

**Title:**               **Feedback on Feedback: Action Learning in action to facilitate change**

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### **Abstract:**

In a time where league tables and student satisfaction influence the academic debate to such an extent that academic staff members frantically try to find remedies to achieve better results and levels of satisfaction, the question came to mind: Why do some academic staff members treat feedback for Academic/Professional Development sessions with so little regard?

As an Educational Developer I see myself as a facilitator of change. This workshop is an attempt to bring some perspective to the evaluation of feedback to influence change and direction.

Reg Revans (1991) argues that the only way one can bring about change is to acknowledge that one does not have the answer to a certain problem or just does not know at all. Action Learning implies a process of learning from learning. Zuber-Skerritt (1992) has used action learning and action research to improve learning and teaching in Higher Education and in the process developed the CRASP model of Professional Development.

The CRASP model of action research indicates:

- Critical and self-critical enquiry
- Reflection
- Accountability
- Self-evaluation
- Participative problem-solving

Giving feedback on feedback could bring perspective, understanding and meaning to the following two processes for the purpose of bringing about change: students giving feedback on courses and/or institutional matters, and academic staff providing feedback on Academic/Professional Development sessions and programmes.

### **Session Learning Outcomes**

- By the end of the session, delegates will be able to:
- Explain the principles embedded in Action Learning and Action Research
- Apply feedback analysis to inform and influence change
- Promote reflection on the importance of feedback and the quality of feedback provided, to influence change

### **Session Outline**

- Present and discuss: CRASP model of Action Research
- Discuss: The purpose and necessity of feedback?
- Evaluate: The importance of 'quality' responses when giving feedback

- Does feedback work: The action research spiral

### **Session Activities and Approximate Timings**

- Introduction – 5 mins
- Presentation: CRASP model – 10 mins
- The purpose and necessity of feedback in Educational Development - 2 mins
- Group discussion: Comparison – student feedback vs staff feedback – 8 mins
- Introducing Action research spirals – 10 mins
- Conclusion and questions - 10 mins

### **References**

- Van der Westhuizen, A. J. (2002) *South African Higher Education Institutions as Learning Organisations: A Leadership Process Model*. Unpublished PhD Thesis. University of Stellenbosch, Stellenbosch
- Zuber-Skerrit, O. (1992) *Professional Development in Higher Education: A Theoretical Framework for Action Research*. London: Kogan Page
- Zuber-Skerrit, O. (1991) *Reg Revans Speaks About Action Learning*. Brisbane: University of Queensland