

GIVING AND RECEIVING PEER FEEDBACK

We developed a method for the course Powerplay 2, that we evaluated for the Experiment Inclusieve Pedagogiek and Didactiek (IPD) adapting Liz Lerman's Critical Response Process¹.

Below you can find the instructions given to students. This was planned as an a-synchronic activity. For this reason it had to be described thoroughly.

In **Previous organization**, you have the guidelines for preparing the activity. They can be adapted to any number of weeks and groups, depending on your course.

In **Method: Peer feedback through a critical response process**, you'll find the values and the steps of the method.

We wish you can use it for self and peer evaluation. It has been very successful in our classes; it gives students freedom to speak to each other, and to uplift each other.

We would like to hear how it worked in your practice. Please, share your results (or doubts) with us. These are our emails: ponrm@hr.nl, g.abbasi@hr.nl, p.lerma.gonzalez@hr.nl

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¹ Lerman, Liz; John, Borstel. "Critical response process." *Takoma Park, MD: Dance Exchange* (2003).

PREVIOUS ORGANIZATION

You'll give and receive peer feedback two times: one at the end of the second week, and one on the third week (for a course of four weeks).

This course has 9 groups. Each time, you are with three groups. Your group gives peer feedback to other two groups and they will give you feedback.

Decide every time the three groupings by using an excel sheet or any tool for organizational purposes. The groupings should be as simple and 1-2-3, 3-4-5, 6-7-8. It's also possible to make combinations connecting working themes, this will take you longer.

Once the grouping is done, decide who is first, second and third in presenting.

Then decide where you meet (one of your channels on Teams?) and at what time.

Each group has 30 minutes, in total you need an hour and a half to assess the three groups. It's up to you if it takes longer, but the time reference helps to keep it constructive.

Use an Etherpad² to write the feedback. Make sure the name of the project and the presenters are clear, so all groups find their feedback easily.

When the session is finished:

Each group exports a pdf of the feedback received and uploads it on the folder Peer Feedback on our Team's files.

METHOD:

PEER FEEDBACK THROUGH A CRITICAL RESPONSE PROCESS

PREVIEW

We give peer feedback as a committed act to support the intent of a team during their design process. It's a critical response, where "critical" doesn't mean to criticize per se, but to give our perspective.

Maybe you have a positive feeling on an specific aspect of their project? Maybe you couldn't enter the realm of the project? Maybe you made a connection with an art work? Tell them.

If you feel discomfort in giving feedback, remember that for other designers doing research it's important to know what you find meaningful, exciting, evocative; or confusing, strange, inaccessible.

² <https://etherpad.org/>

STEPS

The responders give feedback to the presenters in 30 minutes. Set up a timer and choose a responder to facilitate the sequence. The five parts ensure that the process of giving feedback is done properly:

STEP 1, 5 min. PRESENTERS: SUMMARY OF THE PROJECT

The presenters describe/show the state of the project in a concise, structured and clear way. They give context: where are they in the process, what is the end goal and how are they doing research. If they have a doubt or specific question for the responders, they pose it at the end of the summary.

The responders take notes.

STEP 2, 5 min. RESPONDERS: WHAT ELSE DO WE NEED TO KNOW

The responders answer the specific questions and ask neutral questions without yet giving any opinion. Was there something missing or not clear enough? What do you mean by...? What is your goal by...? What if...? How do you...? Where/ when do you...?

The presenter/s take notes. (No more questions? Proceed to step 3)

STEP 3, 6 min. PRESENTERS: ALL WE CAN SAY AT THIS MOMENT

The presenters answer the questions one by one. They can reject to answer a non neutral question, or a question that involves something they don't want to discuss.

STEP 4, 13 min. RESPONDERS: THE FEEDBACK

The responders take two minutes to look at their notes and the information received. They give their feedback referring always to an specific aspect of the project, it has to be clear what are they commenting on.

Tips:

Be honest! Be concise. Be specific.

Your feedback can be a comment, but also a remark, question, compliment or suggestion.

Avoid binary opinions as in good/ bad, like/ dislike.

Be gentle: "My impression is... I get the feeling that... I fear that... I think..." your kindness, courage and perspective are essential.

Always say why something is not yet working.

Offer examples, tools or references if they come to mind.

STEP 5, 1 min. PRESENTERS THANK YOU!

The presenters have a last moment to conclude and maybe elaborate on the feedback given and how they are going to use it.