share learning + ladder of feedback

of

conversation protocol

with **Critical Friends** (3-4')

Nazaret Global Education

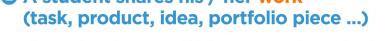*#NazaretIsLearningInFamily #NGE #TripodLearningNGE*

① **The teacher invites each student to the forum, and shares the objectives, the protocol, the timing and the norms of the meeting:** **5'**
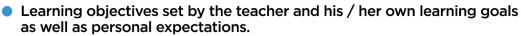
- Participate and leave time for others to participate, too.
- In your feedback (verbal and non-verbal): be kind, be specific, be helpful.
- Avoid personal judgments or interpretations, keep an open mind.
- ... (related to technical aspects or other aspects that the teacher considers important).

② **A student shares his / her work (task, product, idea, portfolio piece ...)** **5'**

The student (or group if it is a cooperative task) shows the work using a chosen tool or medium. The teacher has previously advised on the way of presenting and the points of reflection to be shared. Suggestions:

- Learning objectives set by the teacher and his / her own learning goals as well as personal expectations.
- What he or she did, title of the learning, and how the task has been done.
- What does that work say about himself / herself?
- What are you most proud of?
- What would you particularly like help with or ideas for? (if there is possibility for improvement.

Look at the work, written idea or product for a second time, now in silence.

③ **The Critical Friends ask clarifiying questions** **2'**

The other participants (you can decide if the teacher also gives feedback) ask simple questions that help or ensure a better understanding of what has been said, perhaps about poorly defined aspects. Criticism or irony must be avoided. Examples of questions:

- Did I understand you well when you said ...?
- What did you mean by ...?
- Tell me more about ...
- How did you do to ...?

④ **The Critical Friends emphasize what they value positively about the work** **2'**

Avoid "but" and the "though". Examples:

- What seems good to me, what I like or what surprises me is ...
- Something that I find interesting or useful for me is ...
- What I consider should never be modified is ...
- You had a great idea with ...
- ... is what I think responds best to the objectives.
- ... is eye-catching / effective / correct because ...

❺ The Critical Friends express their **puzzles** or **concerns** about the work

2'

Focus on the aspect where the presenter asked for help, although it can also be about other specific issues that may have been overlooked. Avoid absolutizing in the way: "Something that is wrong is ...", using instead expressions such as:

- I wonder if ...
- It seems to me that ...
- It is possible that ...
- I do not understand how ...

Focus on the work and the ideas and avoid criticism of the person, his or her personal character or abilities ("You don't know", "You haven't shown the capacity to ...").

❻ The Critical Friends offer **suggestions** for improvement

3'

Sometimes it can happen that this step is mixed with the previous one (a concern is presented and at the same time the suggestion to solve it).

- Have you thought about ...?
- Maybe you could ...
- What if ...?
- What if you add ...?

❼ The student who presented **thanks** the Critical Friends for their help and highlights what he or she found especially useful from what was said

1'

It is not necessary to respond to all the comments.

- This idea of ... has made me think of ...
- I can see ... ... working on my proposal.
- I realized ... about your suggestion ...

❽ Role rotation

15'

If it is established as a rotation, now another student presents and we return to steps ❷ to ❼. (Repeat the cycle until everything planned has been presented).

❾ The group reflects on the usefulness of the protocol and **celebrates** shared learning

5'

STEPS OF THE LADDER OF FEEDBACK:
CLARIFY ▶ VALUE ▶ SHARE CONCERNS ▶ SUGGEST. This routine: "Ladder of feedback" was developed by Daniel Wilson (Project Zero, Harvard) in 1999.

CONVERSATION PROTOCOL WITH CRITICAL FRIENDS: This protocol can be carried out among the members of a formal cooperative group of a given project, of a base group (eg if it is the final portfolio), among groups if it is a group task, even with the student and their parents.

THE TIMINGS are approximate and must be adjusted to the type of work, ages and objectives.

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