



**CONSTRUCTIVE, DESTRUCTIVE OR  
SANDWICH FEEDBACK:  
Which one is more powerful?**

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# **WHY IS FEEDBACK NEEDED?**

- Increase learning
- Improve students' outcomes
- Guide students in learning process
- Direct students to reach target or goal of the lesson

# CONSTRUCTIVE FEEDBACK

- Positive feedback
- Praise and criticism
- “You did great but I notice you haven’t included this and this..”



Good Job!

# DESTRUCTIVE FEEDBACK

- Negative feedback
- Tones such as anger, frustration, disappointment, and the ever-popular sarcasm tend to color the language of the message and turn attempts at negative feedback into criticism.
- Judgment
- “You’re totally wrong. You have no idea what you’re doing!”



**What is this?**



# **SANDWICH FEEDBACK**

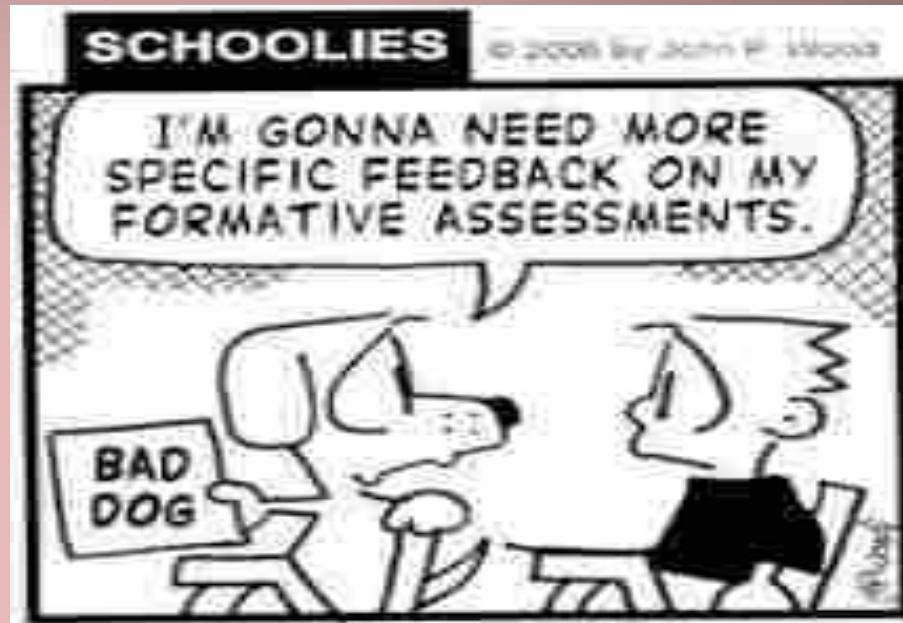
- Two layers of praise to start and end criticism.
- “I’m impressed with your presentation, it seems like you prepared really well. However, you are probably not aware of several mistakes you’ve made. But your overall performance’s great. Keep up the good work!”

# SANDWICH FEEDBACK



# WHEN TO GIVE WHAT TO WHOM?

What do students think about feedback?  
(Comparing groups of students on the basis of semester level, achievement in scores (GPA), and gender):



# WHEN TO GIVE WHAT TO WHOM?

- Do they really want feedback?
- What kinds of feedback do they need?
- When is the right time to get feedback?
- Is there any cause and effect relationship between their attitudes toward feedback and their achievement?

