

# PROCESS-ORIENTED FEEDBACK

MASTERING THE ART OF FEEDBACK



GROWTHMINDS



## Did you know?

The messages you provide **affect** what **students believe about themselves** and consequently **how they learn**. It is important to change feedback from one that praise intelligence to one that **praise effort and progress** (Dweck, 2006). The student's technique for spotting mistakes is process oriented-feedback provided by professor, which is also critical for the growth mindset (Hattie & Timperley, 2007). **Feedback** that is **frequent** and **in time**, is beneficial to long-term memory and reasoning development (Van de Bergh et al., 2014).



## Ask yourself this...

1. Do I give feedbacks that are praising students' process or praising their characteristic and attributes?
2. Do I give more oral or written feedbacks?
3. How students react to my feedbacks?



## What can you actually do in the classroom?

### • Person vs. Process Feedback

<b>Person:</b> directing praise or critique at the person. It doesn't matter if the label is positive or negative, both can negatively affect their identity.	<b>Process:</b> focusing our praise or critique on the effort and methods used to complete the process.
YOU are so smart.	I admire how you used a variety of techniques to solve these issues.
YOU are just not good enough.	You didn't achieve your goal, but what did you learn from that?
YOU really messed this up.	This did not show up to work out for you. What are some alternative approaches you might take to this problem?



## References

1. Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
2. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112. DOI: 10.3102/003465430298487
3. Van den Bergh, L., Ros, A., & Beijaard, D. (2014). Improving teacher feedback during active learning: Effects of a professional development program. *American educational research journal*, 51(4), 772-809. DOI: 10.3102/0002831214531322



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### What can you actually do in the classroom?

- **Often use oral information.** It is important that feedback is frequent and in time, and this is easier to maintain with oral than written feedback. Such communication is also more personal and less formal, which creates a positive classroom climate.

**When struggling despite great effort.** - I admire your persistence and I appreciate your hard work. It will pay off.

**When they make progress.** - I see you employing your strategies, notes etc. Keep up the good work! - Hey! You worked on this for a long time and didn't give up!

**When succeeding with great effort.** - I'd like you to recall how difficult this was when you first started. Take a look at how far you've progressed!

- **The chain of strengths.** Maintain a learning atmosphere in which peer feedback is considered normal and welcomed. You want to create a trusting learning environment where students may freely express themselves and support one another. Teach pupils about the FRUS peer feedback idea:

**F** - fair

**R** - realistic

**U** - useful

**S** - specific

- **The learning process itself as feedback.** You can include activities in the learning process that give students indirect and ongoing feedback. Let's say an introductory quiz about what they know about a particular topic, or at the end of a lesson as a point quiz (e.g. Kahoot, Quizizz, Mentimeter, Slido).