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Providing feedback

Goal

The students gain experience and practice dealing with feedback in a constructive manner. They learn to formulate feedback in a precise, focused and sympathetic fashion, as well as to accept feedback from others in a positive and responsible manner.

3rd–9th grade

15–25 minutes



Materials:

The students should have short texts (ca. ½ page) on hand, which they had written earlier. (for variants see below).

Hints:

- Dealing constructively with feedback in paired and group discussions is a key aspect of a good culture of discussion. Respective exercises must, of course, be practiced repeatedly with variations in order to provide the students with lasting support.
- The important thing is to previously stipulate the rules for feedback with the students. Here are two elementary rules:

1. Feedback must be formulated in the I-form (Example: “I believe that...”, “I like (don’t like) ...”)

2. Opinions must be justified (Ex: “I like your text, because ...”, “I am bothered that you...”, “Because you ...”).

Procedure:

- The children are divided into groups of two. Student A reads his/her text to student B.
- Child B listens attentively while paying attention to his/her thoughts and feelings.
- Child B answers for him/herself the lead questions in note form that are suitable for a feedback. These can refer either to the previously established criteria for the text, or general questions, such as “What do you like about your work, and what not so much?”, “What I would absolutely keep as is, what I would change/improve?”.
- Child B provides student A with feedback, based on his/her notes.
- The exercise is repeated with reversed roles.
- Possible discussion at the meta level: What went well/not so well in providing feedback; what was my own experience with the feedback I received?

Variants:

- Instead of relating to a text, feedback can also be provided concerning a drawing, a presentation or another personal achievement.
- Feedback can also be provided in larger groups, which increases the number of responses. In addition, there is also the possibility of continued feedback review, thus improving its quality.