

Feedback

ACE - Grow Your Skills



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Feedback

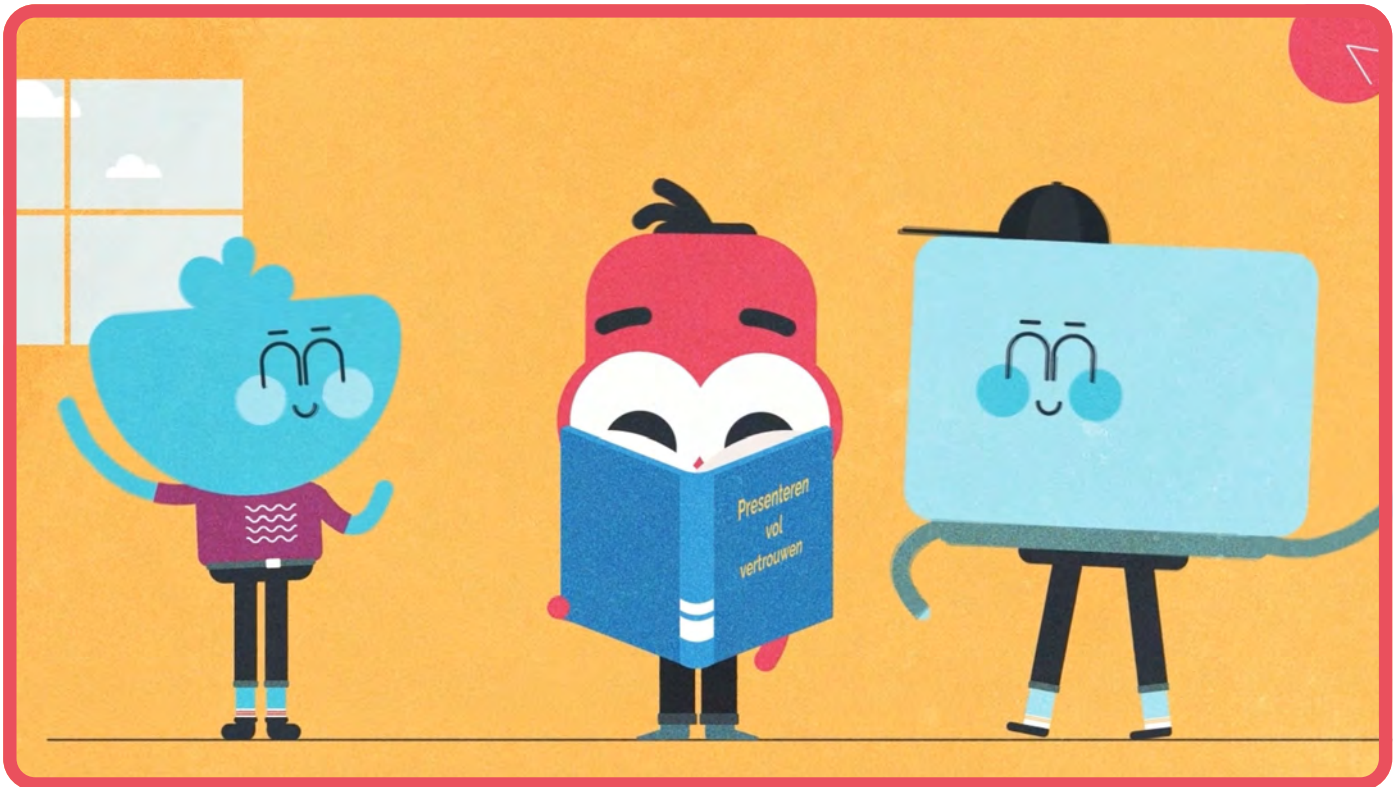
Provide constructive feedback for and receive feedback from fellow students.

Description

It is important to give and receive constructive feedback to/from fellow students. By giving each other feedback, you can achieve better results and work together more effectively. After all, you discuss what you feel is going well and less well in the collaboration. When you receive feedback, this is an opportunity to get to know yourself better and to grow. If you give feedback, you offer that opportunity to another person.

Feedback helps you to:

- Learn with and from each other as a team;
- Collaborate effectively;
- Get better results;
- Learn something about yourself.



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Tips

Good feedback follows a four-step process:

- 1. Observation:** I see/hear you doing this....
- 2. Consequence:** I feel this about that/I interpret that as...
- 3. Statement:** And I regret that .../that doesn't make me happy because...
- 4. Next step:** So from now on we can.../in the future you might try to....



Assignment 1 *The rules of good feedback*

Practice giving and receiving feedback.

Step 1: Divide into groups of three and determine roles. One person is the feedback giver, one person is the feedback receiver and one person is the observer.

Feedback giver (A): _____

Feedback receiver (B): _____

Observer (C): _____

Step 2: All choose a situation you have recently experienced. Think of an assignment where you had to work together, a teacher you would like to give feedback on their course or a situation in which you would like to share with the other person how the situation made you feel.

The situation: _____

Step 3: Role-play the situation where one person gives feedback (A) and the other receives the feedback (B). The observer (C) reviews the effect of the feedback and whether the correct guidelines are being used. Work through the following steps:

- A starts and gives B feedback according to the 4 steps from the tips.
- B listens and asks for more information if the feedback is not clear.
- Together, make concrete commitments for the future.

Tip:

Avoid talking about the situation. Empathize with the situation and address the other person directly.

Step 4: Discuss the assignment and write down:

- The observer (C) provides feedback on the conversation. Were the guidelines of the feedback properly applied? What was the effect?
- (A) does not respond substantively and only asks if something is unclear.

The guidelines were/were not properly applied because: _____

The feedback had this effect: _____

Step 5: Switch roles.



Assignment 2 *Feedback is a gift*

Practice receiving feedback.

Receiving feedback is very nice, because you can learn from it. At the same time, sometimes it can be quite difficult, especially if you feel attacked. Try to look at your own performance and behaviour objectively.

Ask a fellow student for feedback. You may think of a question yourself on which you would like to receive feedback. If you find that difficult, choose one of the questions below:

- How do you think I approach ... ?
- I'm curious: how do I come across to you? Can you tell something about that?
- Is there anything I can improve? And what do you think this will bring me?

How did the conversation go? Write down your observations.

Literature

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- 2 Hattie, J. A. (2019). *De impact van leren zichtbaar maken*. Rotterdam: Bazalt Educatieve Uitgaven.
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- 4 Rotterdamse samenwerkingsverband vo-ho: samen werken aan betere aansluiting (2022). Het Rotterdamse vaardighedenraamwerk vo-ho inclusief rubrics. Geraadpleegd op 26-4-2023, van <https://aansluiting-voho010.nl/nieuws-en-agenda/rotterdams-vaardighedenraamwerk-vo-ho-incl-rubrics-nu-beschikbaar>



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