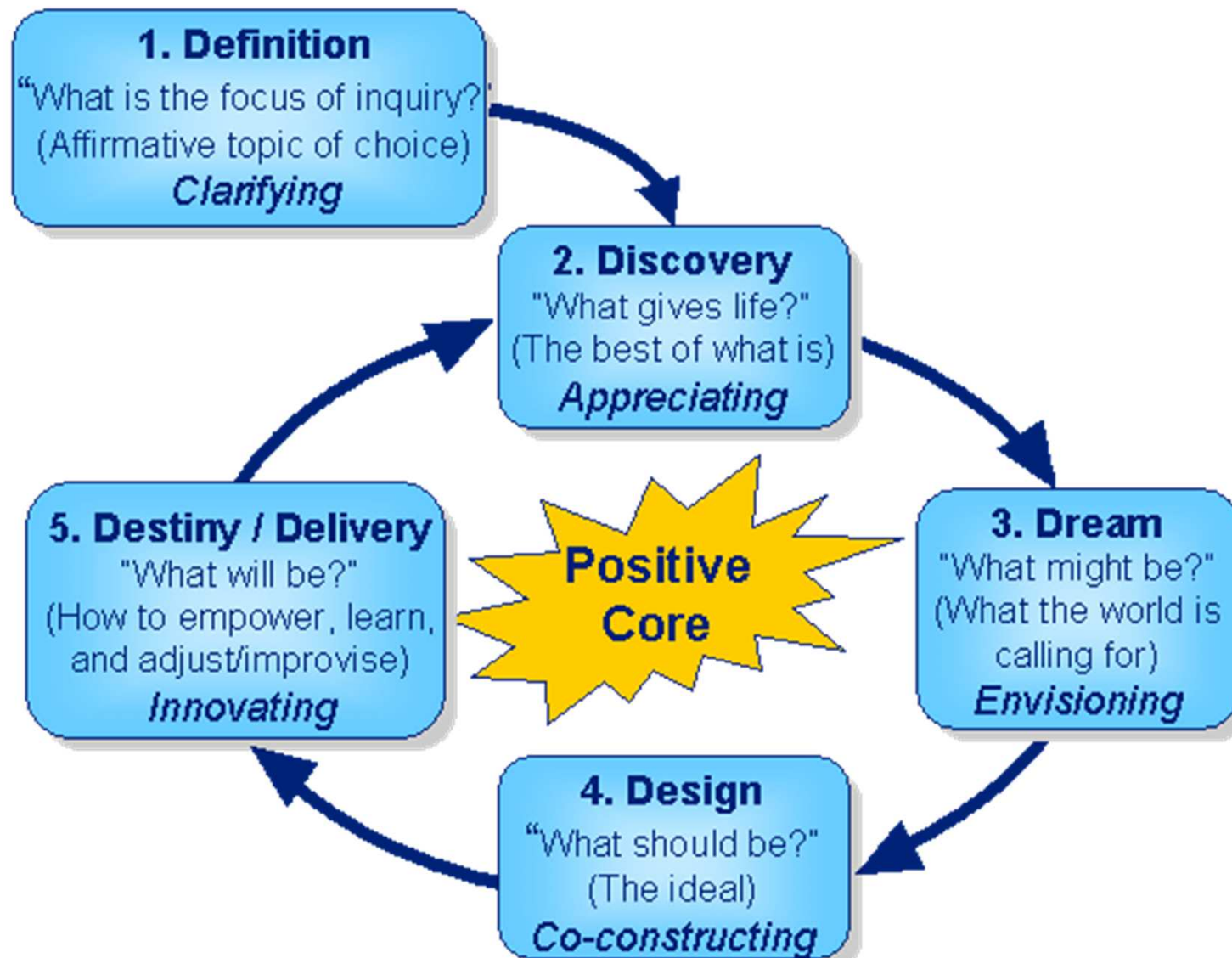
- Case Western Reserve University/Cleveland Clinic
- Groups/departments that *worked excellently independent of institutional culture*
  - Shared story
  - Common goals
  - Strong leadership
  - Valued roles
  - All stakeholders

Appreciative Inquiry is:

- Positive

- Generative

- Forward-looking

- Individuals can buy into it, because individuals are responsible for creating it

Paired interviews:

- Each participant teams up with someone else. Sit with someone you are not so familiar with. If you are a student, interview a member of staff.

- Each participant is interviewed for 2 ½ minutes. After 2 ½ mintues, the roles are reversed.

- As the interviewer, your job is to encourage a vivid description of events. What were the best moments? *Tell me more about why that was so important for you?*

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Tell me about the time when…

- **You had the most positive experience with feedback (giving or receiving)**
  - What made it a success?
  - What are your core values?
  - Without being humble, what core values make you a success?
  - What core values make you the most effective teacher/student?
  - If you had three wishes for effective feedback, what would they be?

In groups of SIX:

Interviewers

- Take 2 minutes to share the story of your interviewee
- What were the life giving words used?
- What were the core values that emerged?
- What were their three wishes?

In groups of SIX

- **What are the common themes of people's stories?**

- **What would be the one statement that encapsulates these themes?**

Make this statement in BOLD, POSITIVE terms, and in the PRESENT TENSE

In groups of SIX (You'll need flipchart paper for this)

- Make a list of all the things that if they happened, would make the dream inevitable

- These can be small things, such as a purchase

- Or as big as your imagination can be!

- Be *bold*

Everyone

- What can *you* do in order to fulfill the dream?

- What bold, innovative support can you give?

- What projects can you lead on?

- What projects can you volunteer for?

Everyone

- In order to take this forward, everyone needs to feel their role is valued

- Any successes should be publicised, both within, and outwith the group

- Celebrate, and build upon your successes

- Revisit with Appreciative Inquiry to keep the vitality of the projects

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References & acknowledgements

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