

## Institute for Law Teaching and Learning Conference – June 8, 2017

### Teaching Students to Receive Feedback

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#### Class Assignments

[How to Use Others' Feedback to Learn and Grow](#), TEDx Talk by Sheila Heen (June 22, 2015) (YouTube)

[Finding the Coaching in Criticism](#), by Sheila Heen and Douglas Stone, Harvard Business Review (Jan-Feb 2014)

[25 Ways to Develop a Growth Mindset](#), by Saga Briggs. Consider how this concept applies to your learning goals.

Prior to class:

- Develop 3-5 learning goals in writing that have been shared with your fieldwork supervisor (bring 3 copies)
- Try out the tip mentioned in Sheila Heen's TEDx Talk and come prepared to speak about it.

#### Teaching Resources

Book: [Thanks for the Feedback: The Science and Art of Receiving Feedback Well](#), by Douglas Stone and Sheila Heen (2014) (available on Amazon)

Blog Post: [How to Receive Feedback and Criticism](#), by Kevin Kruse (Forbes, Aug. 12, 2014)

#### Sample Class Plan (2 hours)

- 1) **Pair share:** Describe a time you received difficult feedback and how you responded.
- 2) **Debrief** the pair share and integrate with the readings and video:
  - a. Types of feedback: (1) Appreciation, (2) Coaching and (3) Evaluation
  - b. What prevents us from receiving feedback: (1) Truth Triggers, (2) Relationship Triggers, (3) Identity Triggers
  - c. How we overcome our triggers: (from *Finding the Coaching in Criticism* article in the readings)
    - i. Know your tendencies
    - ii. Disentangle the “what” from the “who”
    - iii. Sort toward coaching
    - iv. Unpack the feedback
    - v. Ask for just one thing

(continued on reverse)

- 3) **Exercise** (in pairs or whole group): Report back on feedback from Sheila Heen's tip:  
What's one thing you see me doing (or failing to do) where I am getting in my own way?
- 4) **Debrief exercise:** reinforcing types of feedback, what prevents us from receiving feedback and how we overcome our triggers
- 5) **Sort toward coaching/Growth mindset**
  - Angela Duckworth's *Grit*
    - o Draws on research from Anders Ericsson: studied experts across fields
    - o To be an expert: Set stretch goals -> deliberate practice -> coaching -> deliberate practice -> new stretch goal
- 6) **Exercise:** Trade goals with another member of the class, provide feedback and refine (or not) your goals
- 7) **Debrief** the learning goal exercise and discuss goal setting:
  - Goals should be SMART - Specific, Measurable, Achievable, Realistic and Timely
- 8) **In conclusion:** Ask each person to provide one take-away
- 9) **Post-class assignment:** Revisit your learning goals based on class discussion and the feedback you received and resubmit within one week.