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# Fearful to 'Fear Less': Experiencing Feedback for Teaching Development

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## PROBLEM – FEAR OF FEEDBACK



- ➔ feedback is essential for teaching development and growth
- ➔ can evoke negative feelings and shake confidence in teaching ability



How **distressed** are you when thinking about receiving feedback about your teaching? What **strategies** do you use when receiving feedback?



## RESEARCH SAYS ...

➔ **feedback literacy** helps one make sense of and respond effectively to feedback (Sutton, 2012; Carless & Boud, 2018)



➔ one's **mindset** (*fixed, mixed, or growth*) facilitates or limits growth (Dweck, 2016)

➔ **growth mindset** enables **feedback literacy** for teaching development (Forsythe & Johnson, 2017)



get **CURIOS**,  
not **FURIOUS**

## METHODOLOGY AND RESULTS

➔ **survey** done pre-keynote, post-keynote and post-workshop during *Giving and Receiving Feedback for Teaching Development* event

➔ participation in a dialog on feedback leads to a statistically significant **decrease in distress levels**

**AND**

helps **shift mindset** to seeing feedback as an opportunity for teaching development

## 'FEAR LESS' STRATEGIES

### Address Fear Factors

- identify factors that contribute to fear and anxiety

### Cultivate Courage

- check mindset
- separate +ve and -ve
- ask for feedback
- make feedback two-way

### Embrace Feedback

- aim for feedback literacy
- practice giving and receiving feedback

