

# INSPIRATION SHEET: CRITERIA FOR FEEDBACK

The students' work is read by the teacher and fellow students, who give feedback on the basis of the criteria for feedback defined by the teacher. Below you will find examples of how the criteria for feedback defined by the teacher may be constructed.

## 1) Example of the construction of instructions for the students from a selected week in the course:

All good suggestions for feedback are welcome, of course, but as a minimum, you should answer the following three questions carefully:

- Do you think that the proposed project can explore a cultural encounter; that it can be based on a detailed analysis of concrete antique texts; that it will be helpful to place it in perspective to some of the other topics we will study?
- Are there still some “gaps” in the project (e.g. material sources/meta discourse/perspectives)? Can you contribute ideas or solutions to these “gaps”?
- If several suggestions for text reading are available, what advantages, disadvantages and parallels to your own field might you then highlight? If good suggestions for texts are asked for, can you then do something to assist the other person to progress in their work? Do you know something that might be helpful?

## 2) Other examples of criteria for feedback

Feedback concerning...	Criteria for feedback
...lack of clarity and precision	<ul style="list-style-type: none"> <li>• Always write if you wish for something to be clarified (you may discuss issues in the comment field in the document or orally at the next teaching session).</li> <li>• If you suspect something to be imprecise/misunderstood, check the stated sources, provided they are easily accessible to you, or question issues that might need to be checked/confirmed by the author. Give a hint if you know of supplementary knowledge that might be relevant.</li> <li>• Is the text clear, correct and understandable? Are you lacking</li> </ul>

	<p>any information in order to be able to follow the line of thinking/reference? Can you see from the text why the presented text is well-chosen for this assignment? Do you have any suggestions for improvements?</p> <ul style="list-style-type: none"> <li>• Is it clear which assumptions regarding the target language form the basis of the discussion? Are arguments presented as to how the wording in the Danish translation is perceived, or are there any assumptions regarding the nuances of the Danish wording that ought to have been written explicitly?</li> </ul>
<p>... knowledge sharing and sparring</p>	<ul style="list-style-type: none"> <li>• Which points in the other student's text can you use in your own work, and how? Do you see any touch points between your own topic and the content described here by the other student? Other good advice?</li> <li>• Examine the text and the analysed translation examples carefully and consider if you agree with the reading of them, and whether you might add anything relevant regarding the source or target cultures/languages or any text or interpretation that might add more nuances to the text reading.</li> </ul>
<p>... language</p>	<ul style="list-style-type: none"> <li>• How will you characterise the academic language of the assignment: clear and distinct, complex, factual, personal, well-researched and correct? Feel free to give examples. What do you think works best in the language and writing style, including formalities, and which improvements might you suggest?</li> </ul>
<p>... theory</p>	<ul style="list-style-type: none"> <li>• Does the text use specialist terminology and does it apply a concept apparatus from the translation theory in its analysis of the word? Feel free to give examples of this or mention where this might have been done in a more precise way.</li> <li>• Does the text link theory and practice? Feel free to give examples of this or mention where this might have been done more explicitly.</li> </ul>
<p>... argumentation</p>	<ul style="list-style-type: none"> <li>• Is the argument clear, and do you understand how the text uses the specialist literature, e.g. what is a quote from/reference to which texts? Are you lacking some information in order to understand the entire argument? Are there any points you needed to read several times in order to fully understand them? All suggestions for language improvements are welcome.</li> </ul>

	<ul style="list-style-type: none"> <li>• Do you perceive a common thread throughout the discussion? Is it clear to you what the position of each item is in the argumentation, or are you lacking small linguistic hints regarding the line of thinking, for instance? If so, you may suggest improvements (is sufficient help offered by words such as therefore, still, on the basis of this, however, moreover etc.?)</li> <li>• Do you think sufficient arguments are given for the assessment as regards the target group, and has the author left out some aspects which you find important or which might have caused problems in the argumentation? Which parts of the argumentation seem most convincing to you?</li> </ul>
<p>... conceptual understanding</p>	<ul style="list-style-type: none"> <li>• Check the defined concepts in the theoretical texts and consider if you understand them in the same way as your fellow student, or if there are some details/nuances it might be useful for us to discuss.</li> </ul>