



# Constructive Feedback Course

*based on the course given as part of the [EAST<sup>1</sup>](#) (English for Academic Study Telecollaboration) Project run by [English for Academic Study](#) at the University of Glasgow and the Islamic University of Gaza*



Image by Lucas Di Patricio (2013) [CC BY-NC](#) <https://flic.kr/p/havZwE>



QR code for this resource

<sup>1</sup> Link: <https://easttelecollaboration.wordpress.com/>





## Course overview

This short online course aims to help the students develop an understanding of what constructive feedback is and offers them an opportunity to practise giving such feedback in the context of texts related to science, engineering and technology.

The course is conceived as a preparation course for the [EAST Project](#) during which engineering students from Gaza were asked to act as critical friends offering content-oriented feedback to pre-sessional students at the University of Glasgow. We believe the course can be offered on its own, either in isolation or as part of a wider mentoring scheme for students who want to develop skills in 'leadership by example'<sup>2</sup>. The course can easily be adapted for any discipline - this would require changing the samples in tasks 5 and 6.

The course is intended to be delivered over two weeks and it is run online and asynchronously. In terms of design, it follows the framework of **exploration - integration - application** (Garrison and Arbaugh, 2007), with each stage being progressively more complex, challenging and open-ended. The students work in groups and the teacher monitors interactions and motivates them to stay on task and track in regard with deadlines via a closed Facebook group. The final task requires submitting an assessed assignment which the tutor gives feedback on. After that there is an extra week for **reflection and evaluation**. Timings for each activity are approximate and may need to be adjusted depending on the general progress of the course. See the [course overview](#) for details.

The main technology used is Google Docs and it is recommended that the students have gmail accounts. Although students without gmail accounts are still able to access and edit the materials, tracking their contributions will not be possible. When setting up the documents, attention has to be paid to shareability settings so that there is no barrier to access. Padlet is used for sharing personal experiences and reflections at the beginning and end of the course respectively. A closed Facebook group is used as a news and discussions forum and for collective feedback. A public blog may be used for documenting the process.

All the documents are created by the teacher; he or she creates [an empty template for each group](#)<sup>3</sup> and pastes the subsequent tasks into them on the task start date. This increases the teacher's workload but helps them monitor their students' progress and has a motivational effect on the students. An alternative approach would be to ask the students to copy the template, and the task instructions could be provided in other ways, for example via Facebook, in order to decrease the workload.

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<sup>2</sup> Leading by example may sound like a cliché but may prove a productive metaphor when trying to explain to students why they need to develop skills in providing feedback; more information here: [http://www.iidmglobal.com/expert\\_talk/expert-talk-categories/leadership/leader\\_styles\\_qualities/id3280-what-leading-by-example-really-means.html](http://www.iidmglobal.com/expert_talk/expert-talk-categories/leadership/leader_styles_qualities/id3280-what-leading-by-example-really-means.html)

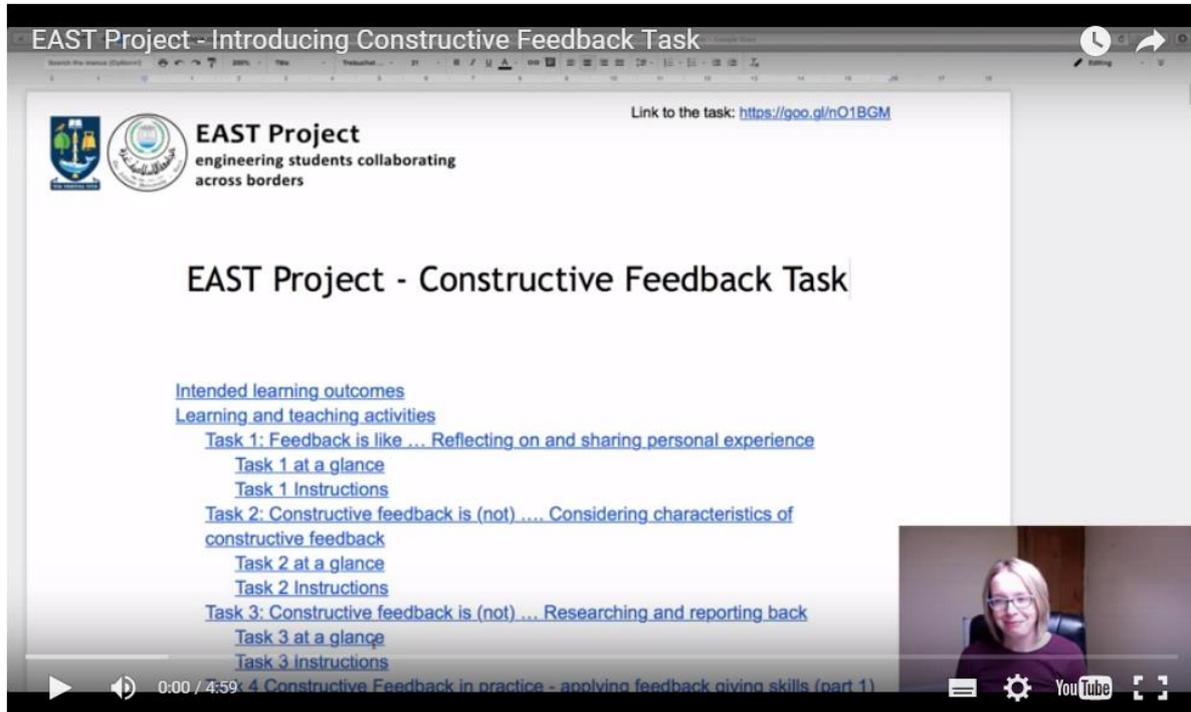
<sup>3</sup> The template can be accessed here: <https://goo.gl/aNF3Xy>

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The course can be enriched by synchronous sessions during which the teacher can provide collective feedback and the students have an opportunity to ask questions and express their concerns. Adding a video element, for example to introduce the whole course, individual tasks or to give feedback, may constitute an added value too.



