



TAKEAWAY TEACHING

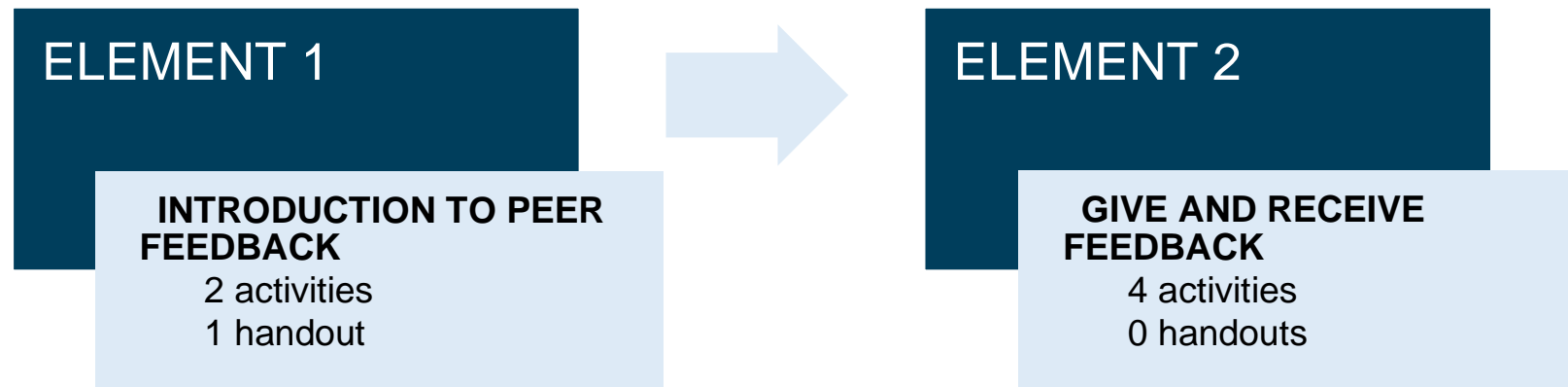
TEACHING PLAN: PEER FEEDBACK ON WRITTEN ASSIGNMENTS

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INTRODUCTION

The purpose of the teaching plan **Peer feedback on written assignments** is to train the students' skills in giving and receiving peer feedback on written assignments. The teaching plan activities focus on providing the students with basic skills in giving and receiving text-oriented peer feedback with a view to improving written assignments. The teaching plan includes two elements: 1) An intro to feedback and examples of good feedback and 2) Peer feedback in groups of three students, taking a written assignment as their point of departure.

The students must bring two printed copies of the written assignment on which they wish to receive feedback. The teacher should bring and circulate an excerpt of a written assignment they find relevant for the students. The above is necessary for activities to proceed.

ELEMENT 1: INTRODUCTION TO PEER FEEDBACK

Learning objectives	<p>The objectives of this element are to:</p> <ul style="list-style-type: none"> ● ensure that the students learn what feedback is; ● ensure that the students understand how feedback can be used to improve written assignments. 	
Duration	This element contains 2 activities . You should allow about 35 minutes for the activity.	
Handouts	<p>This element contains 1 handout.</p> <ul style="list-style-type: none"> ▪ Handout 1: The feedback process 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
Activity 1 Approx. 5 minutes	Plenary session Introduction of the teaching plan and the included handout " The feedback process ".	<p>You are recommended to begin the day by introducing the purpose and learning objectives of the theme as well as the main elements in the activity/activities scheduled for the day.</p> <p>We recommend that you read through the them and then adapt this to comply with your academic subject.</p> <p>You may supplement with the Takeaway Teaching plans:</p> <ul style="list-style-type: none"> ● Academic writing ● Feedback on text in groups
Activity 2 Approx. 30 minutes	Plenary session: 1. Introduction to the activity Individual work 2. Read the circulated text and write your feedback on	<p>You must bring and circulate an excerpt of a written assignment you find relevant for the students. If possible, this text should be from a previous assignment written by a student in the same or a similar academic subject. You</p>

TEACHING PLAN: PEERFEEDBACK ON WRITTEN ASSIGNMENTS

Element 1



Element 2

the back of the text sheet.

Time frame: 10 minutes

Plenary session

3. Using a slide with the text, you as a teacher should provide examples of how feedback may be given on the text displayed.

Time frame: 15 minutes

should also prepare your own example of feedback on the text in question so that you are prepared to present an example of good feedback to your students.



