

ATTACHMENT 3.02

ACTIVITY PLAN

FEEDBACK

Context

Date		Time	1h 15 min
Faculty	Applicable for all types of faculties	Educational programme	
Course		Cohort	
No. participants on location	1-100	No. participants online	1-100
Teacher(s) (incl. TA etc.) needed	1		
Room	On-campus / Online / Blended		

Lesson plan

Subject of the lesson	
How to provide effective feedback.	
Targetgroup(s)	
Academic staff providing feedback to students in an (interdisciplinary) MSc programme.	
Learning outcomes	
<p>After this session, participants are able to:</p> <ul style="list-style-type: none"> - Explain the principles of effective feed up, feedback and feed forward. - Recognise qualitative good feedback - Apply feed up, feedback and feed forward to their own written feedback - Explain the advantages and disadvantages of peer feedback - Explain the importance and factors of feedback literacy 	
Assessment criteria	Assessment instruments

<p>When discussing the principles of effective written feedback, participants show they can explain the difference by check-questions that the trainers asks.</p> <p>When working on the example feedback, participants show they are able to recognise and apply feed up, feedback and feed forward by they manage to show the effective elements in example feedback.</p>	<p>Discussion, check question, feedback-example exercise.</p>
<p>Participant activities</p>	
<p>Listening, discussing, answering questions</p>	
<p>Teacher activities</p>	
<p>Presenting, answering questions, leading group exercises.</p>	

Planning

Time	Activity	Participant action	Teacher action	Preparation & necessities
5 min	Introduction: Presenters present themselves and their alliance. Depending on the number of people, also the participants introduce themselves.	Listening, potentially introducing themselves	Presenting	Presentation
5 min	Ask for former experiences with good/bad feedback.	Write in the chat or share a former experience with feedback	Presenting, asking questions and discussing the answers	Presentation
20 min	Presenting the difference between summative and formative evaluations and explaining the principles of effective feed up, feedback and feed forward in teacher- and peer feedback.	Listening, answering check questions	Presenting, asking check questions and discussing the answers	Presentation
5 min	Introducing the case-examples that the participants are going to work on.	Listening	Presenting	Presentation, a case to be discussed
10 min	Processing the case examples in breakout rooms (for a small group plenary discussion)	Work in groups to identify what level fits a certain given feedback	Guiding participants to breakout rooms, guiding discussions on the case in the groups	Case, breakout rooms
10 min	Plenary discussion of the cases	Share how working with the rubric was, if and why they got to the right level or not.	Guiding discussion, giving answers in case.	Case
10 min	Presenting feedback literacy	Listening, answering check questions	Presenting, asking questions and discussing the answers	Presentation
5 min	Reflecting on feedback literacy	Reflective assignment for participants	Asking questions and discussing the answers	Assignment, presentation
5 min	Summary and Wrap up	Ask questions they have	Answer questions from the audience, finish the lesson	Presentation