A video introducing the constructive feedback course: <https://youtu.be/tkKHtNqU68w>





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## Intended learning outcomes

On completing this short course,

- you will have reflected on your experience of giving and receiving feedback;
- you will have read about constructive feedback to collaboratively identify the key features and principles of providing constructive feedback to others;
- you will have developed a better understanding of how constructive feedback differs from non-constructive, descriptive or destructive feedback;
- you will have evaluated samples of feedback in order to deepen the understanding of constructive and non-constructive feedback;
- you will have practised giving constructive feedback on a sample of writing.



## Learning and teaching activities - Overview

EXPLORATION				
1	<a href="#">Sharing personal experience</a>	Students share their experiences of receiving/giving constructive feedback and how the experience influenced their learning.	Padlet - Online wall (see <a href="#">an example</a> <sup>4</sup> )	All students
	Start X By X+1 (1 day)		Individual work	No feedback on needed on individual contributions - instead write up a summary (see <a href="#">an example</a> <sup>5</sup> ).
	Groupings			Monitor closely so that everybody joins a group - send reminders if needed or simply assign strugglers yourself.
2	<a href="#">Considering effective and ineffective feedback</a>	Based on their own and peers' experience Sts brainstorm characteristics of effective and ineffective feedback (what makes it constructive, what makes it counter-productive).	<a href="#">Group Task Sheet</a> <sup>6</sup> (Google Doc) - fill in a table.	Students divided into groups of 3-4
	Start X+1 By X+3 (2 days)		Group work - each group working with their own Google Doc.	No feedback needed, just monitoring and dealing with direct questions. Alternatively, collective feedback in form of a mind map (see <a href="#">Teacher's notes</a> ).
3	<a href="#">Researching what makes constructive feedback</a>	Reading and taking notes on articles and then reporting to the rest of the group by adding more ideas to the table from the previous stage. They have to agree on 4 most	Google Doc 1. Add to the table from task 2 2. Identify the most important	Groups of 3-4 students

<sup>4</sup> <http://padlet.com/annarolinska/reflectiononconstructivefeedback>

<sup>5</sup> <https://easttelecollaboration.wordpress.com/2015/07/30/reflecting-on-feedback/>

<sup>6</sup> <https://goo.gl/aNF3Xy>





		important principles of constructive feedback provision (together with rationales)	principles of feedback provision	
	Start X+2 By X+5 (3 days)		Part 1 - Individual/pair work (each reads a different article, article 3 can be done by a pair).  Part 2 - Group work (they build a fuller picture of constructive feedback)	Careful monitoring to address any questions that may arise. Minimal feedback - model answers (provided) can be shared via Facebook. Sts can also give feedback on each other's contributions.
<b>INTEGRATION</b>				
4	<a href="#">Giving generic feedback</a>	Students evaluate examples of constructive criticism provision, trying to identify the effective and ineffective elements of feedback.	Google Doc - students share their ideas as in-line comments	Groups of 3-4 students
	Start X+5 By X+6 (1 day)		Collaborative work	Some feedback if/when needed or appropriate. Model answers (provided) can be shared via Facebook.
5	<a href="#">Giving subject-specific feedback</a>	Students evaluate a sample of student's writing in order to construct their feedback on it. Then they can compare it with two samples of feedback to identify and discuss its effective and ineffective elements.	Google Doc - students share their ideas as in-line comments	Groups of 3-4 students
	Start X+6 By X+9 (3 days)		Collaborative work	Some feedback if need be. The first step can be made optional if you're pressed for time.
<b>APPLICATION</b>				
6	<a href="#">Applying feedback-giving skills - Assignment submission</a>	Students collaborate on providing feedback on a piece of text and submit for tutor feedback. The get assigned one of	Google Doc	Groups of 3-4 students





	Start X+9 By X+12 (4 days)	the samples provided.	Collaborative work	Written tutor feedback by X+19 (1 week)
<b>REFLECTION AND EVALUATION</b>				
7	<a href="#">Reflection and evaluation</a>	Students review their progress, reflect on their learning and evaluate the course.	Google Doc, Padlet, Google Forms	
	Start X+12 By X+19 (7 days)		Individual work	Review and evaluation should be completed by the time they get tutor feedback. Reflections can be finished after receiving feedback from tutors.





## Learning and teaching activities - Step by step

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### Task 1: *Feedback is like ...* Reflecting on and sharing personal experience

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#### Task 1 Instructions

##### 1A

Imagine you need to finish the sentence from the title:  
*Feedback is like ....* What picture would you use to represent  
what feedback means to you?

Ensure you use pictures under CC-licence. To help you with  
CC-licence search, consider using [Creative Commons search  
engine](#).

##### Deadline

Consider using  
an image of a  
calendar page to draw  
the student's attention  
to the deadline and  
make the materials more  
visually appealing.



##### 1B

Next consider the following: As part of your studies and/or professional experience you must  
have received feedback from your tutors, classmates or colleagues.

Maybe you also gave feedback to your colleagues or teachers. This could be feedback on  
performance or a piece of work.

What was the experience like? Simply describe it without evaluating it yet.

Please share your pictures and thoughts on the online wall (Padlet) [\[insert link\]](#) by [\[insert  
date\]](#).

Keep checking the wall to see what your colleagues have posted - are their experiences  
similar to or different from yours?

#### Teacher's notes

It's important that the posts on the Padlet wall (see Fig 1) are kept brief and refer to personal  
experience. The students are likely to make generalisations and start discussing features of  
feedback, which is what the next task is about. It may be worth posting a model to show  
them what exactly is required of them and/or monitoring them closely and posting a reminder  
if the students' posts become lengthy. Another thing to watch out for is the licence to use the  
images.





Fig 1 An example of a Padlet wall

## Choose your group - Signing-up sheet

At the same time, please write down your name on the sign-up sheet<sup>7</sup> [link to the sign-up sheet], which will allow us to divide you into groups.

There will be [insert a number] groups, each with [insert a number] members.

