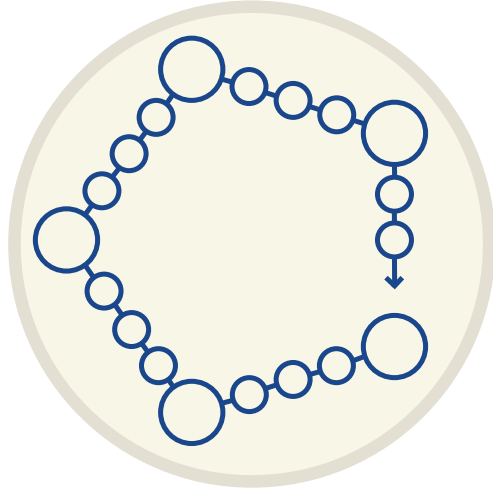


TEXT FEEDBACK



GAME AND RULE BOOKLET



TEXT FEEDBACK

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At AU Studypedia, you can read more about feedback and
find techniques to get started with the writing process:
www.studypedia.au.dk

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1. INTRODUCTION TO THE GAME

The game has been developed to structure, support, and qualify university students' feedback on each other's academic texts during the writing process (e.g., drafts for exam papers). The game can be used as part of teaching, as a working method in study groups, and as a tool to initiate thesis writing groups. It can be used in both interdisciplinary and single-subject contexts.

1.1 WHY FEEDBACK?

Feedback in the form of peer review is a central part of academic work, and peer feedback among university students is a recognized and widespread working method (see e.g. Elbow, 1998; Dysthe et al., 2009; Rieneker, 2009 and Harboe, 2000). Research in peer feedback indicates that the act of giving and receiving peer feedback can help students develop writing skills (e.g., Boud et al., 1999; Gibbs, 1999; Keh, 1990 and Nicol & Macfarlane-Dick, 2006, as cited in Jensen and Jensen, 2014).

1.2 WHY A FEEDBACK GAME?

The process game is theoretically based on models for structured feedback (Elbow, 1998; Dysthe et al., 2009; Rieneker, 2009, among others). A structured model for feedback supports participants in giving and receiving detailed, specific, and systematic feedback on their texts, rather than just discussing the general content. The model also ensures that time is used optimally and that all participants have time to both give and receive feedback.

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The process game is designed to support such a structured approach. It frames the feedback situation in a visual and tangible way compared to, for example, study group meetings. Elements from game situations—such as turn-taking, time management, and highlighting different processes at various points in time—are central to structured feedback. The game board also acts as a visual aid to illustrate the entire feedback process and provide an overview of where in the process the group is at any given time (Jensen & Jensen, 2011).

After the group has used the game a few times, it may become redundant, and one can work with the feedback model without using the game materials. Alternatively, the game can be expanded by using the included feedback cards. The cards are blank and are to be filled out by the players themselves before the game—possibly with help from the instructor. The cards serve as a support if someone runs out of ideas for prepared feedback. They also provide ideas for continuing the feedback based on criteria relevant to the specific text type the group is working on.

1.3 BEFORE PLAYING THE GAME FOR THE FIRST TIME

Before the first game session, the group must have read the accompanying material and completed a series of introductory activities. This part of the game is only done once and should be carried out at least a few days before the actual game:

0. Everyone has read through the game booklet.
1. Introduction of all players regarding, for example, their subject, study program, and presentation of the text they will be working with.
2. Completion of the agreement sheet. In the game material, there is an agreement sheet that must be filled out with the individual group's agreements. The agreement sheet includes, among other things, a series of possible scenarios and sanctions. If the group does not wish to use any of the proposed sanctions, they can formulate their own.
3. Appointment of a game leader for the first session and agreement on the next meeting and deadline for submitting texts.

Once these three activities have been completed, and everyone has read each other's texts and prepared feedback, the group is ready to play.

