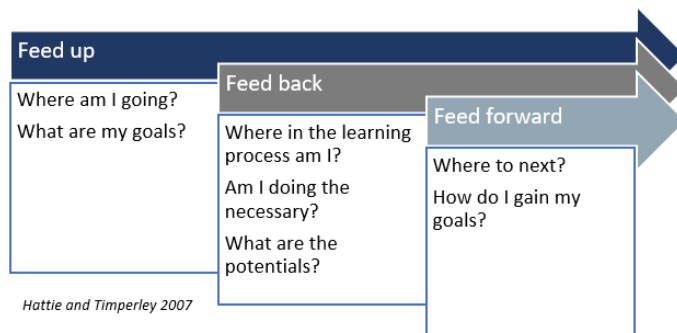


Principles for giving and receiving peer feedback

Feedback on a peer assignment is threefold. You have to reflect your feedback to the purpose of the assignment and the criteria that have been provided (feed up), the specific answering to the assignment (feed back), and describe how your peers can improve their answer in relation to the goal and the provided criteria (feed forward).



1. Be criteria-based (Feed up)

- Use the criteria defined by the instructor or in collaboration with the instructor to focus on your feedback on the provided purpose and goal of the assignment.

2. Prioritize and specify your feedback (Feed back)

- Prioritize the amount of feedback. The receiver of the feedback can only manage few and specific points.
- Prioritize the type of feedback. Focus your feedback on the universal (eg focus, argumentation, purpose) rather than the particular (proofreading and grammar).
- Be specific. Avoid using feedback such as: “I think your assignment is good” but make the feedback constructive by specifying what you comment on: “I think what you write on page 13 is interesting because....”

3. Point out potentials (Feed forward)

- Look for potential and give specific suggestions for what your peer can do to go forward.
- Avoid judgement, but proceed from your reading experience and the provided criteria to help your peer move forward:
 - “I became very interested when I read about..., because...”
 - “I got exactly the information I needed in section...”
 - “I cannot understand..., because...”
 - “I would like an elaboration on..., because...”
 - “On page... you write.... I am curious on what you are basing this claim”
 - “I suggest that you....”

4. Receiving feedback

- Reflect, preferably in writing, on the feedback you have received and how you will use it.
- Take responsibility for your own assignment. Feedback is not a judgement and does not have to be the final answer. You can receive your feedback and reflect on it, but you are not obligated to use it.
- Give feedback on the feedback by saying thank you and telling which part of the feedback was particularly useful to you.

References

- Hattie, J., & Timperley, H. (2007). *The power of feedback. Review of educational research*, 77(1), 81-112.
- Hvass, H., & Heger, S. (2017). *Brugbar peer feedback: instruktion og træning før de studerende selv skal give og modtage. In DUN: Dansk Universitetspædagogisk Netværk. (In Danish)*