HOW TO ASK FOR FEEDBACK

THIS IS HOW YOU DO IT!

Feedback is important for your personal and professional development, but it is not a goal in itself. By asking for feedback, the intention is that you as a student gain insight into where you currently stand in relation to what is expected of you. Based on this, you can take action(s) to meet the expected level. This handout lists the tips for specific feedback questions.

What role do you play in the feedback process?

From you as a student, an active role is expected with regard to asking, receiving and giving feedback. As a student, you are in charge of your own learning process and you are an intended user of feedback and not a passive recipient. In addition, your fellow students (peers), lecturers and people from the professional field play an important role in your personal professional development. Together, you form a professional learning community that wants to learn from and with each other. Also called the **learning triangle**:
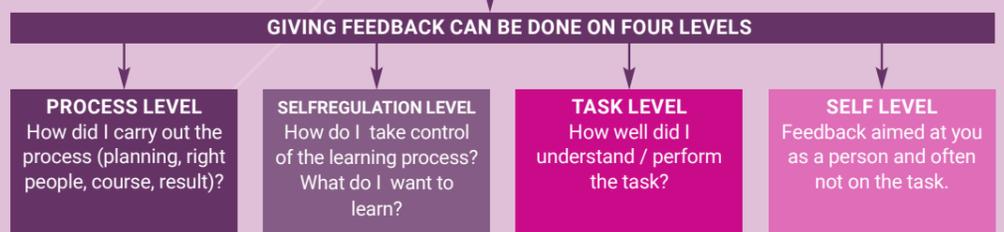

student

learning triangle

work field

university / teachers
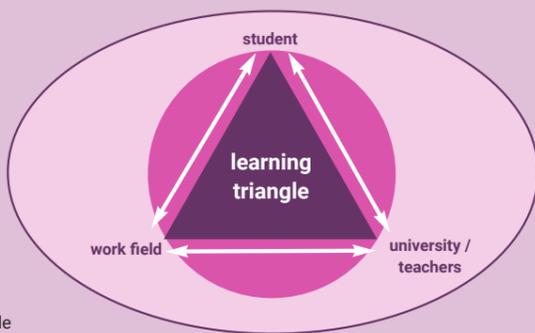
Learning triangle (Duvekot, 2016)

When is feedback effective?

Effective feedback answers three questions for you as a student, which are formed in conjunction with each other. By answering these three questions, you gather information on how you can develop yourself from your current level to the expected level.

EFFECTIVE FEEDBACK ANSWERS THREE QUESTIONS	
1 Where am I going? (the goals)	➜ *Feed up*
2 How do I do it?	➜ *Feedback*
3 How to proceed?	➜ *Feed forward*

GIVING FEEDBACK CAN BE DONE ON FOUR LEVELS

PROCESS LEVEL	SELFREGULATION LEVEL	TASK LEVEL	SELF LEVEL
How did I carry out the process (planning, right people, course, result)?	How do I take control of the learning process? What do I want to learn?	How well did I understand / perform the task?	Feedback aimed at you as a person and often not on the task.

Effective feedback model (Hattie & Timperley, 2007)

Which feedback questions can you ask?

1 'I'm stuck, what should I do?' → POWER

- **P**roblem description: *what is the problem I am facing?*
- **O**ptions or Solutions: *which solutions do I see (and have I tried)?*
- **W**eighing up options: *what are the consequences of these solutions?*
- **E**veryone's own choice: *Which solution would I choose without assistance?*
- **R**equests for feedback: *Can you give me some feedback on this?*

2 'Is this good enough?' → CLOSER

- **C**ontext: *How much time and energy have I put into this work? Is this my best version?*
- **L**earning **O**utcome: *Which part do I want feedback on?*
- **S**elf-Evaluation: *'to what extent does my performance match the description of the learning outcome / assessment criteria / success criteria?'*
- **R**equest feedback: *Can you give me feedback on this?*

3 'What do I need to improve?' → SPARR

- **S**tatus of **P**erformance: *how far have I got with my work/performance so far?*
- **A**chieved: *I think it is already finished / meets the expected level?*
- **R**equest questions and **R**eflection: *Can you give me feedback on this?*
  - *As a feedback provider, what do you think are my most important blind spots at the moment? What do I not yet see and where can I improve?*
  - *How do I reflect on this, what are the consequences for possible actions that I will undertake?*

4 'Is it good (enough) now?' → SUPER

- **S**ummary: *What feedback have I received before?*
- **U**sage: *How did I use that feedback?*
- **P**roduct/Performance: *How is that reflected in my improved product or performance?*
- **E**motions: *What emotions did it evoke and how did I deal with it?*
- **R**equest questions: *Has my work really improved as a result? I think so!*

De Kleijn (2022)

Zone of development

If you ask for feedback in order to demonstrate your learning outcomes, for example, make sure that the answers help you as much as possible to get into the **zone of closest development** or **current development** and not into the **panic zone**.

I can't do this, even with help

I can do this with help

I can do this myself

zone of actual development

zone of nearest development

panic zone

Zones of development (Vygotsky, 1994)

Dealing with feedback

When you receive feedback, it can be uncomfortable. It can affect you or even make you emotional. During a moment like that, you are not open to feedback and it's better to put it aside for a while, but also report it to the feedback giver. You can try to deal with the feedback and put it in perspective at a later moment. Which feedback do you recognize, do you not recognize at all or can you not put in perspective? *Why did this feedback hit me so hard? Maybe it is a blind spot?* If you see feedback coming back several times and do not recognize it immediately, you can ask a feedback giver for an example. *What does this actually say about me? Should I or do I want to do something about this? And who can support me in this?* Also remember that the feedback relates to something you did and not to you as a person.

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