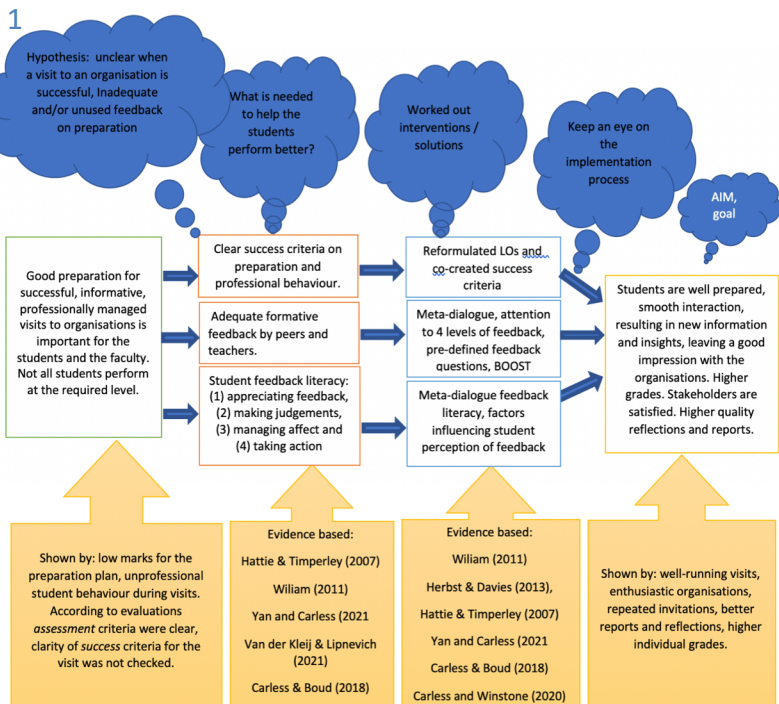


SHARED SUCCESS CRITERIA AND EFFECTIVE FEEDBACK FOR SUCCESSFUL VISITS TO ORGANISATIONS

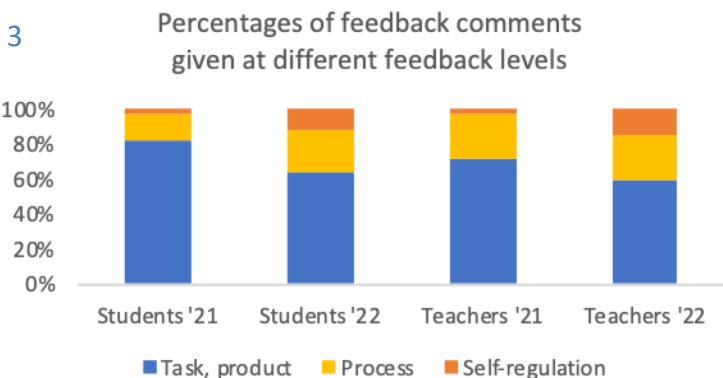
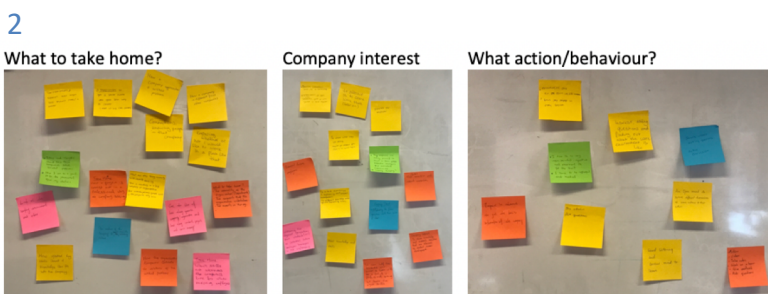


Aim

To improve the interaction between the students and the host organisations in the International Module of the Master Spatial Engineering by setting clear criteria for these visits, organising effective feedback from peers and staff and promoting student feedback literacy. Fig. 1 shows the Theory of Action.

Result

Awareness on the feedback process leads to more effective feedback from peers and teachers. This awareness results from co-creating criteria for success as the desired state (Fig. 2), a meta-dialogue on feedback and feedback literacy, and a pre-structured form for peer- and teacher feedback.



After implementation, the distribution of the feedback over the levels defined by Hattie & Timperley (2007) showed an increase in the more effective feedback on process- and on self-regulation level (Fig. 3). Teachers saw an increase in the quality of preparation after feedback and organisations spontaneously commented that the students asked more and deeper questions than anticipated.

Conclusion

The combination of co-creation of criteria for success, meta-dialogue on feedback and pre-structured feedback form result in more effective feedback from peers and teachers. The design can be applied to other teaching and learning situations with minor modifications.