

The Communication Breakdown
 [Why feedback is vital in the classroom]

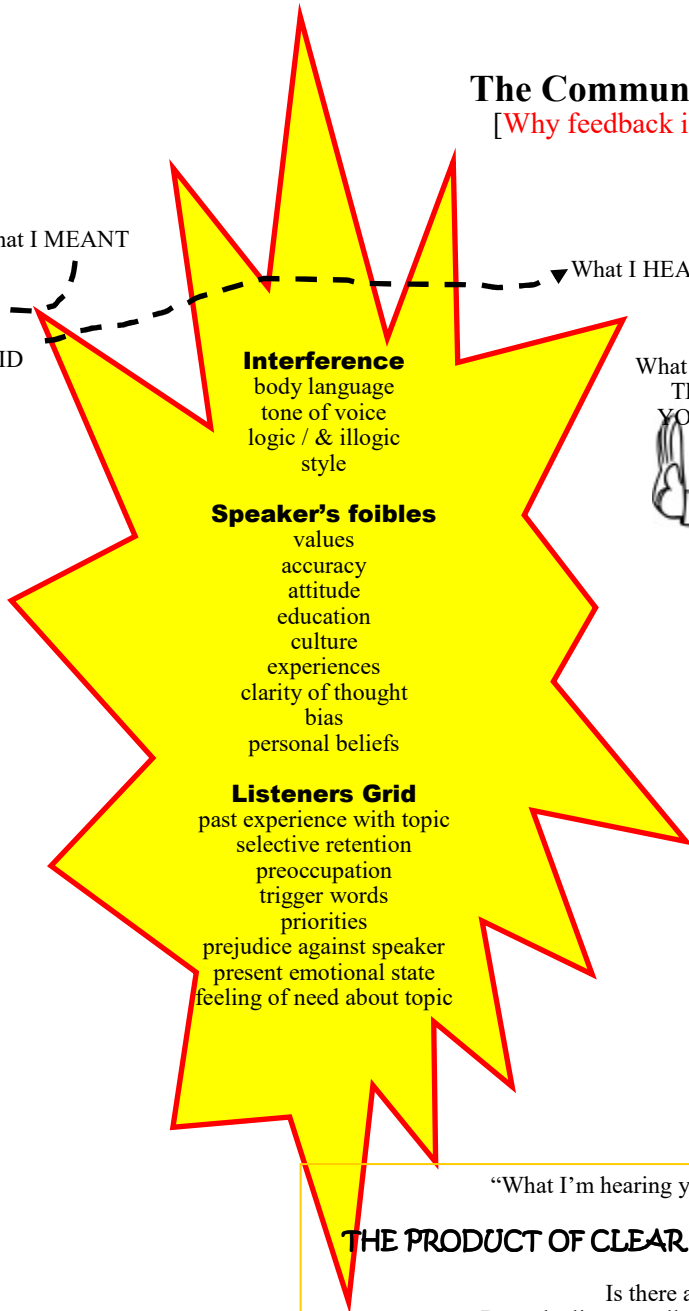
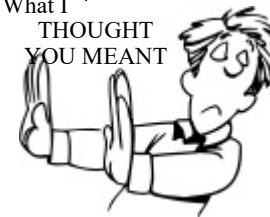


What I MEANT

What I SAID

What I HEARD

What I
THOUGHT
YOU MEANT



Interference
 body language
 tone of voice
 logic / & illogic
 style

Speaker's foibles
 values
 accuracy
 attitude
 education
 culture
 experiences
 clarity of thought
 bias
 personal beliefs

Listeners Grid
 past experience with topic
 selective retention
 preoccupation
 trigger words
 priorities
 prejudice against speaker
 present emotional state
 feeling of need about topic



“What I’m hearing you say is. . . .” [feedback]

THE PRODUCT OF CLEAR THOUGHT IS CLEAR SPEECH.

Is there any feedback?
 Does the listener tell the speaker what he heard?
 Is there an important factoid which would be CRUCIAL for the speaker to know?
 i.e. listener is deaf, or Ukrainian, or just been diagnosed with cancer.

Miscues probably happened in your classroom last month but if you didn’t allow for feedback, you probably didn’t know.

Hey! You’re a good communicator, but you’re not that good that misunderstandings never occur. It is one of the hazards of the ministry-of-the-open-mouth.

- * You were thinking one word but another slipped out.
- * You were in the middle of an illustration and took “just a tiny little rabbit trail - and never got back to your main point.
- * You were on the verge of concluding an illustration with power, and you lost your train of thought.

I have spent my whole ministry with my mouth open. My sweet wife makes sure I know I’m still mortal. And she’s nicer than I deserve.