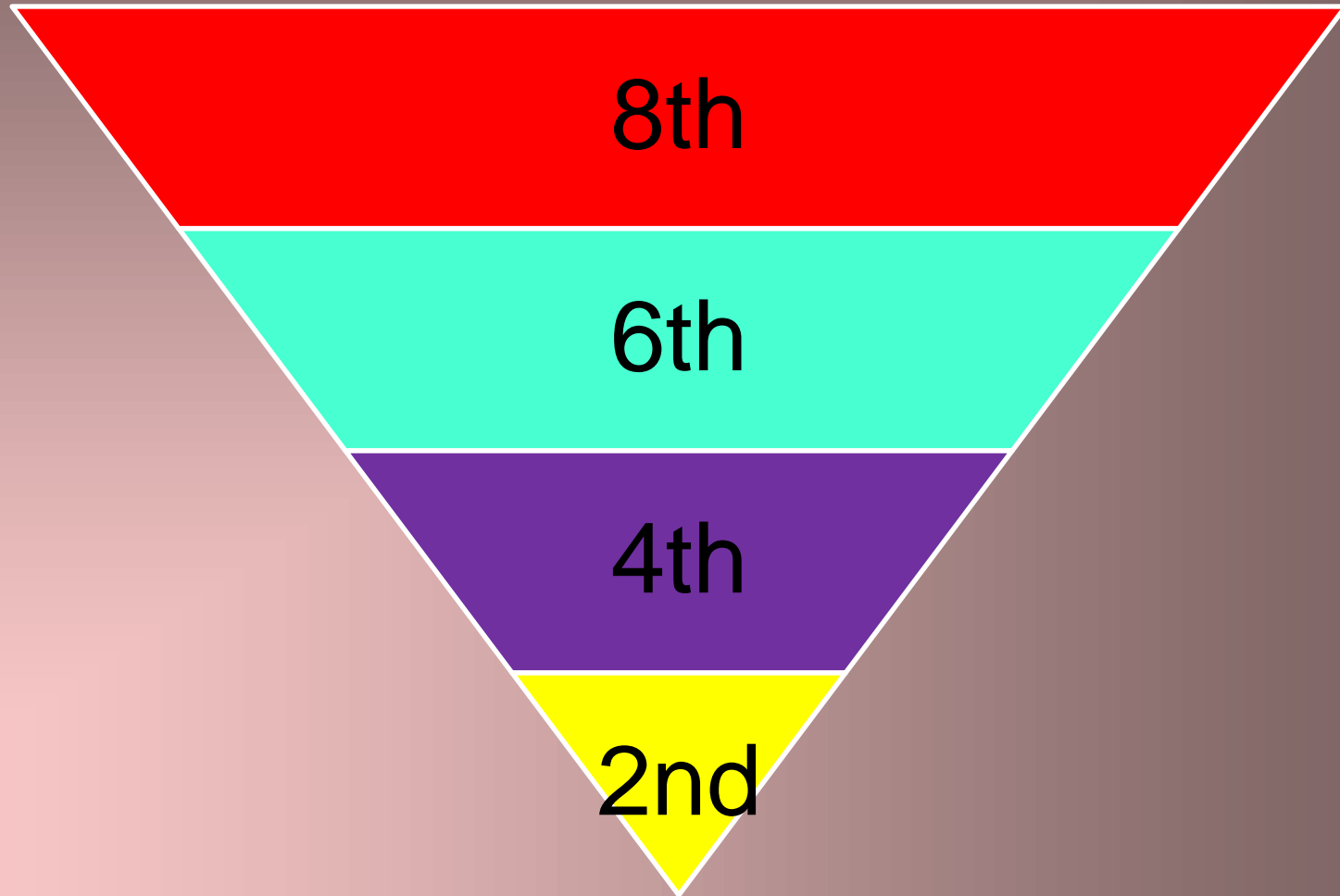
# **METHODS**

- FGD
- Interview
- 15 students from each semester (II, IV, VI, and VIII)

# **FINDINGS (based on semester level)**

- Lower semester students (2<sup>nd</sup> Semester): “we prefer peers’ feedback”
- Mid semester students (4<sup>th</sup> Semester) : “it’s ok to have feedback”
- Higher semester students (6<sup>th</sup> and 8<sup>th</sup> Semesters): “we are expecting feedback”