2. RULES

2.1 CONTENT

- 1 Game board
- 1 Game piece
- 16 Penalty cards
- 12 Information cards 4
- Metafeedback cards 4
- Game booklets
- 1 Agreement sheets 1
- Overview sheet
- 1 Blank feedback cards

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2.2 PREPARATIONS

If it's the first time you're playing the game, make sure you've read section 1.3 "Before Playing the Game for the First Time".

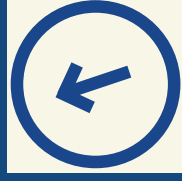
Before the game starts, the game leader must determine how much time should be used on each field. That is, how much time each player has to give feedback on each text. Use a stopwatch (e.g., on a phone) that rings after each feedback.

Then, each player chooses a color (red, yellow, green, or blue) and is given 1 metafeedback card in the corresponding color as well as 3 information cards.

Finally, the penalty cards are placed in a pile on the game board, and the game piece is placed on the starting field

Suggested time allocation:

4 players, 1 hour:	3 minutes per feedback field
4 players, 1½ hours:	4½ minutes per feedback field
4 players, 2 hours:	6½ minutes per feedback field
3 players, 1 hour:	4 minutes per feedback field
3 players, 1½ hours:	6 minutes per feedback field



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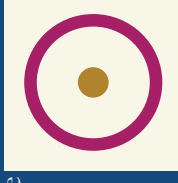
2.3 GAMEPLAY

The game is divided into five smaller rounds, each with its own color and representing one side of the pentagon-shaped game board: Four feedback rounds, where feedback is given on each of the four texts, and a final round where feedback on the feedback (metafeedback) is given and agreements for the next session may be made. An image of the game board can be found on p. 24.

Feedback

Feedback is first given on the red player's text. The game piece is moved to the first space on the red side of the pentagon. The space is read as follows:

The ring is red, so it is the red text that is being given feedback on, and the dot inside the ring is yellow, so the yellow player gives feedback. On the next space, the dot is red, so the red player gives feedback, and so on. The color of the ring shows whose text is being reviewed, and the dot indicates who gives the feedback.



The red round ends at the space with the red dot. This space is a follow-up space, where the red player may ask questions about the feedback, clarify context, or explain unclear elements. On the follow-up space, the feedback recipient is allowed to speak, but defending the text or arguing is not allowed – this always triggers a penalty card.



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Metafeedback

When feedback has been given on all texts, the token is moved to the second-to-last space: the metafeedback space. Here, each player writes down three things that worked well in the feedback process and three things that could be improved. In turn, each player places their metafeedback card on the game board and presents their reflections. See section 3.5 “Metafeedback” for further explanation.

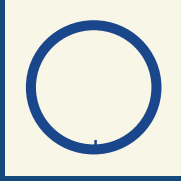


Agreements for Next Time / Ending

On the final space, agreements may be made for the next time the game will be played.

Time out

In the center is a time-out space. If something in the game is not working, or if there are general themes that need clarification before proceeding, players can choose to move the token to the time-out space. All players may call a time-out at any point during the game.



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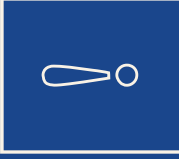
Penalty Cards

If a player violates the rules for giving or receiving structured feedback, they are given a penalty card. All players have the authority to hand out penalty cards. It is a matter of judgment in each case whether a penalty is warranted, but as a general rule, penalty cards should always be issued if:

- a player interrupts the person who has the floor
- a player speaks at any point outside their turn
- during the game, the feedback giver starts to excuse their feedback

(e.g., by saying “I don’t really know what to say, you wrote about ...” or “Maybe it’s just me who didn’t understand ...”)

- the feedback receiver interrupts without using an information card
- the feedback receiver uses an information card or the follow-up space to defend their text



Information Cards

Each player is given three information cards, which can be used while they are receiving feedback. The information card grants the right to make a brief statement if the player feels the need to give an important clarification about the text or to ask a question to the feedback giver that cannot wait.



