

**“I thought her presentation was good.”**

**Techniques for developing higher level,  
constructive peer feedback in presentations  
training.**

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# Why do peer feedback?

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- to increase the quality of feedback to the students
- to reinforce the feeling of mutual respect in the training room
- to develop students' competence in giving and receiving feedback
- to reduce the load for the trainer

# Let's practise...

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1. Give a presentation
2. Receive feedback on it
3. Do the same in groups of four

# Feedback guidelines

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1. This is what I saw/ heard
2. This is the effect it had on me
3. This is my advice to you

# Important points to note

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1. Make sure participants give feedback to the presenter in the second person (i.e. not via the trainer in the third person).
2. The presenter should remain silent while receiving feedback (it is tempting to try to justify why you did certain things).
3. The presenter should thank their colleagues for the feedback (of course, they can, if they wish, choose to ignore the feedback or discuss an action plan with their peers).

# Relevance to the research

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**Cooperative Learning** provides opportunities “for meaningful input and output in a highly interactive and supportive environment” (Gaith, 2003)

“**Collective Scaffolding** draws on Vygotskian socio-cultural theory that all learning is co-constructed and that no or little learning can be attained outside the dialogical-interactional dimension” (del Vecchio, 2014)

“Practical advice for teachers [on giving feedback] has been highly neglected in the literature” (Tiefenthal, 2013)

# References

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Tiefenthal, C (2013) Feedback, evaluation and grading in the autonomous foreign language classroom: An overview based on a teacher's experiences in Menegale, M (ed.) *Autonomy in language learning: Getting learners actively involved* IATEFL publication, Kindle edition

# Contact

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Thank you for your participation!