

## Options for Receiving Feedback (after a Workshop)

This document provides a collection of options for receiving feedback regarding an educational workshop from participants. The feedback options addressed examines content, structure, teaching methods, setting, organizational tasks and potential further topics for the future workshops. The different options mentioned below are only proposals and can be complemented at any time. Every method has its advantages and disadvantages and should be selected based on specific context and needs of the organisation conducting the workshop. Queried topics depend on what the workshop instructors want to focus on.

At the end of the document you will find useful links and additional resources contenting established feedback methods! Also capacity works might offer additional tips.

### OPTION 1: Feedback via Questionnaire

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- [M&E Tool/Template "Pre Questionnaire for Coach Workshops" \(GIZ-DSHS, 2020, en\)](#)
- [M&E Tool/Template "Post Questionnaire for Coach Workshops" \(GIZ-DSHS, 2020, en\)](#)
- [M&E Tool/Template "Pre Questionnaire for PE Teacher Workshops" \(GIZ-DSHS, 2020, en\)](#)
- [M&E Tool/Template "Post Questionnaire for PE Teacher Workshops" \(GIZ-DSHS, 2020, en\)](#)
- [M&E Tool/Template "Pre Questionnaire for Instructor Workshops" \(GIZ-DSHS, 2020, en\)](#)
- [M&E Tool/Template "Post Questionnaire for Instructor Workshops" \(GIZ-DSHS, 2020, en\)](#)

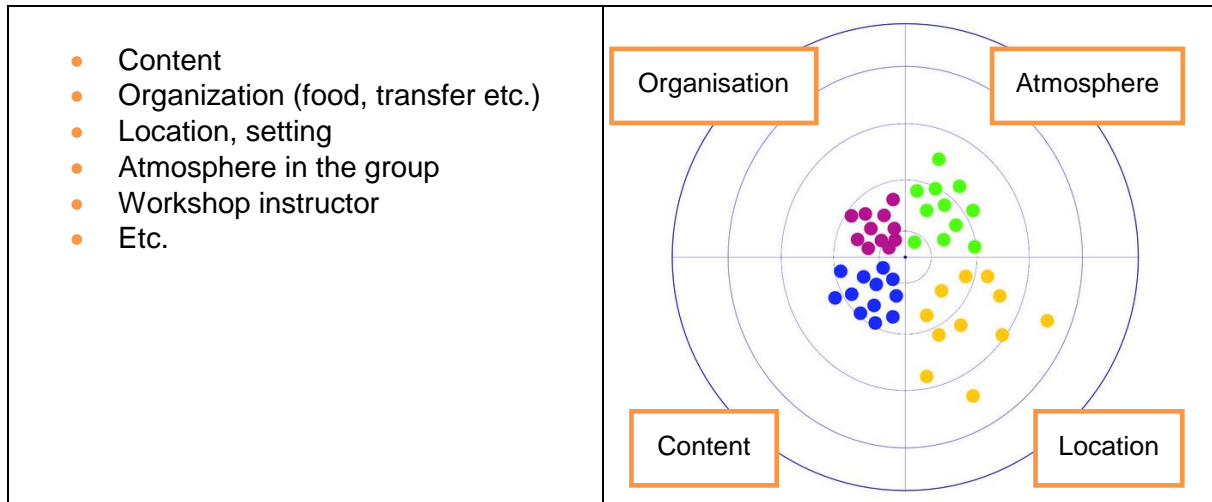
### OPTION 2: Expectations Fulfilled?

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- Comparison of expectations at the beginning and feedback afterwards.
- Collect expectations at the beginning of a workshop, e.g.
    - Put a board in the middle of the room
    - Write a sentence like "I leave the workshop happy, if..." on the board
    - Invite participants to complete the sentence
      - Possibilities: Participants write them directly on the board or write them on separate cards and pin them at the board
  - While concluding the workshop you can show once more the initial expectations, compare them, see if they have been reached, and what worked out and what did not.

