

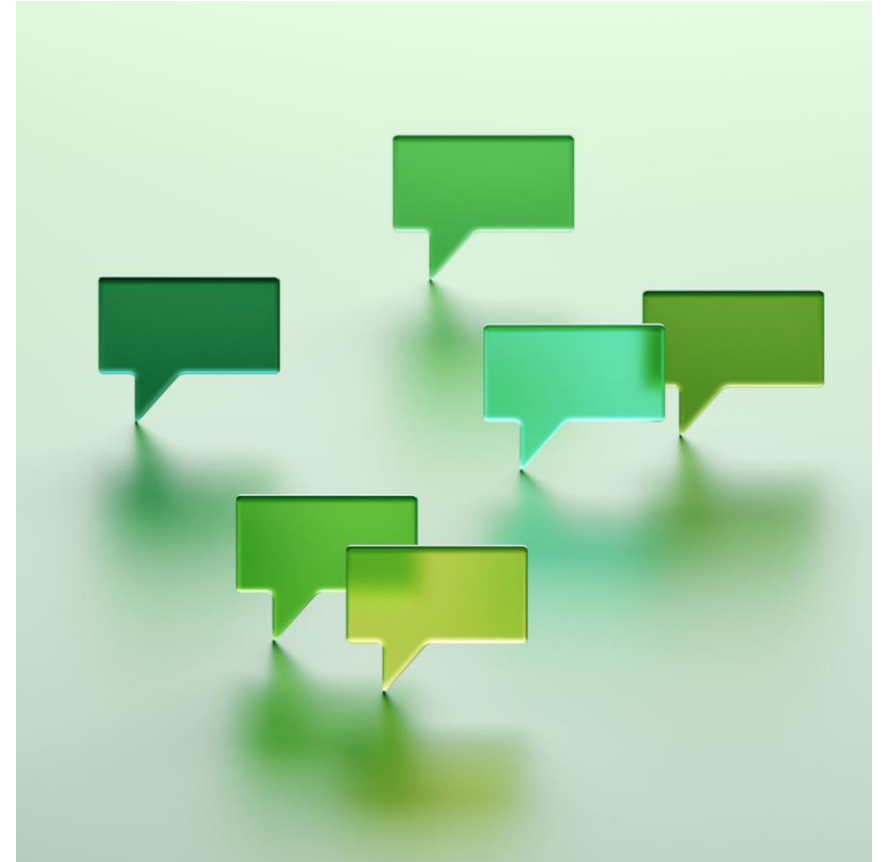
Feedback & Peer Review

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Outline

- Managing expectations
- Not all feedback is welcome at all times
 - Ordering feedback
- Student feedback literacy
- Feedback based on a set of criteria
- The Response Group Model
- Be a support

Manage students' expectations

WHAT DO YOU THINK YOUR STUDENTS EXPECT FROM YOUR FEEDBACK?

...OR FROM THE FEEDBACK FROM THEIR PEERS?

**Not all
feedback is
welcome (at
all times)**

HOCs (higher order concerns)

What do I want to investigate?
How do I do that?

What to include/exclude?

The narrative, content,
structure, argumentation

LOCs (lower order concerns)

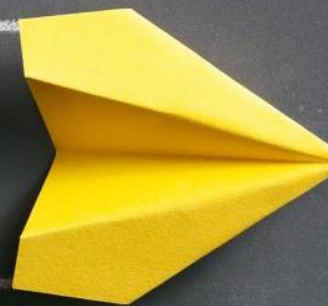
Grammar, language, clarity

Flow, reader guidance

Correct references

Both HOCs and LOCs are
important - but HOCs come
before LOCs

Teach your students how to order feedback



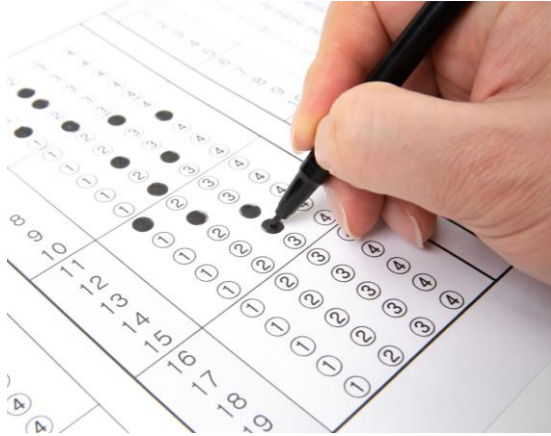
Student feedback literacy

The development of student feedback literacy: Enabling uptake of feedback (Carless & Boud, 2018)

- The student role in receiving feedback is central
 - The ability to improve ones work is dependent on being able to make sense of the feedback = student feedback literacy
- The characteristics of student feedback literacy?
 - Making judgements
 - Involves explicitly using the set criteria for the task
 - Managing affect
 - Avoid being defensive
 - Students often acknowledge that feedback facilitate improvement, but often underestimate their own responsibility in making progress
 - Taking action
 - Requires good timing of the feedback
 - Feedback on self regulation and work process is typically more useful than feedback on a personal level
 - The students need to acknowledge that they are agents of their own change/learning (mestringstro)

How do we teach student feedback literacy?

- The starting point: Students need to develop an understanding of the importance and value of feedback
- Practice giving and receiving feedback
 - Others students' work functions as good grounds for comparisons
 - Commenting on others' work activate thoughts and reflections on a higher level
 - Peer feedback is less scary than seminar leader feedback
 - The teacher should act as a role model *and* have meta conversations about assessment and feedback



Feedback based on a set of criteria (rubrics)

- What are the formal requirements of the thesis?
 - The use of scientific literature
 - The amount of scientific literature
 - Reference style
 - Content
 - The originality of the problem statement
 - +++

The response group model

3 principles:

1. To give feedback is often more rewarding than to get feedback
2. All feedback is not equally welcome
3. To write is to read

Reading, writing, giving/receiving feedback, and revising are all important academic skills that will continue to be important to you throughout your education and when you enter work life.



Feedback based on the response group model



...by being a curious reader, and distancing yourself from the «expert role», you can ask important questions to help the student make the necessary improvements..

«What do you want to investigate here?»

«How do you want to proceed in order to...?»

«How can you support/investigate...?»

«What do you think yourself [about the text]?»

«What is the next step?»

Be a support



- ..but encourage autonomy
- ..and remember that there is a power imbalance between you and your students