



IDS 104 Module Four Journal Guidelines and Rubric

Overview

In both personal development and professional settings, feedback plays a crucial role in shaping how we perceive ourselves and how we grow. When used effectively, feedback can strengthen a growth mindset, which is the belief that abilities can be developed through perseverance and practice. However, poorly delivered or misunderstood feedback can hinder that same growth. This activity will help you sharpen your ability to distinguish between feedback that promotes learning and feedback that discourages it, providing you with a deeper understanding of how feedback mechanisms operate in real-world settings.

Scenario

You're in your first semester of college and enrolled in an introductory course focused on digital communication and teamwork. As part of a group assignment, you've been assigned the role of "Data Communicator" for your team project, where each week a different student shares a summary of the team's progress and insights using simple charts or graphs. This week, it was your turn to create and post a visual update in your group's shared digital communication channel (#team-updates) by Friday. Shortly after you share your report, you receive two pieces of feedback:

- **Professor's Feedback:**

"This isn't quite what I was looking for. The charts are confusing and don't clearly show the trends we discussed in class. We've gone over how to choose the right type of graph for the story you're trying to tell—please take a closer look at the guidelines and aim for more clarity in your next post."

- **Peer Feedback:**

"Hey! Thanks for putting this together. I think it's really helpful to see the data visualized. I hear what the professor is saying, but I think I have a better solution. Line graphs might work better than bar charts for showing how things change from week to week. Happy to show you how I did mine last week if that helps!"

Directions

In this journal assignment, you'll analyze the scenario above involving the two contrasting pieces of feedback delivered via a digital communication platform.

Specifically, you must address the following rubric criteria:

1. Discuss how you might react to the **type and tone** of each feedback message. Include the following:
 - A. What do you notice about the tone of each person's feedback?
 - B. How do you think you might respond if you were given this type of feedback?
2. Explain which feedback inspires a **growth mindset** and why.
3. Explain which feedback might reinforce a **fixed mindset** and why.

4. Develop a **practical strategy** for maintaining a growth mindset when engaging with feedback. Consider the following:
 - A. You may include communication tips, emotional regulation tactics, or feedback-seeking behavior.
5. Reflect on a time you **received feedback**. This can be any type of feedback and is not limited to feedback you've received in school. Include the following:
 - A. What made the feedback effective or ineffective?

What to Submit

Submit your journal assignment as a 1- to 2-page Microsoft Word document with double spacing, 12-point Times New Roman font, and one-inch margins.

Alternatively, Brightspace allows the use of video notes. You may **optionally** use the Video Note tool to complete this assignment, but if you use any sources, you must refer to your sources verbally throughout your video and submit a separate references page. If you use Video Note, your video should be 2-5 minutes long. If you need assistance using Video Note, please refer to the resources in the Start Here module.

AI Usage

If you use gen AI tools to support your work on this assignment, be sure to follow [these AI usage guidelines](#). You must acknowledge your use of these tools in your work. Guidelines on how to cite AI tools can be found in [this Shapiro Library guide](#).

Module Four Journal Rubric

Criteria	Meets Expectations (100%)	Partially Meets Expectations (75%)	Does Not Meet Expectations (0%)	Value
Type and Tone	Discusses how they might react to the type and tone of each feedback message, including what they notice about each example of feedback, and how they might respond to each example of feedback	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include discussing how they might react to the type of feedback, discussing how they might react to the tone of feedback, describing what they notice about each example of feedback, or describing how they might respond to each example of feedback	Does not attempt criterion	18

Criteria	Meets Expectations (100%)	Partially Meets Expectations (75%)	Does Not Meet Expectations (0%)	Value
A Growth Mindset	Explains which feedback inspires a growth mindset and why	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include explaining which feedback from the scenario inspires a growth mindset or explaining why that feedback inspires a growth mindset	Does not attempt criterion	18
A Fixed Mindset	Explains which feedback might reinforce a fixed mindset and why	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include explaining which feedback from the scenario might reinforce a fixed mindset or explaining why that feedback reinforces a fixed mindset	Does not attempt criterion	18
Practical Strategy	Develops a practical strategy for maintaining a growth mindset when engaging with feedback	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include developing a practical strategy for maintaining a growth mindset when engaging with feedback	Does not attempt criterion	18
Received Feedback	Reflects on a time they received feedback, including what made the feedback effective or ineffective	Shows progress toward meeting expectations, but with errors or omissions; areas for improvement may include reflecting on a time they received feedback or what made the feedback effective or ineffective	Does not attempt criterion	18
Clear Communication	Consistently and effectively communicates in an organized way to a specific audience	Shows progress toward meeting expectations, but communication is inconsistent or ineffective in a way that negatively impacts understanding	Shows no evidence of consistent, effective, or organized communication	10
Total:				100%