## Join our Project Facebook group



Don't forget to join our Facebook group too, if you haven't already done so. It can be found here: [link to Facebook group]

## Post your intro to the Project Padlet

Post a short introduction to the [link to the Padlet display] - this will be embedded in the public Project website so please bear this in mind when selecting a photo of yourself and writing up your introduction.

<sup>7</sup>A template of the sign-up sheet can be accessed here: <https://goo.gl/FxlG6V>





## Task 2: Constructive feedback is (not) ... Considering characteristics of constructive feedback

### Task 2 Instructions

Based on the ideas shared on the online wall [\[insert link\]](#) in the previous exercise, fill in the table below.

Think of different aspects of constructive and non-constructive feedback, eg:

- content,
- length,
- language,
- tone of the language, etc.

#### Deadline

Consider using an image of a calendar page to draw the student's attention to the deadline and make the materials more visually appealing.



Don't worry too much if your ideas are not fully formed yet. It's about brainstorming and sharing - there will be time to investigate details in the next task.

This is a group task so everybody should contribute to the table. You can comment on your ideas using the 'comments' function integrated into Google Docs. You should complete this task by [\[insert date\]](#).

What makes feedback constructive?	What makes feedback non-constructive
<i>e.g. when it is written in clear and precise language.</i>	<i>e.g. when it's very vague and general.</i>

### Teacher's notes

An alternative format could be to present the ideas in a mind-map. A mind-map could also be a way of collecting ideas from all the groups in order to give collective feedback to the whole cohort.





# EAST Project

engineering students collaborating  
across borders

Link to this document: <https://goo.gl/ifxdh7>  
Version 3 II Last updated 29/06/2017





## Task 3: Constructive feedback is (not) ... Researching and reporting back

### Task 3 Instructions

This task consists of two parts. **Part A** entails individual/pair work while **part B** requires you to collaborate with each other. You should complete the whole task by [insert date].

#### PART A

Time to dig around and find out more about constructive feedback. Each of you will do some research. Below is a table with links to resources re: constructive feedback. Please choose one by adding your name in the relevant row.

**Deadline**  
Consider using an image of a calendar page to draw the student's attention to the deadline and make the materials more visually appealing.



Article title and link	Student name (please write down your name next to the article title to 'book' it)
Article 1: Tips for giving constructive criticism on academic writing <a href="https://academicalism.wordpress.com/2013/12/03/tips-for-giving-constructive-criticism-on-academic-writing/">https://academicalism.wordpress.com/2013/12/03/tips-for-giving-constructive-criticism-on-academic-writing/</a>	<i>Student's name</i>
Use this section to make notes on the most relevant ideas from Article 1 - please don't just copy and paste the text but try to <b>paraphrase</b> and <b>summarise</b> its ideas using your own words.	
Article 2: Zen and the Art of Constructive Criticism <a href="http://www.inthelibrarywiththeleadpipe.org/2012/zen-and-the-art-of-constructive-criticism/">http://www.inthelibrarywiththeleadpipe.org/2012/zen-and-the-art-of-constructive-criticism/</a>	<i>Student's name</i>





Use this section to make notes on the most relevant ideas from Article 2 - please don't just copy and paste the text but try to **paraphrase** and **summarise** its ideas using your own words.

Article 3: Teaching the Art and Craft of Giving and Receiving Feedback  
<http://digitalcommons.kennesaw.edu/facpubs/2560/>

*Student's name*

To access the article you have to download it from the author's page (free).  
 The article is quite long - we suggest you only read the following sections: 'Literature Review' and 'Models of Performance Feedback'

Use this section to make notes on the most relevant ideas from Article 3 - please don't just copy and paste the text but try to **paraphrase** and **summarise** its ideas using your own words.

**PART B**

Revisit the table from [task 2](#) and, based on your notes, add information to the table so that you've got a full picture of what constructive feedback is or is not.

Next, as a group, agree on **4 most important principles** when giving constructive feedback. Write the list in the box below with explanations why a particular principle is important (you should use full sentences).





Write your 4 principles of constructive feedback in this box. This is a collaborative task.

Your principles will be used to form [rubrics](#) which will be shared on the project blog.

## Teacher's notes

### Possible answers:

#### Use the Feedback Sandwich method

- You start off by focusing on the strengths—what you like about the item in question.
- Then, you provide the criticism—things you didn't like; the areas of improvement.
- Lastly, you round off the feedback with (a) a reiteration of the positive comments you gave at the beginning and (b) the positive results that can be expected if the criticism is acted upon.

#### Focus on the situation, not the person

- Firstly, detach the situation from the person. This distinction is crucial. Take the person out of the equation and focus on the behavior / action / situation / issue at hand.
- Comment on the issue, not the person. For example, "The clothes are dirty" and not "You are dirty". "The report is late" and not "You are late". "The food is oily" and not "You are a bad cook".
- Don't make personal attacks. Comments like "I'm so sick and tired of..." or "You're so stupid / negative / lazy / unorganized / " come across as accusatory. Stay away from attacks.
- Don't use active voice; use passive voice. Example of active voice vs. passive voice: "You gave a bad presentation." vs. "The presentation you gave was bad." Notice that the passive voice shifts the attention away from the person and brings it to the subject matter.
- Share how it affects you. Rather than go on and on about how bad the thing is, share how it affects you. This shifts the focus away from the person and onto yourself, which lets the person take a step back to evaluate the situation. It also gives him/her insight to where you are coming from.

#### Be specific with your feedback

- Focus more on objective points than subjective opinions. Just saying "I don't like it" is not helpful. On the other hand, stating the specific things you do not like, is helpful.
- Break your feedback down into key points. Don't give your feedback as one big lump. Break it down into various key points, then give your feedback point by point.
- Give specific examples of each point. What are the exact situations or examples where the person exhibits the behaviors you highlighted in #2? Point them out. There is no need to highlight every single example – just pointing out 1-2 key examples per point will be sufficient. The intention here is to (a) bring the person's awareness to things which he/she may be





oblivious about (b) illustrate what you mean.

