

How Could You Incorporate the Action-Oriented Feedback Framework in Your Discipline?

The examples given in the presentation show the kind of feedback English instructors often give to learners during the writing process. Think about the tasks your learners do in your academic discipline and the skills they need to complete those tasks successfully.

Choose one representative task and discuss the kind of feedback you could give learners as they are working on the task in your classroom. Think about how to word your feedback so it is clear, easy to understand, and will be acted upon or taken up by your learners.

TASK:

SKILLS NEEDED:

FEEDBACK:

CONTINUE

- What the learner does well

- Example of feedback you might give to a learner to ensure that the learner continues to do this

DO MORE

- What the learner does well but not consistently

- Example of feedback you might give to a learner to ensure that the learner considers doing this more often when appropriate

CONSIDER

- What the learner is not doing at this stage but is potentially able to do

Image retrieved from <https://www.linkedin.com/pulse/stop-serving-feedback-sandwich-adam-grant>

Content adapted from Williams, S. (2014, December). *Action-Oriented Feedback*. *Instructor's Bulletin*. LISTN newsletter

- Questions that you could use to elicit or raise the learner's awareness of what he or she needs to do

STOP or DO LESS

- A specific error that the learner needs to be aware of or is making repeatedly

- How you would explain the error (simply, clearly and specifically) OR questions you would use to elicit and draw attention to the error

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