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For the follow-up field

Information cards can be used, for example, if the feedback recipient needs to:

- Ask where in the text the feedback giver is referring to
- Request a concrete example from the text
- Have elements of the feedback or concepts used by the feedback giver explained
- Correct a fundamental misunderstanding about the text that affects the feedback (e.g., regarding the type of text, how far along in the writing process the writer is, or what specific criteria apply to the text)
- The information card does not grant the right to start a discussion.

Metafeedback Cards

Each player starts the game with one metafeedback card indicating their color. Once all feedback has been given, metafeedback must be provided. This is done by each player, in turn, placing their card on the game board and presenting their reflections. See section 2.3 “Game Flow” – “Metafeedback” for more details.



TEXT FEEDBACK

Feedback Cards

As an optional element in the game, you may choose to include the blank feedback cards. These cards are filled out by the players before the game starts with questions based on the criteria relevant to the specific type of text the group is working with (e.g., “Is the language clear and correct?”, “Is there sufficient support for all arguments in the text?”, etc.). For inspiration, see the Study Metro feedback resources (www.studiemetro.au.dk).



The filled-in feedback cards can be drawn during the feedback phase if the feedback giver runs out of things to say before time is up. The feedback giver then continues their feedback based on the question on the card. Feedback cards may only be drawn after the prepared feedback has been delivered, but a player may draw multiple cards on the same field if time permits.

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3. FEEDBACK GUIDE

The text feedback game can be used in connection with academic texts at all stages of the writing process: brainstorming, fast writing, rough drafts, more developed drafts, and texts that you yourself consider finished.

It's important that you tell each other what type of text you're sharing with the group, and adjust the feedback accordingly. All texts should therefore be accompanied by a short reading guide, which explains what type of text it is, how far along it is in the process, and what specific aspects the writer would especially like feedback on. Good feedback focuses on the text rather than the person. For example, language criticism is often unhelpful on a very early draft.

3.1 CRITERIA-BASED FEEDBACK

Feedback can basically be divided into two types: criteria-based and reader-based feedback (Elbow, 1998). Both types are valuable for the recipient, and one is not better than the other.

Criteria-based feedback relates to the formal requirements for the specific type of text. It is about:

- Checking the curriculum to see if the text is a draft for or part of an exam paper. What requirements are described in the curriculum? Does the text meet those requirements, or is it on the way to doing so?

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- Familiarizing yourselves with any other materials from the teacher/supervisor about specific criteria related to the academic texts you're working on, e.g., in connection with an assigned task or writing guide.
- Using your existing knowledge of general academic requirements, and aligning yourselves with general academic expectations. See www.studiemetro.au.dk for themes like argumentation, requirements for academic quality, structure, and assignment criteria.

3.2 READER-BASED FEEDBACK

Reader-based feedback focuses on how the text immediately came across to the reader and how the reader experienced reading it. The starting point for reader-based feedback could be:

- How does the reader understand the text? A retelling of the text's main points can show whether the writer managed to get their message across.
- How does the text come across to the reader? A reader's first impression of the text can show how others perceive it.
- Which parts of the text did the reader like the most?
- Are there places where the reader got lost or lost the thread?
- Is the same tone/style maintained throughout the text?
- Does the paragraph structure support understanding?

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3.3 HOW DO YOU GIVE FEEDBACK?

Good advice for feedback givers:

- Start with the positive feedback.
- Always give concrete examples from the text that support your feedback.
- Don't apologize for your feedback – even if you're not very familiar with the academic field of the writer, your feedback can still be valuable.
- Give your feedback as an observation, not as a debate proposal.

3.4 HOW DO YOU RECEIVE FEEDBACK?

The primary task of the feedback receiver is to listen and take notes. Feedback is a service, and it is always the writer who decides which feedback to use. But remember that if something in the feedback has been misunderstood, others might also misunderstand it. The problem will only be solved if you later explain what the feedback giver meant, and why you disagree.

