

## Explanation

---

It's not necessary for a student to receive only individual feedback. In this exercise, students will work on studying general feedback, which is provided via a knowledge clip or as general written feedback.

Discuss the purpose of this exercise with students beforehand. Students often indicate that they don't know what to do with general feedback and find it difficult to incorporate it into their assignments. In this exercise, students must consciously consider the feedback points given, translate them into actions, and make the feedback explicit so they can easily apply it.

When creating the knowledge clip or written feedback, it's important to present the general feedback based on each section of the rubric. This allows students to identify action points and areas for improvement in their own work for each individual section.

## Preparation

---

This exercise can be done either with the class as a whole or in small groups, or individually as a self-study assignment.

### **In class:**

Students will need the following materials during class:

- digital version of the exercise
- form 'general feedback'
- general feedback from teacher (knowledge clip, written feedback)

### **Individual:**

Students will need the following materials:

- digital version of the exercise
- form 'general feedback'
- general feedback from teacher (knowledge clip, written feedback)

## During class

---

### **Step 1: Reflect**

First, students should reflect on the assignment they have completed so far. It is important that they think about what they are satisfied with, what they are still unsure about and what they hope to receive feedback on in the exercise.

### **Step 2: Feedback section 1**

Show the students the first feedback section of the knowledge clip. After this first feedback section, pause the knowledge clip and give the students a few minutes to consider which feedback points described are relevant to their assignment. They should fill these out in the form.

## During class (continued)

---

### **Step 3: Action points**

After identifying the relevant feedback points for the first section, have students immediately complete step 3 in the form. This involves converting the feedback points relevant to their assignment into concrete action points. Encourage students to formulate these as precise as possible.

### **Step 4: Discuss**

Give students a few minutes (or longer if needed) to consult with their classmates. What feedback and action points did they gain? This also allows them to learn from each other.

Repeat steps 2 through 4 for as many feedback items as will fit within the meeting.

### **Step 5: Doubts or questions**

Once all feedback sections have been addressed, students can return to what they entered in step 1. Do they now have answers to their questions or clarity regarding their doubts? If not, they can write them down as specific as possible and ask these questions to fellow students or the teachers.