**Comment on things which can be actioned upon**

- Knowing what's actionable and unactionable requires you to be empathetic. Understand the person's situation and his/her objectives, then provide your critique based on that.

**Give recommendations on how to improve**

- When giving recommendations, it helps (a) to be specific about the recommendations and (b) to briefly explain the rationale behind the recommendation.

**Don't make assumptions**

Source: <https://www.linkedin.com/pulse/how-give-constructive-criticism-6-helpful-tips-nishlan-pillay>  
[Accessed 29/06/2017]



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## Task 4 Constructive Feedback in practice - Giving generic feedback

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### Task 4 Instructions

This task asks you to evaluate samples of feedback. You need to complete both exercises by [insert date].

Look at the following examples of feedback given in informal everyday situations. The second option is always more effective. Why is that? Write up your explanations in the box provided beneath each example. Complete this task by [insert date].

It's up to you how you go about doing this task, whether you work individually or as a group.

#### Deadline

Consider using an image of a calendar page to draw the student's attention to the deadline and make the materials more visually appealing.



### Example 1 Giving feedback on a person's dressing style

- A. *You're too old-fashioned. You are always wearing granny clothes that make you look old and boring.*
- B. *From my recollection, the clothes I've seen you wear before tend to be dull in colours and out of date with current trends. While there is nothing wrong with that, it makes the wearer come across as older in age and uninterested in their personal image.*

Write your explanations here. Do you agree with each other as to why the second piece of feedback is more effective? You can use the comment function to ask each other questions.

### Example 2 Giving feedback on a person's character trait

- A. *You're always so negative. It's so tiring to be around you.*
- B. *There have been times when I was hurt by the comments you gave as they were somewhat demeaning. For example, the last time I bought a new bag, you said it was an ugly bag. That took me by surprise and I was quite sad that day.*





Write your explanations here. Do you agree with each other as to why the second piece of feedback is more effective? You can use the comment function to ask each other questions.

### Example 3 Giving feedback on a report

- A. Good effort on the report but I didn't like it. I think there is room for it to be better.
- B. Good effort but there are some things which can be improved - namely, (a) the formatting and (b) the final recommendations. The formatting is not standardised - there are some parts that use Arial font and other parts that use Times New Roman font. In a formal report, it is best to have a standardised font. For the final recommendations, the ideas are good by they are too brief, especially ideas #1 and #3. The management would need more data to make their assessment.

Write your explanations here. Do you agree with each other as to why the second piece of feedback is more effective? You can use the comment function to ask each other questions.

### Example 4 Giving feedback on a presentation

- A. The presentation is too long. Make it shorter.
- B. Instead of 2-3 examples per point, which detracts from the main message, limit 1 example to each point. This way the presentation will be more succinct and have greater impact. By doing this, the presentation length will be easily reduced from 30 minutes to 20 minutes.

Write your explanations here. Do you agree with each other as to why the second piece of feedback is more effective? You can use the comment function to ask each other questions.





## Teacher's notes

### Commentary on example 1

While probably said with good intentions, (A) is not exactly constructive criticism. It makes a personal attack and makes it seem like he/she is the problem. As for (B), the situation is detached from the person. Critique is given on the situation itself.

**Piece of advice:** Focus on the situation, not the person. When critiquing, focus on the situation on hand, not the person.

### Commentary on example 2

Like Example #1, (A) makes a personal attack at the person. It also does not tell the person what he/she can do, which makes it unconstructive. While it's tricky to give constructive criticism when it comes to someone's personality, (2) is successfully accomplished by separating the person's actions (that makes him/her negative) from the person him/herself. This then makes it easy to critique the behavior without offending the person in question.

### Commentary on example 3

(A) is hardly constructive. What do you mean by "didn't like it"? "Like" and "dislike" are subjective words. Unless objective criteria is used, it's hard for the person to decipher what is the problem. (B) constitutes great feedback that is specific. It tells the receiver the 2 key problem areas, why they are problem areas, and specific examples where they appear.

### Commentary on example 4

(A) is not very helpful. Reducing the presentation time can be done via many ways – cutting out the points (which then compromises on the message), removing examples, talking faster, and so on. What exactly do you mean? Part of a constructive criticism includes being specific. (B), on the other hand, is an example of great recommendation that is specific. Rationale is also provided which explains your point of view to the person.

Source: <https://www.linkedin.com/pulse/how-give-constructive-criticism-6-helpful-tips-nishlan-pillay>  
[Accessed 29/06/2017]





## Task 5 Constructive Feedback in practice - Giving subject-specific feedback

### Task 5 Instructions

This task asks you to produce some feedback and then compare it with two samples in order to evaluate them.

Look at the following example of writing from an engineering student. It's an excerpt from a larger piece on challenges related to the re-instatement of a rail link between England and Scotland. Read it carefully and think what is good about it and what could be improved. What feedback would you give this student? How would you phrase it? Draft it in the box below and then compare with the feedback samples. Complete this exercise by insert date.

This is an individual task so each of you should draft the feedback in the box provided. Once it's ready we'll do some peer review as well as compare it to samples of feedback.

*In 1969, the railway from Edinburgh to Carlisle was closed, leaving substantial towns such as Hawick and Melrose in the Borders region between Scotland and England over 50 miles from the nearest rail link. In September 2015 half of this route, leading to Galashiels, will finally be re-opened, once again linking the Borders region northwards to Edinburgh, but the southern section into England remains closed.*

*There are two main engineering obstacles, firstly the reconstruction of the missing viaduct at Hawick (originally demolished because teenagers were throwing stones from it down into the town), and secondly the crossing of the M6 motorway near Carlisle, which has cut across the original trackbed.*

*Reconstruction will allow increased tourism in the borders region, attracting those who normally travel without stopping from England through to Glasgow / Edinburgh. It will also allow people living in the Borders to access employment opportunities in the city of Carlisle. Previous rail re-openings in Scotland, e.g. Stirling to Alloa in 2012, have subsequently outperformed passenger forecasts by a factor of 3.*

**Deadline**  
Consider using an image of a calendar page to draw the student's attention to the deadline and make the materials more visually appealing.