# **FINDINGS (based on semester level)**



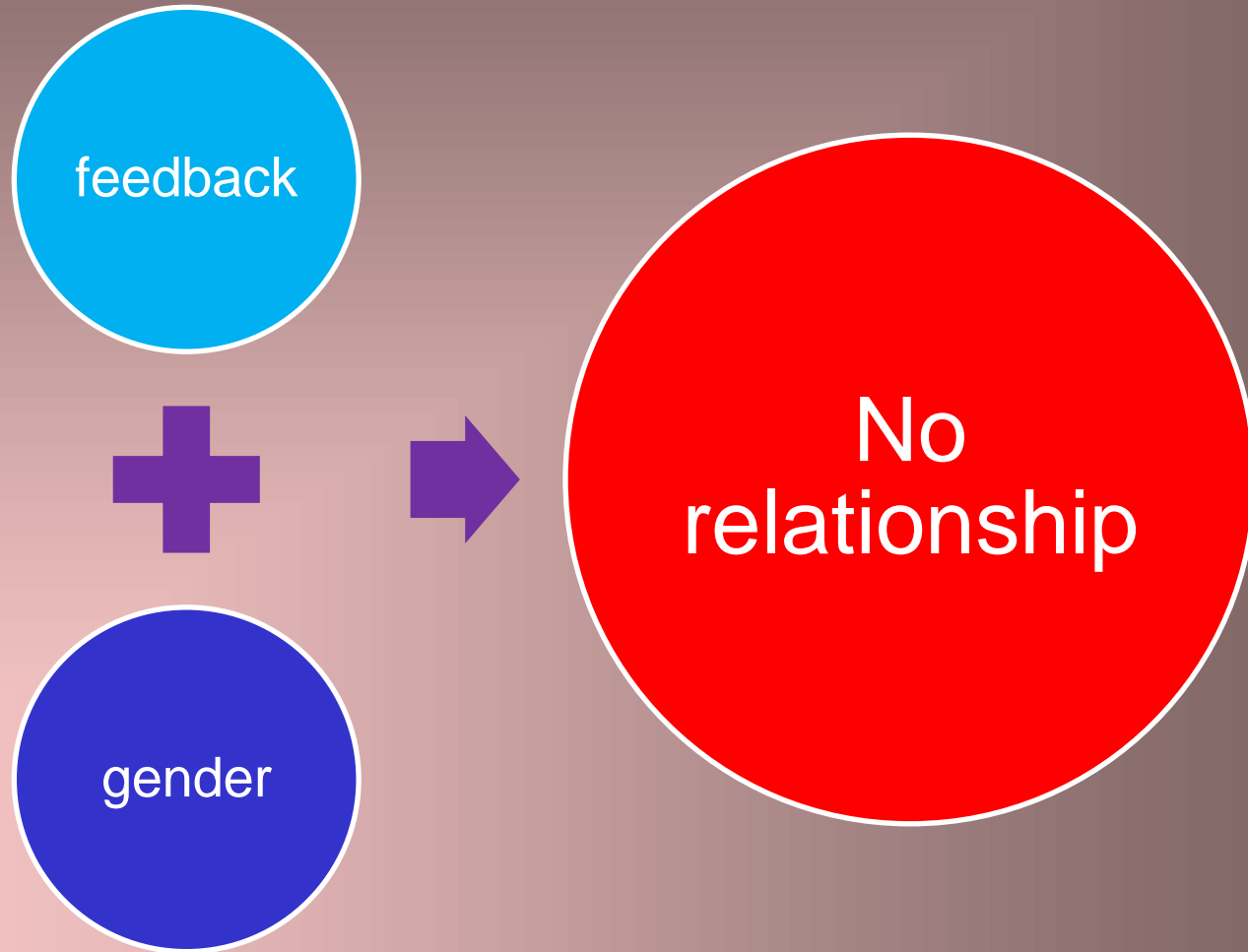
# **FINDINGS (based on semester level)**

- The higher the students' semester level, the more they need feedback from their lecturers.
- The more they learn, the more they are curious to hear from their lecturers.
- The broader the knowledge, the broader their mind to accept any kinds of feedback.

# **FINDINGS (based on students' GPA)**

- The higher the GPA, the better they are in responding to feedback (having positive attitude towards feedback).
- The mid level of students can only take constructive / positive feedbacks.
- The low level of students can't take feedback from lecturers but their peers.

# FINDINGS (based on gender)



# Which feedback is more powerful?

- Most students from all groups prefer constructive feedback.



# **Which feedback is more powerful?**

- However, the high GPA students don't really feel demotivate if they get destructive feedback. They take it as a challenging factor to be better.
- The average students don't really like destructive feedback but they don't mind getting sandwich feedback.
- The low GPA students are comfortable with only feedback from their peers.

# **CLOSING REMARKS**

- Feedback is essential in the process of teaching and learning and each lecturer is supposed to give appropriate feedback for the students in improving their learning quality. Small words of feedback given in the right time using the right ways can bring big impact on students' lives.
- Which feedback is more powerful really depends on the students' characters. However, it'd be better to avoid destructive feedback without giving any solutions of students' problems because the main aim of feedback is to help students identify solutions to areas of weakness they may have.



**We all need people who will  
give us feedback. That's how  
we improve.**

Bill Gates

**Good luck with your feedback!**

