A

Assignment: Draft an activity that you can later implement with your students

Name the exercise:

Contextualize the exercise (Which course? Class size? Age and background of students, etc.)

Describe the assignment (What do students have to submit?)

Formulate two learning objectives for the exercise:

Describe the peer assessment format (Is feedback given in class or online? What are grading criteria? How many reviews does each student write? etc.)

Write an email to communicate the peer assessment exercise to your students. Be clear about what you expect from them in the assignment and why giving constructive feedback is important.

B

Assignment: Create a personal feedback request (e.g. feedback from colleagues on an article, a presentation, etc.)

Name the feedback request:

Contextualize the feedback request (request from colleagues, friends, family? etc.)

Describe the feedback request
(What do you need feedback on (chapter of your thesis, oral presentation, meeting agenda etc)?

Formulate two learning objectives for the feedback request:

Describe the feedback format (Feedback in writing or orally? What are feedback criteria? etc.)

Write an email to communicate your personal feedback request. Be clear about what you need to reflect on and how others can help you. Say why constructive feedback is important to you.