[Name]

*Write your feedback here - it's up to you how you organise it. You can either write it together or each of you can write the feedback on their own and then compare with the other's versions.*

[Name]

*Write your feedback here - it's up to you how you organise it. You can either write it together or each of you can write the feedback on their own and then compare with the other's versions.*

[Name]

*Write your feedback here - it's up to you how you organise it. You can either write it together or each of you can write the feedback on their own and then compare with the other's versions.*



**Rubric to evaluate effectiveness of feedback**

The following are the criteria to evaluate the effectiveness of the feedback

- **Clarity of explanation** - *I understood what was good and/or what needed to be improved*
- **Specificity** - *it referred to specific parts of my writing and gave specific recommendations*
- **Tone** (polite, positive) - *the feedback was given in such way that I felt positive about it*
- **Feed forward** - *it provided suggestions how the writing could be improved*
- **Developmental** - *it made me think about improvements instead of telling me what to do*

Evaluate the piece of feedback using the criteria above and the following scale:

- 1 - feedback fully meets the criterion and is exemplary in this respect
- 2 - feedback between 1 and 3
- 3 - feedback partially meets the criterion and is satisfactory in this respect
- 4 - feedback between 3 and 5
- 5 - feedback does not meet the criterion and is unsatisfactory in this respect

	1	2	3	4	5
<b>Clarity</b>					
<b>Specificity</b>					
<b>Tone</b>					
<b>Feed forward</b>					
<b>Developmental</b>					
<b>Other</b>					
<b>Overall comment</b>					





Once you have written your feedback you can compare it with the two models below. Which of the following feedback samples is more effective and constructive and why? Discuss it with your groupmates, using the comments function. Which sample is your feedback similar to?

### Sample feedback (1)

*Your analysis of the situation shows little understanding of the local situation in the Borders region – it's quite obvious you are not from the UK. You don't include any sources, you fail to provide any costings. Above all, your work so far is very weak in engineering terms, and is really one-sided. I believe this needs a lot of development in order to become of use to anybody interested in helping this very neglected region of the UK, and I hope you will try to do a better job.*

### Sample feedback (2)

*You explain the background well, outlining the potential tourism and employment opportunities to the Borders region. Your mention of a similar project in Stirling is relevant, but this is a much shorter (and cheaper) rail line, and in a much more heavily-populated part of the UK. You could also make the economic benefits clearer by including actual figures (i.e. likely costs / projected vs actual passenger numbers for the Stirling scheme). You fail to mention another potential advantage, i.e. the reduction in traffic congestion on roads in the region, if the rail link is extended to Carlisle.*

*These are suggestions, but I also have two (more fundamental) comments to make:*

*1 – you need to look at alternatives to rail – what about improving the road links, for car travel from the Borders region to England? What about developing the bus links? This would make your writing more balanced.*

*2 – it would be interesting to know more about the engineering challenges involved in rebuilding the viaduct in Hawick (and I'm not sure if the part about the teenagers throwing stones is of real importance!) and in crossing the motorway. Can you perhaps find sources that look at similar engineering challenges elsewhere, and evaluate the responses?*

*But overall, I was impressed with the way you have started to work on this project, on a region of the UK about which (before you started this course) you knew nothing. I hope that you will find some of my suggestions useful, and please feel free to ask for any clarification.*





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## Task 6 Constructive Feedback in practice - Applying feedback giving skills (Assignment submission)

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### Task 6 Instructions

Look at the following piece of writing taken from the first draft of an essay written by a student on a specific engineering-related problem in Palestine. It's a section discussing potential solutions to the problem.

Please bear in mind this is the first draft so the students are still researching the topic. For this reason the analysis may not be complete and your input is crucial to help the student writer to develop it further.

This is a **collaborative** task. Discuss the effectiveness of the paragraph as a group and write up some constructive feedback together.

This is a **final** task too - you will submit it to the tutors and receive feedback on it.

You need to complete this task by insert date.

#### Deadline

Consider using an image of a calendar page to draw the student's attention to the deadline and make the materials more visually appealing.



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### Sample 1 From an assignment entitled: *Provision of water supplies*

*Gaza is naturally a very dry area, and water has always been a scarce resource. This scarcity has been exacerbated by destruction of power supplies, on which distribution and filtration depend, and of water pipelines. There has also been serious damage to the sewage system, with increased contamination of drinking-water supplies as a result.*

*Many of the longer-term responses will depend on effective funding from European Union sources, but in the short-term charitable bodies such as Water Aid need to ensure that bottled water is available for drinking purposes. Work to re-construct damaged infrastructure needs to be carried out, to isolate potable and waste-water systems. Ways to increase the provision of water supplies in the future must also be developed – the universities in Palestine may be able to offer a lead here, by collaborating with one another and with international partners to develop low-technology desalination and water-reuse technologies.*

---

### Sample 2 From an assignment entitled *Electricity generation*





*In July 2014 the only power plant in Gaza was badly damaged by shelling, leaving the fire extinguishing systems unusable and resulting in the destruction of the fuel tanks; without fuel, electricity cannot be generated.*

*Various responses are possible. In the short term, rationing of electricity must continue, ensuring that the limited supplies which are available are evenly distributed. All those who are most in need, such as in hospitals and in schools, need to be prioritized, but the businesses which provide work for the young and on which reconstruction depends must also be supplied with power. At the same time, European Union reconstruction funds need to be accessed, to help in the speedy rebuilding of the damaged fuel tanks and the provision of smaller generators to overcome the interim energy shortfall. Finally, to ensure longer-term energy autonomy for Gaza, exploration of offshore gas reserves should be encouraged.*

---

Sample 3 From an assignment entitled: *Food production*

*The high population density within the Gaza strip, coupled with an arid climate and Israeli restrictions on access to the Mediterranean for fishing have all limited the population's ability to feed itself.*

