

CONSTRUCTIVE FEEDBACK: RECEIVING AND GIVING TEXTFEEDBACK

Ask first for feedback on content and structure of your text and later for language aspects. Because once you are satisfied with the form, content and structure of your work, it will be easier to arrange everything else accordingly.

Receiving Feedback

To get useful feedback, you can talk about the following points with the person you asked:

- What exactly is the focus of your feedback? State clearly what you need feedback on. (see handout „Checklist Textfeedback“)
- Find a focus for your desired feedback to make it easier for the person giving you feedback. Try not to include all text levels in one feedback wish.
- The person should concentrate on your asked focus while reading your work.

Attitude when receiving feedback

- Listen closely, do not justify. Only ask for clarifications.
- Accept the feedback and take notes.
- Please have the following inner attitude:
 - Thank you, I will think about it.
 - I am not stupid, the text just isn't ready yet.
 - The person giving feedback has the task to help me improve my text and continue working on it.

When giving feedback on language aspects, it can be helpful to observe yourself while reading: where do I stumble reading and which sentences do I have to read repeatedly to understand them?

Giving Feedback

To give a friendly, appreciating and encouraging feedback, please keep the following points in mind:

- be sensitive
- show appreciation: focus on positive aspects and name them
- formulate subjectively, from the point of view of an interested reader:
 - I noticed that...

- I did not completely understand...
 - I have the impression, that you meant to say ... , but to me it is not entirely clear.
 - As a reader, I could not follow you here: ...
 - I have the following suggestion....
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- Try imagining what the person receiving the feedback feels when they hear the feedback.
 - Be precise and concerned with the text.
 - Wait until the person receiving the feedback has found the text passage you are talking about.

There is no need to always suggest changes in the text. Often it helps to indicate and talk about difficulties in understanding or irritations in the text.

In dependence on:

Frank, Andrea, et al. Schlüsselkompetenzen: Schreiben in Studium und Beruf. Springer-Verlag, 2016.

Concept: Writing Centre of TU Dresden, 2016.

Further information on our support services, writing advice, workshops, writing marathon, etc. on our website: www.tu-dresden.de/deinstudienerfolg/szd