

<b>Session</b>	7. Peer and self evaluation
<b>Training course</b>	Facilitation skills
<b>Proposed length of session</b>	60 minutes

<b>Aim</b>
Understand the role of feedback and evaluation in a trainer's development
<b>Learning Objectives</b>
<p>After the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>♣ List the key elements of a good piece of feedback</li> <li>♣ Explain why we use feedback and peer observations in training and the important role they play</li> <li>♣ Demonstrate giving feedback in different situations in a constructive manner.</li> <li>♣ Complete a trainer observation form</li> </ul>

<b>SESSION OUTLINE</b>			
Time	Activities	Trainers Notes	Resources
5 mins	2.1 Role of feedback	<ul style="list-style-type: none"> <li>• Short attention-focussing image or anecdote</li> <li>• Brainstorm why we use feedback and peer observations in training and the important role they play:               <ul style="list-style-type: none"> <li>♣ improves the overall effectiveness of training</li> <li>♣ supports the development of training skills</li> <li>♣ uses peers, who understand the context and have current, relevant experience</li> <li>♣ encourages active participation of both Workshop Presenter/Trainer and the observer which assists both in their development</li> <li>♣ method of recording and providing formative assessment</li> <li>♣ continuous process of growth for individuals, training team and L&amp;D system</li> <li>♣ encourages self evaluation</li> <li>♣ strives to contextualise all feedback as a learning opportunity.</li> </ul> </li> </ul>	Eg Success or Failure ppt
10 mins	2.2 Tips for giving feedback	<ul style="list-style-type: none"> <li>• Pay attention to the feelings of the recipient</li> <li>• Communicated explicitly (through oral or written language) or implicitly (through gestures or tone of voice), feedback conveys information about behaviours and practices and offers an evaluation of their quality</li> <li>• It can reinforce existing strengths, keep goal-directed behaviour on course, clarify the effects of behaviour, and increase the recipient's ability to detect and remedy errors independently.</li> <li>• <b>Discuss</b> with the group their experience and develop a list of tips (two sided list on board: giving, and receiving)</li> <li>• <b>Ideas for giving feedback</b> may include:               <ul style="list-style-type: none"> <li>♣ Prioritize - limit your feedback to the most important issues.</li> <li>♣ Concentrate on the behaviour, not the person (state the behaviour in question, then describe how you feel about it, and end by stating what you want) Be consciously non-judgemental.</li> <li>♣ Balance the content. The "sandwich approach" begins by providing comments on specific strengths, to give reinforcement and identify things the recipient should keep doing. Then identify specific areas for improvement and ways to make changes. Conclude with a positive comment.</li> <li>♣ Be specific, try to include examples and alternatives</li> <li>♣ Be realistic and focus on what can be changed</li> <li>♣ Own the feedback, it is <i>your</i> evaluation and opinion. Never give feedback when you are angry! Use positive body language.</li> <li>♣ Be timely and prompt. Find an appropriate time and place to communicate your feedback. Take time to prepare.</li> </ul> </li> </ul>	White board & pens  Facilitation Guide pp102-103

		♣ Offer continuing support.	
10 mins	2.3 Tips for receiving feedback	<ul style="list-style-type: none"> <li>• <b>Receiving and giving effective feedback</b> - University of Waterloo <a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback</a> and Queensland Dept of Education and training: Giving and receiving effective feedback <a href="http://education.qld.gov.au/staff/development/performance/resources/tools/giving-receiving-feedback.doc">http://education.qld.gov.au/staff/development/performance/resources/tools/giving-receiving-feedback.doc</a></li> <li>• Similarly, discuss points about receiving feedback and complete a list.</li> <li>• <b>Ideas for receiving feedback</b> may include: <ul style="list-style-type: none"> <li>♣ Listen to the feedback given. This means not interrupting. Hear the person out, and listen to what they are really saying</li> <li>♣ Be aware of your non-verbal responses, be attentive</li> <li>♣ Avoid getting defensive or justifying</li> <li>♣ Be open, receptive to new ideas and different opinions</li> <li>♣ Make sure you understand, especially before responding. Ask questions for clarification. When possible, be explicit beforehand about the kind of feedback you are seeking</li> <li>♣ Reflect and decide what to do, seek other opinions, ask for evidence and ideas on how to improve.</li> <li>♣ Follow up, for example implement the suggestions or discuss further</li> </ul> </li> </ul>	Source of these ideas  Handout
30 mins	2.4 Experience	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Form into trios (or at least pairs)</li> <li>• Watch one of the videos (name video files)</li> <li>• Complete the form</li> <li>• Discuss feedback you would give this trainer</li> <li>• Watch the self evaluation video</li> <li>• What changes would you make to your original evaluation?</li> </ul> <p>• <b>OR</b></p> <ul style="list-style-type: none"> <li>• Prepare feedback for a session delivered earlier today</li> <li>• Share with whole group</li> </ul> <p>• <b>OR</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how you would give feedback to this presenter</li> </ul>	Video files  (named individually)    LD 15 Training Session Observation Form
5 mins	2.5 Summary	<ul style="list-style-type: none"> <li>• Draw the group together for further comments and learnings. Review the session.</li> <li>• Knowing how to receive feedback will enable you to give feedback more effectively. You will be better able to understand it from the other person's perspective.</li> <li>• Encourage participants in continued self-evaluation and reflection, keeping of their trainer's log notes, and offering support to peers (other trainers) in their journey.</li> <li>• Optional : participants fill in an observation form to record their impressions of this session as a whole.</li> </ul>	

## SUGGESTED ACTIVITIES

Video outline

### “The really really boring presentation”

**Topic:** History of Guiding

Presenter begins to tell the story but instead of giving the information, she says anyone? (as a question looking for information from the group) before going on to finish the sentence.

Approx 2 mins include a shot of a bored leader.

**Self Evaluation:**

No one gave any answers

No one seemed very interested and they obviously didn't know the topic

I think I did the presentation very well.

The timing was ok

### “The information overload”

**Topic:** Series of quick activities useful in a unit program

Introduce self and explain that you have to move fast as this will be a busy session. Take some notes as you won't remember it all. I have taken a lot of care to get all this equipment here.

Presenter has the activities all set up in a row. Filming should be no longer than 2 minutes.

Begin speaking very quickly, explain that we have loads of topics for today. The first one is how to change the colour of flames in a campfire, by adding alcohol to make it blue, or Boric acid to make it green or Potassium Chloride to make it purple or sparkler to make it shoot sparks.

Then we have some survival activities. How to find water, what to do if you get lost, how to make a shelter.

How to start a fire. Signalling, morse code, mirrors and semaphore.

We also have ball games for all occasions, why not throw in a bean bag too.

And lastly we have geocaching, which will take you out on an adventure in the community. You need to find hidden treasure from clues which you can find on the internet. It can be great fun when you find something and very frustrating when you can't.

Now you have to choose which activity you wish to do experiment stations there, there, there and there, (pointing to corners) You have half an hour, off you go.

**Self evaluation:**

Talked a bit fast to start off but I knew there was a lot to get through.

I managed to get through it all, but I thought the leaders were so slow they didn't get much accomplished, so much slower than I thought they would be.

They did seem interested.

I was quite nervous, not sure if it showed.