*One response is to enable farmers to maximise currently available water supplies, by repairing distribution systems destroyed in 2014 in order to reduce the high levels of water-loss, and to encourage the use, where possible, of closed pipes as substitutes for open canals (which lose more to evaporation).*

*The high density of urban living necessitates an urban response, too, and the development of aquaponics is being explored. This involves a combination of aquaculture (the farming of fish) with hydroponics (the cultivation of plants without soil), gaining two products (fish and vegetables) from just one input, with very economical use of water. Tanks and piping can be constructed locally, though the systems needs a pump to ensure year-round circulation of oxygenated water.*

*Finally, a valid (non technological) response may be the setting-up of microcredit groups, as has occurred for example in Bangladesh, providing funding in particular for small enterprises for the marketing and processing of agricultural products.*

---





*Write your feedback here (remember it should be collaborative work).*

*Comments from Tutors*

### Teacher's notes

Things to look at:

- Clarity of explanation (it is easy for the reader to understand what was good and/or what needed to be improved)
- Tone (polite, positive) (the feedback was given in such way that the recipient feels positive about it)
- Specificity (it referred to specific parts of writing and gave specific recommendations)
- Feed forward (it provided suggestions how the writing could be improved)
- Developmental (it made the recipient think about improvements instead of telling them what to do)

See the [Appendix](#) with samples of students' feedback and the tutors' feedback on them.





## Course evaluation

### Review of learning outcomes

Have a look at the intended learning outcomes, copied below for your convenience. Consider each statement in relation to your learning on the course and put a tick in an appropriate box

**I have reflected on your experience of giving and receiving feedback.**

Yes	No
-----	----

**I have read about constructive feedback to collaboratively identify the key features and principles of providing constructive feedback to others.**

Yes	No
-----	----

**I have developed a better understanding of how constructive feedback differs from non-constructive, descriptive or destructive feedback.**

Yes, definitely.	Yes, a little	No.
------------------	---------------	-----

**I have evaluated samples of feedback in order to deepen the understanding of constructive and non-constructive feedback.**

Yes	No
-----	----

**I have practised giving constructive feedback on a sample of writing.**

Yes	No
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### Evaluation survey

Please fill in the following evaluation form<sup>8</sup> [\[link to form\]](#).

Your feedback is welcome - we are interested whether the course has any impact on your academic development and we are interested in ways of improving the course.

### Reflection on learning

<sup>8</sup> For an example of a form, see <http://goo.gl/forms/JDzB2iXdLd>

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# EAST Project

engineering students collaborating  
across borders

Link to this document: <https://goo.gl/ifxdh7>  
Version 3 II Last updated 29/06/2017

Following up on the review in the previous section, think about the key things you have learnt during the last two weeks. Jot down some ideas and then based on them write up a short reflection and share it to the online wall<sup>9</sup> [\[insert link\]](#) by [\[insert date\]](#)<sup>10</sup>.

---

<sup>9</sup> For an example, see the following wall: <http://padlet.com/annarolinska/feedbackonfeedback>

<sup>10</sup> This can be done after they get feedback from the tutor.

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## Appendix

Samples from the students have not been edited in any way apart from formatting so that each uses the same font size.

### Feedback on Sample 1 from an assignment entitled: [Provision of water supplies](#)

#### Example 1.1

##### Feedback from Group 1

In my opinion, which may be either true or false.  
First of all, the student has not complete his writing .  
So I encourage him to organise the essay to be in good sight and format like writing introduction, paragraphs and conclusion . Moreover , It is very essential to review his essay very well such as grammar , use Powerful Vocabulary and etcetera.

##### Comments from UoG Tutors on feedback from Group 1

I think you need to comment on the student's understanding of the content - you live in Gaza, so you are in a good position to tell the student whether his/her ideas will work within the Gazan context. Some specific content-related points follow:

Perhaps this student should include some statistics about the damage, or the increase in water-borne illnesses since the infrastructure was destroyed?

Why does the student think that the EU is a likely provider of funding - has this been the case in the past? Why is Water Aid more likely to provide short-term help with water supplies - again, has this occurred in the past?

Specific details on the technical challenges would be very helpful - perhaps the student could find instances from other countries where, for example, similar problems have been overcome. This would certainly be relevant to Gaza.

Finally, when the student mentions the strengths of Palestinian universities, it would be helpful to give some details about these strengths, i.e. the courses they run / the specialisations of some of the teaching staff.



## Example 1.2

### Feedback from Group 2

#### After reading the text, there is a some data need editing.

#### Provision of water supplies

The Gaza Strip, is the southern part of Palestine, lays on the Mediterranean region, which arid and semi-arid regions.

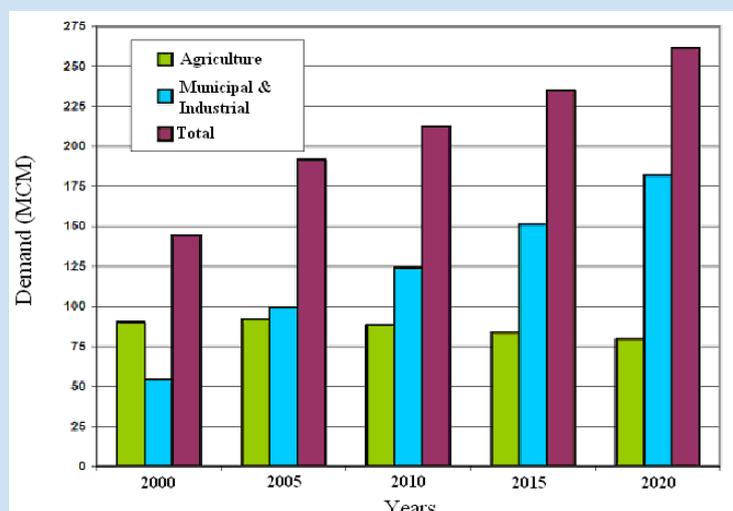
Shortage of water is perhaps the most crucial environmental problem. This shortage may be associated with deterioration of water quality.

