

Your name:

Workbook for Student feedback workshop 9 Dec 2009

Presented by Steve Draper, Glasgow University; and David Nicol, Strathclyde University

Fill in your name above (so you can get it back if we swap them round for peer comments).

We'll work through the work-booklets which you can take away afterwards.

This page is the cover sheet.

If you enjoy the workshop you might later want to look at:

<http://www.psy.gla.ac.uk/~steve/talks/dundee3.html> (copies of this workbook and the slides)

<http://www.psy.gla.ac.uk/~steve/loaled/#mcr> (material on Reciprocal Peer Critiquing)

<http://www.psy.gla.ac.uk/~steve/resources/crs.html> (A big web document on how to write critical reviews)

Micro-Critical Thinking task 1: your answer

In this task, you will be asked to write for just 5 minutes on a particular topic, like a mini critical review. By this, I mean I would like you to give a *balanced argument* on the topic. Points will be awarded for clarity, structure, and critical thinking. You will be allowed five minutes to complete each passage. There is a clock on display. Significant effort is required, despite the fact you are only allocated a short amount of time. Pilot studies showed that on average, participants managed to hand-write 14 lines of text. When it is indicated that the five minutes are up, you will be told to stop writing.

[write your answer here]

Micro-Critical Thinking task 2: your answer

In this task, you will be asked to write for just 5 minutes on a particular topic, like a mini critical review. By this, I mean I would like you to give a *balanced argument* on the topic. Points will be awarded for clarity, structure, and critical thinking. You will be allowed five minutes to complete each passage. There is a clock on display. Significant effort is required, despite the fact you are only allocated a short amount of time. Pilot studies showed that on average, participants managed to hand-write 14 lines of text. When it is indicated that the five minutes are up, you will be told to stop writing.

[write your answer here]

How students can act to make the most of feedback
(David Nicol's 8 tips for students' active approach to feedback)

1. Consider what is required before you begin an assignment. The requirements are often tacit, not stated, and the person requesting the work may not be able to articulate them. For instance academics want "an essay", and are unconscious of how an essay is quite different in History, Psychology, Literature ... This is common in the workplace as well as in the university. In the end, good writing is what the reader finds valuable when they read it.

2. Discuss ideas with peers about criteria and approaches.

3. Re-read and evaluate your own work before handing it in: what are you happy, unhappy, uncertain about?

4. Attach to the front of your work a polite request for feedback on 1-3 specific things, that you particularly want to hear about e.g. is the conclusion clear, introduction too long, reference format correct,?

5. Get together with others, and share (compare) the feedback you get. Students (and academics too) often find this illuminating. (Can you understand the comments given to other students? Do they tell you anything about your own work?)

6. Actively arrange to give and to get feedback to and from others.

7. Form study groups for this, and for regular, even if brief, discussions about feedback.

8. Keep a note of feedback, reflect, and act on it. What will you do differently because of it, and when?

Structured Feedback Sheet: Micro-Critical Thinking

Tear this sheet out, then please give some feedback on the passage handed to you. The point is to make YOU think about the criteria as well as to help the passage's author.

author 's name

assessor's name:

Qu. [1 or 2]:

1. Please comment on the author's inclusion of multiple views on the topic i.e. did they include more than one view? [only one / more than one. 1 mark]

2. Please comment on whether they gave reasons or evidence for the views mentioned.
[Reasons or only assertion? 1 mark]

3. Please comment on whether they included reasons on **both** sides of the topic?
[Do they admit reasons against each view? 1 mark]

4. Please comment on the author's inclusion of a statement showing their clear support for **one view in preference to** the others on the topic. [State a conclusion. 1 mark.]

5. *Please comment on the author's piece of work as a whole, including clarity, writing style and overall quality of the work.*

Total marks out of 4:

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4. Please comment on the author's inclusion of a statement showing their clear support for **one view in preference to** the others on the topic. [State a conclusion. 1 mark.]

5. *Please comment on the author's piece of work as a whole, including clarity, writing style and overall quality of the work.*

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