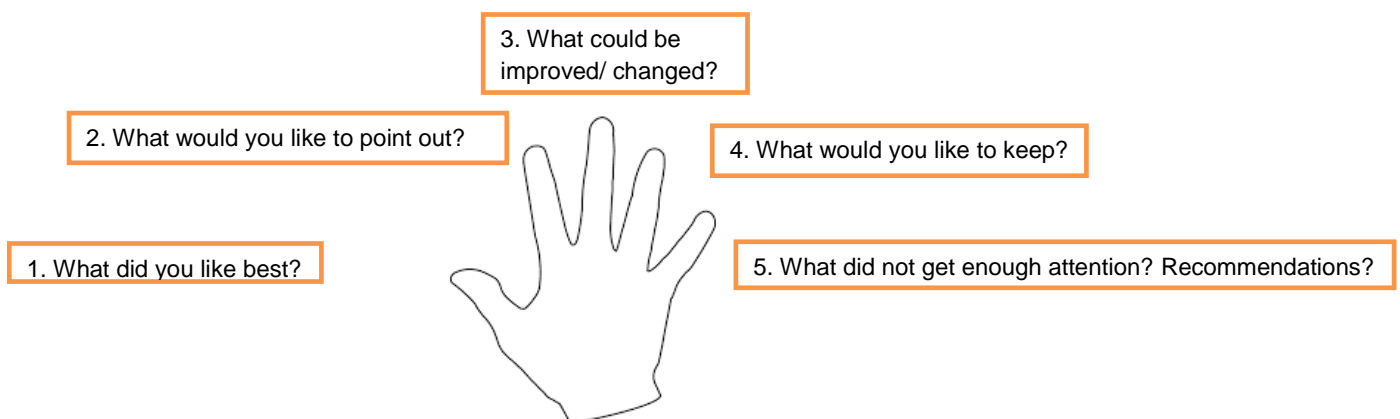
### OPTION 3: Target/ Spider web/ Cake

- A target disc with a centre point and some gradients is drawn on a large sheet (e.g. flipchart paper). In addition, the target disc is divided into segments ("cake pieces"), which are each for a region to be evaluated. These areas can be:



### OPTION 4: Five Finger Feedback

- For each finger of the hand, a specific question needs to be addressed:
- The Thumb: What went well? What did you like?
  - The Index Finger: What would you like to point out/highlight?
  - The Middle Finger: What could be improved/ changed? What went wrong? (Negative feedback.)
  - The Ring Finger: What would you like to keep? What will you take home?
  - The Pinkie Finger: What did not get enough attention? Further comments/recommendations?
- The answers can be written down individually or collected in groups.



### OPTION 5: Living Scale

→ The seminar room becomes a scale:

- At the one end/corner of the room, you have one extreme (100%, “I totally agree”, “I knew it all”, “exceeded” etc.) at the other end/corner the other extreme (0%, “I don’t agree at all”, “A lot of things were new to me”, “disappointed” etc.).
- The workshop instructor writes the questions on the wall or speaks them out aloud.
- The participants must position themselves depending on their own opinion, without talking to each other.
- The results can be documented through taking pictures.

### EXAMPLES:

**1. In the last days, did you learn something new, or was it all old stuff you already knew?**

I knew it all already

A lot of things were new to me

**2. Did the workshop help you to understand how you can use sport as a tool for development and how you can teach life skills to children and youth?**

I have no better understanding on this

The course really helped me to better understand how to use sport and play as tool for development

**3. Are you able to easily integrate the newly acquired skills (knowledge, drills) in your sporting activities on a regular basis?**

No, I do not think so.

Yes, I can.

**4. Looking back at the trainer course, have your expectations (all things considered) been disappointed, met or even exceeded?**

Disappointed

Exceeded

**5. How do you feel when you think about leading a S4D session for children or a S4D workshop for other coaches on your own?**

Totally insecure

Totally secure

## OPTION 6: Stimulating Posters

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Take five to ten large sheets of paper and suspend them in a room. There is a stimulating sentence on each paper, inviting the participants to write or draw.

### Examples of Impulses:

It would have been better if...

- I liked it, though...
- Most important for me was...
- In the group I felt like...
- The group leader...
- When I get home, I will be...
- As soon as possible, I will forget...
- I liked the fact that...
- I really loved it because...
- I will remember this for a long time...
- I missed ...

Participants get pens and enough time to paint or write something on the posters.

## OPTION 7: Water Bucket

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- Provide a bucket of water, a ladle and two bowls (one marked ☺ other ☹).
- For each positive or negative aspect the participants add a ladle of water to the appropriate bucket.
- At the end, it is visible whether positive or negative aspects dominated the workshop.
- Consideration: This method requires a lot of time to complete.

## Useful Links

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<http://methodenundmehr.de/category/feedback-reflexion/> (German)

<http://www.eventmanagerblog.com/interactive-real-time-event-feedback> (English)

<https://www.agiweb.org/education/NASA/ws/sample/WorkshopEvaluationForm.pdf>