Climate change and rapid population growth increase water demand, also the dominance of the Israeli occupation over the Palestinian water and land resources exacerbates demands on limited freshwater supplies.

Currently, water demand exceeds the available water supply. The gap between water supply and water demands is steadily growing and is calling for the adoption of integrated water resources management approach and the mobilization of any additional conventional and non-conventional water resources.

The overall water demand in the Gaza Strip is expected to increase to 265 MCM by 2020 due to the increasing population as shown in the figure.

Therefore, there is an urgent need to conserve and protect freshwater resources and to use the water of lower quality for irrigation. The use of treated wastewater in agriculture is one of the strategies adopted for increasing water supply to face water scarcity, and is justified on agronomic and economic grounds but care must be taken to minimize adverse health and environmental impacts.





### Comments from UoG Tutors on feedback from Group 2

This is a lovely piece of writing with a well-chosen visual...

but....

you have to remember your role.

Your job is to provide constructive feedback. So, instead of giving the students the rainfall figures, you could say 'this would be a stronger piece of writing if you can include some statistics, e.g. rainfall figures'.

Your job is not to write the student's work for them. If you do this, the work that they submit at the end of their course will be your work, not theirs.





### Example 1.3

#### Feedback from Group 3

The Gaza Strip is one of the most regions of the world in terms of population density, where the Gaza Strip area of 360 square kilometers, and a population of 1.8 million people. Limited water resources and reflect significantly. Rain is the main source of water in the Gaza Strip, which are in the winter.

The water situation in Gaza is very bad as the 97 percent of the Gaza Strip water unfit for human consumption. And due to the small size and high population density, and the presence of a single water source, a groundwater reservoir which does not exceed the production capacity of 55 million cubic meters per year. And the need for the sector is estimated at 180 million cubic meters a year for domestic and agricultural use and the annual deficit almost 100 million cubic meters, due to the lack of water in the aquifer, this leads to the occurrence of the phenomenon of seawater intrusion of water anywhere in the aquifer, which leads to increased salinity of the water. The wells near the coast become witnessing a significant rise in the proportion of chloride rate; bringing in some areas to 1500 mg per liter, while the average should not exceed 250 mg per liter. In addition to the waste water is treated and used improper use of pesticides and nitrates as well as the high rate that must be modified according to international standards of 50 to 70 mg per liter where he arrived in the Gaza Strip to five times the normal rate.

#### Comments from UoG Tutors on feedback from Group 3

My comments on this feedback are similar to the previous one.

This is a lovely piece of writing, with lots of details that were not mentioned by the student, but you need to remember your role - you can help the Glasgow students by pointing out any mistakes in content that you think they have made, or by pointing out further areas that they need to explore.

But try not to write their answers for them.



## Feedback on sample 2 from an assignment entitled [Electricity generation](#)

### Example 2.1

#### Feedback from Group 4

Your essay is very brief and talked about the problem only in the period of 2014 although we are suffering for a long time. So I have some comments to enrich your essay: It's important to explain the situation in Gaza from the first Israeli war on Gaza in 2008, 2012, and 2014.

Also you can illustrate the effects of electricity problems on the citizen of Gaza Strip and how two million suffered without electricity for 16 h/day or even for many days as in war of 2008.

You can mention for temporarily solutions which we were forced to deal with it such as the donation of Qatar which covers only for few weeks, also buying cheaper fuel from Egypt, bringing it via a network of underground tunnels .

Your responses are good since you mentioned all side of live in Gaza and your proposal about offshore gas is very important since our borders are in closure almost the time. Finally I hope my comments be useful to improve your essay.



Power Plant before the war



Power Plant in the war



### Comments from UoG Tutors on feedback from Group 4

I like this feedback. It gives concrete areas that the Glasgow students could try to explore, especially the section on temporary ways to help the situation in Gaza. Maybe you could phrase the feedback as questions, e.g: 'Why don't you look into the use of tunnels from Egypt for fuel-access?', or 'Look into the help that Qatar provided' (you need to encourage the Glasgow students to go away and do further work!).

You don't mention whether the student's medium and long-term ideas are workable in the Gazan situation. For instance, is it easy to 'prioritise', as the students suggests? Is it easy to access EU funds (and if so, what about some examples of how the EU has been able to help in the past)? Finally, if there is oil off-shore, perhaps the student needs to say why it hasn't been accessed to date, and how the barriers to accessing it could be overcome.

Overall, don't be scared to tell the student where they can improve in terms of understanding of the Gazan situation - you have content-understanding that they lack.

I like the final sentence - it shows you have a good grasp of your role as provider of constructive feedback.





## Example 2.2

### Feedback from Group 5

- He gives a good brief introduction that could explain simply the situation in Gaza power plant. However some problems of coherence and construction of the passage can be noticed. Here are some suggestions to improve this piece of writing.
  - The first sentence of introduction might be: In July 2014 the only power plant in Gaza was badly damaged by shelling, resulting in the destruction of fire extinguishing systems and fuel tanks. Consequently, electricity cannot be generated.
  - Various solutions are possible instead of responses.
  - “Firstly and temporarily, rationing of electricity must continue...etc.” instead of what is written above.
  - He could strengthen the expression “European Union reconstruction funds need to be accessed” by writing “European Union reconstruction funds is a must to .....
  - A speedy rebuilding instead of the speedy rebuilding.
  - “the businesses which provide work” need an example to illustrate the exact meaning.
  - Leave tab space before the beginning of each paragraph.
- This passage do not reflect an engineering viewpoint. I mean anyone of any discipline can represent the problem and suggest these solutions.

### Comments from UoG Tutors on feedback from Group 5

You are giving very useful feedback on the student’s use of English. But the most relevant part of your feedback is the final sentence - we would like you to comment on the content of the student’s work, rather than the language they use to express it.

I can see that your own English is obviously very strong, but I hope you can remember your role here. It is our students’ role to write in the best English possible (but it has to be their own work, of course). It is my role (and Anna’s) to comment on our students’ English, and try to work out ways to improve it. It is your role, in the EAST Project, to think of areas of content that the Glasgow students can explore.....are there areas they haven’t considered (or haven’t considered in enough depth) / have they said anything that is wrong?!

