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Conferences

Conference on Postsecondary Learning and Teaching

2019-04-30

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

Nelson, Nancy

Nelson, N., Jeffs, C., Grant, K., Nowell, L., Paris, B., & Viceer, N. (2019). Fearful to 'Fear Less': Experiencing Feedback for Teaching Development. Presented at the Conference on Postsecondary Learning and Teaching: Exploring Experiential Learning, University of Calgary, Calgary, AB.

http://hdl.handle.net/1880/110347

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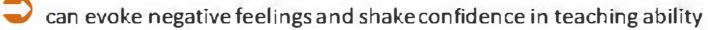
Fearful to 'Fear Less': Experiencing Feedback for Teaching Development

Nancy Nelson, Cheryl Jeffs, Kimberley A. Grant, Lorelli Nowell, Britney Paris, Nazia Viceer, University of Calgary

PROBLEM - FEAR OF FEEDBACK



feedback is essential for teaching development and growth





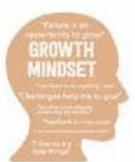
How distressed are you when thinking about receiving feedback about your teaching? What strategies do you use when receiving feedback?





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 CURIOUS, not furious

METHODOLOGY AND RESULTS

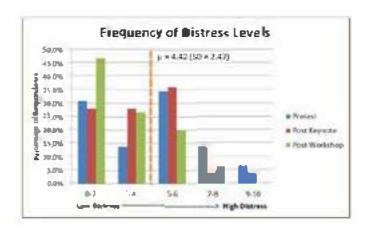
survey done pre-keynote, post-keynote and post-workshop during

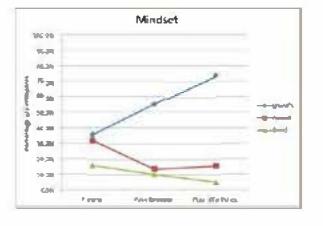
Giving and Receiving Feedback for Teaching Development event

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

Identify factors that contribute to tear and anxiety
 Cultivate Courage
 Cultivate Courage
 check mindeet
 separate 4ve and 4ve
 alm for feedback literacy
 practice givening and receiving feedback

Project funding: University of Calgary Campus Mental Health Strategy University of Calgary Conference on Postsecondary Learning and Teaching April 30, 2019