



# TAKEAWAY TEACHING

## TEACHING PLAN: FEEDBACK ON TEXT IN GROUPS

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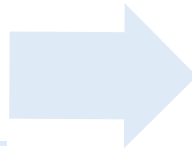


CENTER FOR UNDERVISNINGSUDVIKLING  
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### ELEMENT 1

- **PREPARE THE FEEDBACK**

- 4 activities
- 4 handouts



### ELEMENT 2

- **GIVE AND RECEIVE THE FEEDBACK**

- 1 activity
- 1 handout

#### INTRODUCTION

The purpose of the teaching plan **Feedback on text in groups** is to engage the students in activities that open their eyes to feedback as something they must learn and need to practice. In the different activities the students will start creating a framework for feedback, train feedback and give and receive feedback on each other's texts. The teaching plan includes two different elements: 1) preparing feedback and 2) giving and receiving feedback.

You as a teacher should select and circulate a text example for the feedback exercise which is necessary to implement the teaching plan.



## ELEMENT 1: PREPARE THE FEEDBACK

Learning objectives	<p>The objectives of this element are to:</p> <ul style="list-style-type: none"> <li>▪ create a safe atmosphere and mutual respect within individual groups;</li> <li>▪ enable students to reflect on previous experience with feedback;</li> <li>▪ render the challenges of giving and receiving feedback visible and legitimate;</li> <li>▪ enable the students to create a tight structure for their future feedback meetings in the group;</li> <li>▪ ensure that the students have a common understanding of what feedback is and is not;</li> <li>▪ set up clear and firm rules for the work involved in giving and receiving feedback.</li> </ul>	
Duration	This element contains <b>4 activities</b> . Set off approx. two hours and 45 minutes in total.	
Handouts	<p>This element contains <b>4 handouts</b> in total.</p> <ul style="list-style-type: none"> <li>▪ <b>Handout 1:</b> <a href="#">Principles for feedback on text in groups</a></li> <li>▪ <b>Handout 2:</b> <a href="#">Formulating feedback</a></li> <li>▪ <b>Handout 3:</b> <a href="#">Criteria as a basis for good feedback</a></li> <li>▪ <b>Handout 4:</b> <a href="#">Proposal for a plan for a feedback meeting with four participants, duration two hours</a></li> </ul>	
Preparation	<p>Students <u>must</u> read:</p> <ul style="list-style-type: none"> <li>• <i>Writing groups – why and how?</i> [Skrivegrupper – hvorfor og hvordan?] By the Teaching and Learning Unit of Social Sciences, University of Copenhagen (2010) <a href="http://samf.ku.dk/pcs/pdf_filer/skrivegrupper_2013.pdf">samf.ku.dk/pcs/pdf_filer/skrivegrupper_2013.pdf</a></li> </ul> <p>Students <u>may</u> read:</p> <ul style="list-style-type: none"> <li>• Workshop conversation: <i>Criticism is a present</i> [Kritik er en gave] I: <i>Learn and write</i> [Lær og skriv], Upper Secondary School Department, Danish ministry of Education</li> </ul>	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
<p>Activity 1</p> <p>Approx. 50 minutes.</p>	<p><b>Teamwork (in groups of 3 to 5 students)</b></p> <ol style="list-style-type: none"> <li>1. Introduce yourselves to the group on the basis of the following questions. Each student has two minutes for this. Take time.</li> </ol>	<p>Background reading for the teacher:</p> <p>Peter Elbow: <i>Writing With Power</i>:</p> <p>Hvass, H., &amp; Heger, S. (2018). <i>Useful peer feedback</i>:</p>

- What is the topic of your assignment, and why did you choose this topic?
- Where have you got to in your assignment writing?
- How do you prefer working when you are in the writing process?
- What challenges related to writing have you experienced in the past?
- What would you like to achieve from giving and receiving feedback?

Time frame: 15 minutes

#### Individual work

2. Spend five minutes writing about your experience of giving and receiving feedback?
  - What are your good experiences of feedback?
  - What are your not so good experiences of feedback?

#### Teamwork

3. Discuss your experiences in the group.

Time frame: 15 minutes

#### Individual work

4. Read about “agreements at the first meeting” in *Writing groups – why and how* [Skivegrupper – hvorfor og hvordan] pp. 9 to 10.

#### Teamwork

5. Make your own firm agreements regarding meeting structure:

*Instruction and training for students before giving and receiving feedback.* [Brugbar peer feedback: Instruktion og træning, før de studerende selv skal give og modtage.] *Danish Journal of Teaching and Learning in Higher Education*, 13(25), 59-70. Downloaded from <https://tidsskrift.dk/dut/article/view/97052>

Peer feedback only works optimally when the students feel comfortable with each other and with the conditions under which it is given and received.

Many students have bad experiences with feedback and are reluctant to accept the very idea of feedback. The problem is that only few students have learnt to give and receive feedback, and they should understand that giving and receiving feedback is actually something you need to learn.

A tight structure is decisive for rendering the work with feedback predictable and consequently safe, comfortable and helpful. The teacher plays an important role in backing up the tight structure.



