

HANDOUT 1

The feedback process

Write down
the starting
time
↓

The following provides a description of the three-step feedback process. Make an effort to keep the time, and take a break in the process if you need this.

Teamwork: Preparation (step 1)

- Bring handout 1 and read the guidelines for the three roles.
- **Exchange texts.** Give a copy to each of the two other students. Agree on the distribution of roles: Who is the feedback giver and who is the observer for each of the texts? Agree if the feedback giver is allowed to write in the copy.
- **The focus of the feedback:** Each of you should point out which topics you wish feedback on, possibly by using the topic checklist at the bottom of this handout. Do not choose too many topics.

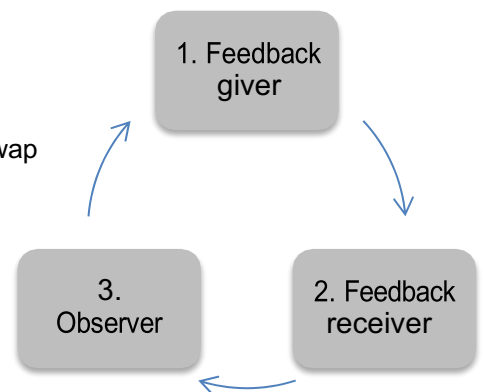
Individual work: Reading (step 2)

- **Read the text on which you are to give feedback thoroughly** and take notes while reading.
- Sit in a quiet place and not too close to the other students.
- Spend ten minutes browsing the text on which you are to be the observer.
- Conclude by organising and sorting your feedback *before* you team up with the other students, so that you can give your feedback according to the sandwich model.

Teamwork Feedback (step 3)

All three of you will receive feedback one by one in the scheduled three rounds. Agree which of you should start in which roles and swap seats, if you like, each time you swap roles.

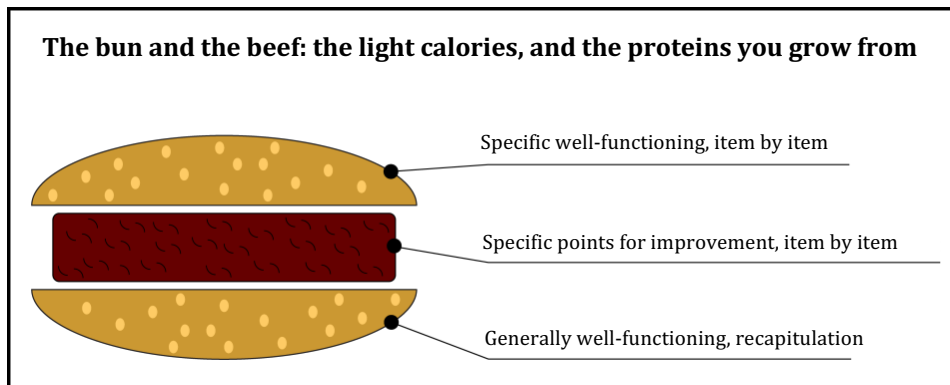
- The feedback giver speaks first and starts by repeating to the two others what was requested regarding feedback topics, and then spends 10 to 12 minutes giving their feedback.
- The observer then spends three minutes giving their feedback to both the feedback giver and the feedback receiver (see also handout 1).
- Then the feedback receiver shares their comments for 1 to 2 minutes, followed by a short reflection. Now you swap roles (and seats) and carry out a) to c) once more.



Plenary session Summary

We all meet up and exchange experience.

The sandwich model



Guidelines for the three roles

Feedback receiver

- **Take notes!** So that you will remember the feedback. You may ask the feedback giver to take breaks. You may record the feedback on your smartphone.
- **The feedback is in your honour.** You have a right to back out if it does not work for you. You may correct the feedback giver if the feedback moves to topics you did not ask for.
- Leave out explanations and excuses and don't say anything! This is about you getting inspiration to improve your text – nothing else.
- Remain neutral and just register the feedback. Do not conclude or make plans for your text right now. **You can sort out and act afterwards.**

Feedback giver

- **What were you asked** to give feedback on? Do what you were asked to do.
- **Follow the sandwich model!** Keep the three phases strictly separated. Once you have completed the 'steak', don't go back to it, *not even if you have forgotten something*.
- **Speak about the text**, not the author Try saying "here it says..." – not "you do...".
- **Do not ask questions** that require an answer; remember that the feedback giver must not say anything
- Be as specific as possible. Where exactly does it say so in the text? **Point out and read aloud.**
- Point out any **specific weaknesses and mistakes as well as options for improvement** and alternatives within the requested feedback topics.
- Do you see other ways of doing something? Share your thoughts and ideas.

Observer

Once the feedback giver has finished giving their feedback, your role is to give feedback to both the giver and the receiver for two to three minutes. The object of your feedback is ***the process***, i.e. the feedback giver's and feedback receiver's ways of fulfilling their respective roles.

- **You also act as timekeeper.** Tell the feedback giver when it is time to start rounding off.
- **Take notes** during the feedback so that you can remember it.
- You also give your feedback according to the sandwich model.
- Did the feedback giver comply with the guidelines for feedback? Did the receiver speak unduly? Give examples and **be specific**.

Topic checklist

Possible topics for feedback. This is a *general list* of quality criteria of the genre. Chose a realistic number of items. Do you have other wishes than those listed?

Assignment and structure

- ☐ Does the assignment include a good and clear idea?
- ☐ Is the assignment well reasoned/motivated?
- ☐ How is the problem statement?
 - Is it clear, precise and coherent?
 - Are some strong presentation styles used in the right places?
 - Is it clear what will be the content of the assignment?
- Does the conclusion correspond with the problem statement?
- ☐ Is the choice of method good and are reasons given for it?
- ☐ Does the text include the correct sections in the correct order?
 - Theory section? Method section? Discussion? Conclusion?
- ☐ Focus of the project? Content included and excluded?
 - How about the main thread?
- ☐ Is the matter understood and understandable?

Sources

- ☐ Are the right sources being used (the most recent and most relevant for the topic)?
- ☐ Are the use and citation of sources loyal and balanced?
- ☐ Is the list of literature designed correctly and consistently?
- ☐ Are the references designed correctly and consistently? Are they written correctly? Is the number appropriate?
- ☐ Are the quotes well chosen, understandable and necessary?
- ☐ Are the quotes stated correctly?

The genre

- ☐ Is the assignment placed sensibly in terms of taxonomy? Does it reach a sufficient level: report, analysis, discussion, assessment etc.?
- ☐ Are the arguments clear and valid?
- ☐ Is the meta-communication reasonable?
- ☐ Is evidence retrieved from the right sources?

Language

- ☐ Language style and sense of genre: is the text reader-friendly and precise, without shifts in language style? Is the text written in a down-to-earth but academic style?
- ☐ Sentence constructions: Are the sentences of reasonable lengths? Is the word order good?
- ☐ Choice of words: Are word meanings unambiguous and clear? Are the same words used about the same issues? Are some words wrongly or badly selected? Are some words superfluous or missing?

Proofreading

- ☐ Orthography and grammar: Is the text written in correct Danish?
- ☐ **Proofreading:** Are there typing and spelling mistakes or other shortcomings?
- ☐ **Punctuation:** Is the punctuation correct, and does this support or hamper the understanding of the text?
- ☐ **Typography:** Is the typography good and correct?
 - Is the use of italics and quotation marks correct and appropriate?