



Giving and Receiving Feedback on Materials

Workshop Outcomes

- Participants will gain a clearer understanding of the strengths and areas of improvement in their letters of self-evaluation by giving and receiving feedback on these letters.

Resources for the Facilitator (may also be assigned to participants)

- [Resources for conducting an assignment charrette](#), National Institute for Learning Outcomes Assessment (n.d.)

Product

Actionable feedback on the letter of self-evaluation

Before the Session

Assign participants to small groups of three or four. Ask each participant to provide each of their group members with a (digital) copy of their letter of self-evaluation at least one week before the session. Participants should carefully review and provide clear, specific, actionable feedback on each group member's letter before the session. This feedback will be shared in the session.

Schedule the session in a room with tables or desks that are appropriate for group work.

Pre-Session Assessment Questions

How valuable was it to read and provide feedback on your peers' letters of self-evaluation?
[Not at all; Slightly; Moderately; Very; Extremely]

Workshop Outline

0:00 (5 m.)

[Welcome and instructions for the charrette](#)

We'll use the **charrette method** of peer feedback on letters of reflection and self-evaluation in today's session.

You've read and provided clear, specific, actionable feedback on your small group's letters of reflection and self-evaluation, and today is your opportunity to share that feedback.

Today, the author "on deck" (whoever will go first) has ~2 or 3 minutes to briefly describe their letter and how they made decisions about what to write, and indicate what kind of feedback would be most useful. The other group members each get ~4 or 5 minutes to share their feedback on the letter, and add responses to the requested feedback if their initial comments do not address the author's concerns. Group members should give a printed or digital copy of their feedback to the author at the conclusion of the feedback round.

The process repeats for each participant, with each participant receiving a total of ~20 minutes. The facilitator will keep time for all groups.

[Facilitator, be aware that you will need to be firm about sticking to the time limits. Participants will want to keep going. Encourage them to make use of each other as resources outside of the session. This is an excellent use of the community of peers they've been building as part of these workshop modules.]

0:05 (~80 m.)

Activity: Charrette for the letters of self-evaluation

1:25 (5 m.)

Conclusion

Assign Post-Session Assessment Questions.

Post-Session Assessment Questions

How valuable was it to receive verbal and written feedback on your own letter of self-evaluation?

[Not at all; Slightly; Moderately; Very; Extremely]

Is the quality of your materials higher than it would have been without feedback from your peers?

[Not at all; Slightly; Moderately; Very; Extremely]

Do you feel well-prepared for your faculty evaluation?

[Not at all; Slightly; Moderately; Very; Extremely]

Optional Activity: Feedback From An Experienced Evaluator

Once participants have incorporated the feedback from their small group members into their letters of self-evaluation and have generated a complete and more polished draft, consider asking experienced evaluators to read and provide feedback on letters of self-evaluation to one to three participants. Ideally, the experienced evaluators will read and provide written feedback, and then meet one-on-one with each participant to review that feedback, answer questions, and address lingering concerns.

Assessment question for the optional activity:

How valuable was it to receive verbal and written feedback on your letter of self-evaluation from an experienced evaluator?

[Not at all; Slightly; Moderately; Very; Extremely]