Perhaps, if the EAST Project is a success this summer, we can think of ways to expand in future years, to allow some form of language- (as well as content-) feedback; it’s good to see that your own command of English is so strong.

So, to help this student, I would suggest that you think of ways to expand on your final sentence - specifically, what engineering issues should our Glasgow student work on?!





### Example 2.3

#### Feedback from Group 6

Everyone needs electricity in hospitals, companies, schools and homes. So, What the methodology to be followed for the rationalization of electricity ?  
On the other hand if there is support for the rebuilding of the damaged fuel tanks, which ensures that this tank not destroyed and return the problem again ?

#### Comments from UoG Tutors on feedback from Group 6

You have highlighted an important point here with your first comment - how is it possible to 'prioritise' certain areas, when all of the areas are so important? I agree that you are right to ask the Glasgow students to go into more detail, i.e. to say which areas they would prioritise, and why. It would also be useful for the Glasgow students to look at places with difficulties similar to Gaza's (though there are few in such very challenging circumstances).

Your second comment is totally understandable - like you, I can see that an engineering-based response will be futile if (for example) the energy plant is bombed once again. But I hope you will be able to try to limit your comments as far as possible to the technological aspects of the problem. By linking IUG and UoG students to discuss the technological challenges, the underlying political issues will emerge automatically - I don't think it is necessary to state them directly. But please be assured that one of our main reasons for setting up the EAST Project is to help highlight the day-to-day suffering of people in Gaza.





## Feedback on Sample 3 from an assignment entitled: Food production

### Example 3.1

#### Feedback from Group 7

The essay looks very good in terms of writing and introducing the issue. However we have several comments on it as shown below:

1. The issue discussed in general terms and not specific, also it should be directive with clear and easy to understand steps, so that the responsible parties could take it seriously.
2. The author ignored citizen's role in solving the issue by raising their awareness toward such issues.
3. One more thing is that the authors forget to mention any references for the information they provided in the essay.
4. The author found a good example, but we think that Bangladesh is not sharing the same situation as Gaza Strip which means that it may be failed if applied in Gaza.

#### *Comments from UoG Tutors on feedback from Group 7*

I like this feedback, especially points 2, 3 and 4, which target specific ways in which the Glasgow student can improve the 'essay'.

Perhaps you could give the student a little more help? In what way might the citizens awareness be raised (point 2)?

I like the way start with praise, and the way you praise the student's suggestion (point 4) before giving your own opinion - it's good to point out the positives, as well as the areas to work on. But perhaps I disagree with your comment about Bangladesh. Yes, Bangladesh is different from Gaza, but the student is talking about raising credit, and there may be crossovers here. As a rule, I would encourage the Glasgow students to look for other parts of the world that have faced / overcome difficulties similar to Gaza's. Nowhere will ever be exactly the same as Gaza (or Glasgow, or China, or....), but there will always be things we can learn from others.





### Example 3.2

#### Feedback from Group 8

It is a good starting draft, but there is a few comments and suggestion that would make your report more comprehensive.

- The report stated that Gaza-strip has a high population density, Can you include official sources that cited how high the population is in numbers comparing to the geographical area? You could also compare the Gaza area and population with a known place or famous city to help the reader knowing where it is located in the map (i.e. Gaza strip is 360 km<sup>2</sup> which is nearly half the area of london (607 mi<sup>2</sup>) with estimated 1,816,379 of population ...etc). May be including figures or actual map will be helpful and dependable.
- You could also make the "Israeli restrictions on access to the Mediterranean for fishing" more cleaner by finding how far in meters is the legitimated fishing zone due the controlling of borders by Israeli ? You can even compare the quantity fishers gain to the demand inside the strip then argue the needs which insisted us to investigate other food production methods. The statement will be more convincing and impactful.
- The report mentioned that one of the responses is to maximise water supplies the farmers used, but the solution did not address any information about the farming status in Gaza-strip. For instance, What if there is no enough agriculture area to serve the population? Or how do farmers in Gaza-Strip irrigate their crops? Do they actually use "open canals" to suggest the usage of closed pipes instead? Similarly, The solution should explain the difference between both methods and explain the degree of damage that influence the distribution systems in 2014.
- It would be interesting if you clarify the next point in a bit more detail. For example what is the development of aquaponics ? How does the combining of hydroponics and aquaculture in Gaza-Strip will be economically efficient ? (Can you include cost) what is required to construct Tanks and piping locally?
- The report mention that Bangladesh has experienced the funding of microcredit groups which leads to fruitful results.

Can you indicate why do you think they are (Gaza-strip and Bangladesh ) similar?  
In addition, Why do you think the microcredit will be successful in Gaza-strip too?  
Do they (Gaza-strip and Bangladesh) share the same obstacles, area, population, and/or occupation so the solution project will be relevant ? The point will be cogent if you include more justifications.

Final:

Generally speaking, you successfully introduce this crucial problem as if you were from Gaza-Strip region. I hope that you will find my comments useful, and please feel free to ask for any clarification or discuss any further suggestions.





### Comments from UoG Tutors on feedback from Group 8

This is very effective feedback. It points out positives, at the same time as pointing out negatives. I like the way the writer asks the Glasgow student questions - the Glasgow student still has to do lots of work, but now s/he knows what direction to go in. The bullet points are very clear, and where you think that the Glasgow student has made a mistake (e.g. you say 'What evidence is there for open-canals in Gaza?') you point this out. You point out the value of details, e.g. statistics regarding the fishing zone permitted by Israel / the infrastructure damage in 2014. You also point out the need for the student to look more closely at the overall agricultural demands of Gaza's large population. Finally, you ask the student to justify why Bangladesh might be a useful example for Gaza in terms of raising credit. I also think the closing summary is both useful and encouraging. This student will go away with a clear indication of what s/he needs to do in order to improve the essay, and with a strong sense of motivation.

