

TOOL
2.1

Building a new definition of the feedback process

Use this tool to reflect on the reconceptualized definition of the feedback process. The left-hand column includes the key components of the definition of learning-focused feedback. Consider your perspective about each and jot your thoughts in the right-hand column. Add any components of the definition you think might be missing and explain their importance.

Definition components	Reflections on definition
Requires a dynamic, dialogic process	
Uses evidence to engage the learner in constructing knowledge about practice and self	
Occurs internally or externally	
Generates deep understanding of: <ul style="list-style-type: none"> • Current practice; • How practice affects and is influenced by the learner, the learner's clients, and the environment; • How it relates to established criteria for accomplished practice 	
Guides the learner to plan and take future actions to move practice closer to desired level	
Builds the learner's capacity to engage in metacognition, self-analysis, and reflection	
Constructs new knowledge about the learner's practice and contexts	