

2024 ISD Plan-2

Scope: Topic Analysis

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Interaction

The concept of feedback is something that is experienced everyday whether it's been given or received positively or not. One might say its universal and unavoidable. With that in mind, a straightforward approach was the main focus. The goal is for all learners to view the concepts, despite any cultural backgrounds, as accessible and understand the flexibility they have in varying the forms for the best fit. Based on the exercises within the intervention, learners will gain an in-depth insight and a better cultural perspective, not just personally but professionally, by relating to their peers.

Intention

An equilibrium amongst the complexity of the content and vocabulary has been greatly considered. Motivation, given the concept, may be problematic to begin with and may further discourage participation. Not even considering the multi-cultural diversity, the learners will have varying level of experience and power within the organization. Not everyone will be enthusiastic about studying the effectiveness of giving valuable feedback. This is compounded by their realization of internalizing this task that will be implemented in almost every aspect of their professional world.

Introspection

I've been a professional for some time now, and it is very frustrating to reflect upon the experiences that have highlighted the fallacies of poor feedback. Not only that, but it's compounded by those individuals I've held in high regard. As an educator and student, I've been on both ends of the spectrum. I understand the pressure and time constraints that come with educational admin duties. I've succumbed to the generic robotic responses myself, and have been the recipient in all levels of my educational journey that have left me questioning why put in the work when it seems good grades are handed out too easily.

Topic Analysis

These are the various elements students will need to focus on. I took this approach because I found it the easiest to craft my learning objectives from this standpoint as well as any activities to facilitate the successful internalization of skill sets.

Feedback

Definition: Information about reactions to a product, a person's performance of a task etc. which is used as a basis for improvement. (dictionary.com)

- Systematic in nature

- Triggers of incivility
 - Retaliation (provoked, offended, defensive)
 - Justification toward uncivil behavior

<p>When to Provide Feedback</p>	<ul style="list-style-type: none"> ● Immediacy <ul style="list-style-type: none"> ○ Increased chance of building stronger associations with actions and outcome 	<ul style="list-style-type: none"> ● Decision making, choice ● Assess how risk of the decision will illuminate the value <ul style="list-style-type: none"> ○ Value in terms of choice ○ Value as it is in nature
<p>How to Select the Most Conducive Method</p>	<p>What do you want to accomplish?</p> <ul style="list-style-type: none"> ● Increase of Behavior ● Decrease of Behavior 	<p><u>Corrective Feedback</u></p> <p>Very specific to illustrate “how” a behavior is perceived and affects others</p> <ul style="list-style-type: none"> ● Recipients: How did they perceive intention in general and based on its manifestation. ● Modify meta-cognition and schema for improvement ● Reinforce expectations and error correction <ul style="list-style-type: none"> ○ What is good? ○ What needs improvement? ○ How to improve? ● Explicit: directly state ● Clarification: Indicate message has/hasn’t been understood ● Elicitation: Gain correct intention/understanding via inquiry <p><u>Constructive</u></p> <p>Broader feedback based on ongoing development or performance</p>
<p>How to Implement Feedback Methods</p>	<p>Basic understanding of behavior and psychological concepts.</p> <ul style="list-style-type: none"> ● <u>Reinforcers</u> <ul style="list-style-type: none"> ○ add/subtract stimulus ○ Increase (strengthens) 	<p>Concept is crucial to internalize to fully leverage the techniques effectively.</p> <p>Note: All reinforcers and punishers can be positive and or negative</p>

	<ul style="list-style-type: none"> ● <u>Punishers</u> <ul style="list-style-type: none"> ○ Add/subtract stimulus ○ Decrease (weakens) ● <u>Shaping</u> <ul style="list-style-type: none"> ○ Reward instances of behavior the is “approximate” to target behavior ○ Behavior must be present to achieve any level of reinforcement ○ Organize behavior in attainable steps 	<ul style="list-style-type: none"> ● <u>Shaping Continued</u> <ul style="list-style-type: none"> ○ Reinforce anything resembling behavior ○ Reinforce response closer to desired behavior ○ Reinforce response even closer to desired behavior Outcome: Only reinforcing desired behavior. (scaffolded) ● Stimulus Discrimination <ul style="list-style-type: none"> ○ Discern between “specific” and “similar” stimulus ○ Goal: Respond differently to each ○ Question: What is more likely to result in reinforcement or punishment?
<p>How to Implement Feedback Methods</p>	<p><u>General Principles</u></p> <ol style="list-style-type: none"> 1. Timely 2. Specific 3. Objective <ul style="list-style-type: none"> ● Choose time wisely ● Choose appropriate location ● Focus on specific feedback model (not an exhaustive list) <ul style="list-style-type: none"> ○ Pendleton Rules ○ STAR ○ DESC ○ 360 Degrees <ol style="list-style-type: none"> 1. Start with specific intent 	

	<p>Ex: " I want to address.." "Let's share some thoughts on..."</p>	
Reinforcers	<p><u>Increase of Behavior Always</u></p> <ul style="list-style-type: none"> • Positive: Add something (reward) • Negative: remove (event, consequence) 	<p>**Note: The stimulus must be desirable** (contextual)</p>
Punishment	<p><u>Decrease of Behavior Always</u></p> <ul style="list-style-type: none"> • Positive: add unpleasant stimulus • Negative: remove unpleasant stimulus 	<p>**Note: Punishment must be weighed against possible negative outcomes**</p>
How to Assess Effectiveness Based on Outcome	<p>Understand ineffective characteristics of feedback</p> <ul style="list-style-type: none"> • Vague • Unfocused • Subjective vs Objective • Accusatory Language • Use of "You" vs "I" (1st person usage) • Unbalanced <ul style="list-style-type: none"> ◦ Negative vs Positive ◦ Talking Ratios • Unprepared 	<p><u>Tracking</u></p> <ol style="list-style-type: none"> 1. Check-Ins <ol style="list-style-type: none"> a. Weekly b. Bi-Weekly c. Monthly d. Daily e. Quarterly 2. Anonymous Submissions <ol style="list-style-type: none"> a. Paper b. Digital c. Office Hours 3. Checklists <p>Evaluate if feedback fundamentals were present for recipient and initiator.</p> <ul style="list-style-type: none"> • Specific • Goal Oriented • Objective • 1st Person • Balanced Delivery/Reception



		<ul style="list-style-type: none">• Encourages Reflection• Opportunities for Improvement