ELEMENT 2: GIVE AND RECEIVE FEEDBACK

Learning objectives	<p>The objectives of this element are to:</p> <ul style="list-style-type: none"> ● ensure that the students acquire skills in giving and receiving feedback on written assignments; ● to ensure that the students acquire competences in academic communication. 	
Duration	This element contains 4 activities . Set aside approx. 2 hours in total.	
Handouts	<p>This element used the handout that was also used previously.</p> <ul style="list-style-type: none"> ▪ Handout 1: The feedback process 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
<p>Activity 1</p> <p>Approx. 10 minutes</p>	<p>Plenary session</p> <ol style="list-style-type: none"> 1. You should introduce the activities: <ul style="list-style-type: none"> ● Peer feedback should be given on the basis of the so-called “sandwich model” (see handout 2, page 2) ● What should students remember in particular when giving and receiving feedback? ● The feedback must be: <ol style="list-style-type: none"> 1. Forward-looking and constructive. We are helping others learn 2. Anchored: We agree on the topics for feedback 3. Specific: Be specific and explain why you experience it like this. 4. Appreciative: Stick to the sandwich model. 5. Directed towards the product. Your feedback should be about the text (not the person); you don’t 	<p>Please note that element 2 implies that before the teaching session in which the activity is to take place, the students must have prepared a written assignment on which they want to receive feedback. Ideally, this should be a written assignment, or an excerpt of this, which the students need to submit as part of their studies; the volume should be 3 to 5 pages.</p>

TEACHING PLAN: PEERFEEDBACK ON WRITTEN ASSIGNMENTS

	<p>say: “you have written a bad text”, but rather: “I have problems understanding this sentence”.</p> <p>6. Critical: We must be honest. It may be a good idea to exchange feedback with people with whom we do not have a personal relationship.</p> <p>Peer feedback must be trained. It is more difficult (and better) than most people believe!</p> <ul style="list-style-type: none">● The activity involved three roles:<ol style="list-style-type: none">1. A feedback giver who gives text-oriented feedback, focusing on the areas on which the feedback receiver has requested feedback.2. A feedback receiver who listens and writes down the feedback without commenting.3. An observer who ensures that the guidelines for the activities are complied with, including the time agreed on, and who then gives feedback to the feedback giver.● The activity is organised so that the three of you take turns to perform the three roles.● See also handout 1, pages 2 and 3 about the three roles.	
<p>Activity 2</p> <p>Approx. 10 minutes</p>	<p>The students must bring two printed copies of their written assignment to the teaching session in which the activity is to take place.</p> <p>Teamwork</p> <ol style="list-style-type: none">1. Team up in groups of three.	



	<p>(If the number of students does not work out and a group of four must be formed, this group should perform proportionally shorter rounds with two observers in each round.)</p> <ol style="list-style-type: none"> 2. Once you have formed the groups, get together and decide who should give feedback to whom, and in which order. Also tell your fellow students what each of you wants the feedback to focus on. 3. See the circulated handout 1, which explains the process and the three roles and at the end provides a topic checklist with inspiration for possible feedback focus areas. 4. Agree where and when you want to meet up following your individual preparation and write the times into the marked fields in handout 1 on page 1. 	
Activity 3 Approx. 45 minutes	Individual work <ol style="list-style-type: none"> 1. Read the text and prepare feedback 2. Read the text, focusing on the areas on which your feedback receiver has requested feedback. Write your feedback down as you proceed. 	
Activity 4 Approx. 55 minutes	Teamwork: <ol style="list-style-type: none"> 1. You now team up again in groups of three and conduct three rounds of 15 minutes each, taking turns to perform the roles as feedback giver, feedback receiver and observer. 2. Follow the feedback process as described in handout 	

TEACHING PLAN: PEERFEEDBACK ON WRITTEN ASSIGNMENTS

1, page 1.

Schedule the 15 minutes per round so that the feedback giver spends 10 to 12 minutes on communicating their feedback on the feedback receivers written assignment.

This is followed by 3 to 5 minutes of feedback by the observer.

Time frame: 45 minutes

Plenary session:

3. When all students have received feedback, they all get together for a plenary session.
4. You may begin the follow-up in class by speaking together in pairs for 2 to 3 minutes about the following questions:
 - How did you like being involved in this activity?
 - What was useful in the feedback you received?
 - How do you see this feedback to be relevant for your future work?

Time frame: 10 minutes