	<ul style="list-style-type: none"> <li>▪ How often should you meet?</li> <li>▪ Time consumption</li> <li>▪ Mount of text</li> <li>▪ Deadlines</li> <li>▪ Socialising</li> <li>▪ Venue</li> </ul> <p>6. Write down the agreements made by the group.</p> <p>Time frame: 20 minutes.</p>	
<b>Activity 2</b>  <b>Approx. 40 Minutes</b>	<p><b>Individual work</b></p> <p>1. Read handout 1: "<a href="#">Principles for feedback on text in groups</a>" and handout 2: "<a href="#">Formulating feedback</a>".</p> <p><b>Teamwork</b></p> <p>2. Discuss in groups:</p> <ul style="list-style-type: none"> <li>▪ What three points do you consider most important?</li> <li>▪ What points do you consider most surprising?</li> </ul> <p>3. Summary in class</p> <p>Time frame: 20 minutes.</p> <p><b>Individual work</b></p> <p>4. Read handout 3: "<a href="#">Criteria as a basis for good feedback</a>".</p> <p><b>Plenary session</b></p> <p>5. Discuss:</p> <ul style="list-style-type: none"> <li>▪ What specific criteria apply in your degree programme to the assignment you are about to write? (The teacher should provide course-specific criteria in the teaching session)</li> </ul>	<p>The students should understand that feedback must be given on an unfinished text. Proposals for changes in the text should be given to the author at a stage in the writing process when they are still willing to spend time on making changes.</p> <p>Students should understand that a feedback giver's job is not to say everything there is to be said about a text. The purpose of feedback is to assist the writer to move on in the process here and now.</p> <p>Students should understand that peer feedback on a text is never an assessment, evaluation or judgement. Focus is not on correcting mistakes and shortcomings in the text, but on pointing out the potentials of the text.</p>

**Activity 3****Approx. 75  
minutes**

You as a teacher circulate a text example you have chosen for the feedback exercise. Use handouts 1, 2 and 3 again.

**Individual work**

1. Read the circulated text example, which is an excerpt from an (unfinished) assignment. (You as a teacher circulate a text example you have chosen for the feedback exercise. )
2. Spend two minutes writing your first immediate thoughts for yourself on a piece of paper – everything that comes to your mind.
3. Prepare three friendly, concrete and constructive feedback comments for the writer based on the feedback principles you have just studied. While doing the exercise, you should pretend that the writer is present in the room. Consult handouts 1, 2 and 3 for inspiration.

Time frame: 30 minutes

**Plenary session**

4. Take turns to present your feedback comments on the text.
5. Discuss:
  - How can you best help the students who wrote the text to move forward?
  - What challenges emerged while you were preparing the feedback for the text?
  - What should we remember in particular when preparing feedback for each other? (follow-up on

For most students, the feedback principles are easy to understand theoretically, but difficult to carry out in practice. Students should experience the challenges of implementing the principles in practice. The teacher should therefore select an unfinished text that can be used as an example. See “[Guide for the teacher](#)”.

The students should understand that feedback givers should not reach an agreement; that feedback should not be discussed; that feedback should be given and received in a positive spirit; and the final text is the exclusive responsibility of the writer.

The students should discover that they need to prepare, and that they may find it challenging to formulate friendly, concrete and constructive proposals for text improvements to convey to their fellow students.



	the day) Time frame: 45 minutes	
Activity 4	<p><b>Preparation for day 2:</b></p> <ol style="list-style-type: none"><li>1. Handout 4: “<a href="#">Proposal for a plan for a feedback meeting with four participants, duration two hours</a>” Use handouts 1, 2 and 3 in your preparation.</li><li>2. The groups agree among themselves:<ul style="list-style-type: none"><li>▪ What should we send to the other members of our group?</li><li>▪ How much?</li><li>▪ What is our deadline for sending?</li></ul></li><li>3. All members of each group prepare feedback for the other members of their own group. Use handouts 1, 2, 3 and 4 in your preparation.</li></ol>	

**ELEMENT 2: GIVE AND RECEIVE THE FEEDBACK**

<b>Learning objectives</b>	<p>The objectives of this element are to:</p> <ul style="list-style-type: none"> <li>ensure that the students practice giving and receiving feedback in groups based on the principles and agreements they have set up;</li> <li>ensure that the students help each other to move from an unfinished text to a (more) finished text;</li> <li>to encourage the students to reflect on things that work well and what might be improved in their joint effort of giving and receiving feedback.</li> </ul>	
<b>Duration</b>	This element contains <b>1 activity</b> . Set aside around two hours and 30 minutes in total.	
<b>Handouts</b>	<p>This element contains <b>1 handout</b>.</p> <ul style="list-style-type: none"> <li><b>Handout 4:</b> <a href="#">Proposal for a plan for a feedback meeting with four participants, duration two hours</a></li> </ul>	
<b>ACTIVITIES</b>	<b>DESCRIPTION OF ACTIVITIES</b>	<b>IMPORTANT POINTS FOR THE TEACHER</b>
<b>Activity 1</b>  <b>Approx. two hours and 30 minutes</b>	<p>The students must engage in the activity of giving and receiving prepared feedback in their groups according to the circulated plan in handout 4.</p> <p><b>Plenary session</b></p> <ol style="list-style-type: none"> <li>Revise the shared rules for feedback based on handout 1: <a href="#">Principles for feedback on text in groups</a></li> </ol> <p><b>Teamwork</b></p> <ol style="list-style-type: none"> <li>Each group should briefly review the agenda of the meeting. They should select a chairperson/timekeeper.</li> <li>Give and receive feedback in the groups according to the plan circulated.</li> </ol> <p>Time frame: max. two hours.</p> <p><b>Teamwork</b></p>	<p>The students must be supported in keeping the tight structure and in complying with the feedback rules. In the beginning, they need a teacher who circulates among the groups and keeps an eye on their time keeping and makes sure they stick to the plan and do not start to discuss the feedback.</p> <p>By evaluating together and reflecting on things that worked well, the students will eventually develop a good feedback culture in the groups.</p>





4. Discuss in the groups:

- What elements of the completed session were successful?
- What was challenging when giving and receiving feedback?

**Plenary session**

5. Each group presents one success and one challenge from their feedback activity.

Time frame: 30 minutes