

Teaching for Success: Providing Student Feedback

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Objectives

- Understand the need of positive feedback
- Understand how people react through Respondent and Operant Conditioning
- Understand the consequences of Operant Conditioning
- Understand three types of feedback and how they should be used
- Understand how instructors can reinforce success in the classroom using the “COACH” principle

The Need for Positive Feedback

History:

- Research of famous behaviorists lead to some of today's thinking
- Behaviorism has been a major school of thought in psychology
 - John B. Watson
- Behaviorists traditionally have focused research on learning

The Need for Positive Feedback (con't.)

Principles of Learning

- Conditioning
 - A learning process involving the formation, strengthening and weakening of response tendencies
- Respondent Conditioning
 - How involuntary responses come to be evoked by certain stimuli
- Operant Conditioning
 - How voluntary responses are controlled by their consequences

The Need for Positive Feedback (con't.)

Two famous research studies

- Ivan Pavlov, Russian physiologist (1906)
 - Studied digestion on dogs
- B.F. Skinner, Psychologist (1938)
 - Proposed a second form on conditioning called Operant Conditioning:

“We tend to repeat behaviors that lead to positive consequences, and we tend not to repeat behaviors that lead to neutral or negative consequences.”

Consequences

- Positive Reinforcement
 - An event that serves to increase the strength (the tendency to repeat) of a response by virtue of its presentation after response.
- Negative Reinforcement
 - A response that strengthens by virtue of the fact that it leads to the removal of something unpleasant.
- Extinction
 - Consists in termination of reinforcement. If a previously reinforced response stops producing consequences, it tends to gradually wear out and become infrequent.

Three Types of Feedback

- Positive Feedback
- Corrective Feedback
- Negative Feedback

Providing Positive Feedback

- Students need to be told what they are doing right
- Should be given routinely
- Shows employee you are aware of their progress
- Increases learning awareness and self assurance

Providing Corrective Feedback

- Give with positive feedback
- Always end with a positive
- State areas that need improvement
- Ask student for solutions
- Be specific
- Timely feedback prevents negative learning

Formula for Providing Feedback

POSITIVE + CORRECTIVE + POSTIVE =

SUCCESS

Becoming a Coach in the Classroom

Students need:

- Leadership
- Direction
- Motivation
- Feedback

Becoming a Coach in the Classroom

Coaching is

- Clarifying goals
- Obtain commitment
- Ask and analyze
- Compliment, award, feedback
- Help them succeed

What questions do you
have?

Review

We discussed:

- Need for positive feedback
- Significant experiments
- Consequences of Operant Conditioning
- Three types of feedback and how they should be used
- Use of “COACH” principle to reinforce success in the classroom

Thank you!

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