Good advice for feedback receivers:

- Listen to the feedback, take notes, and wait before deciding whether to use the feedback or not.
- Avoid entering into dialogue with the feedback giver to explain the text.
- Don't apologize for your text – it is part of a longer process, and no one expects it to be perfect.

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3.5 META-FEEDBACK

Note three things that worked well today, and three things the group can improve on.

For example, consider:

- Did the group follow the rules well?
- Was the feedback you received well-prepared?
- Were many fine cards handed out?
- Was the feedback you received useful?

Be aware that meta-feedback is not meant to be a defense of your own text.

TEXT FEEDBACK

4. GUIDE FOR THE GAME MASTER

4.1 BEFORE STARTING

- Agree on who will be the game master next time.
- Check if everyone has read all the texts (if not: follow your agreement sheet's solution).
- Distribute the colored feedback cards to the players.
- Decide how much time to spend in each field (see possibly section 2.2 "Preparations").
- Start the game.

4.2 DURING THE GAME

- Make sure players keep track of time (set a timer if needed).
- Ensure players follow the rules regarding confidentiality.
- Make sure everyone gets a chance to share their meta-feedback at the end of the game.
- Finally, make sure to agree on the next deadline and meeting time when you reach the last field.

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5. CHECKLIST

Here you can make sure that you've done the necessary preparation to be ready to play the game. You're ready if you have:

- Read all the material in this booklet
- Filled out the agreement sheet and introduced yourselves, if you haven't played before (see section 1.3 "Before playing the game for the first time")
- Read each other's texts and prepared feedback (see section 3 "Feedback Guide")
- Chosen a game master

TEXT FEEDBACK

6. QUESTIONS AND ANSWERS

How do we get started?

- See section 1.3: "Before playing the game for the first time" and section 2.3: "Game flow".

Can you only play the game if there are four participants?

- You can play it with just three participants (just skip the light blue route), but not with fewer than three. If there are five participants, the light blue route is played twice using different texts, and on the other routes, the extra player gives feedback even though it's not their field.

Can the game be played in a group with members writing on different topics or from different academic fields?

- Yes. Since the written text itself is the focus, it can actually be easier to give feedback on a text if you're not deeply familiar with the subject. Feedback should relate to what is clearly presented in the text, and to whether the content and form fit the genre.

Can all types of texts be used?

- The game is designed for university assignments but can be used with many different academic text types. For example, initial thoughts on a task, early drafts of a section, synopses, articles, reviews, etc. The important part is that the criteria for the text type are made explicit.

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Do the texts have to be drafts – can't you use a finished text?

- Many people find it hard to submit something that doesn't feel polished. But you actually get the most out of feedback on a draft, where you still have a chance to make changes. It can be difficult to receive feedback on a finished text because you may feel it's already done. But you can use parts of a previously submitted assignment in the game if you'd like feedback on how it could have been improved.

How many texts should each player give feedback on?

- All players give feedback on all the other players' texts.

Do you have to choose between criteria-based or reader-based feedback?

- No, the two types complement each other, and you give both reader-based and criteria-based feedback on the same text.

Does the game have a winner?

- The purpose of the game is to guide the group through a shared process, so there is no individual winner of the game. Some groups still choose to crown a winner — e.g., the person who receives the most "fine cards" during one or more games.

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Why is a reading guide important?

– There's a big difference in what kind of feedback is useful for the writer at different stages of the writing process and for different types of texts. That's why it's important that readers get some information about the text and its purpose. At the same time, the writer has worked specifically on certain elements of the text, which the feedback givers should pay extra attention to.

Why isn't discussion allowed?

– The focus is on the presentation, not the content, and therefore it's not relevant to discuss the academic subject matter the text presents – that can be done in regular reading group meetings. Feedback itself should also not be discussed, because it's important that everyone gets to contribute their perspective on the text. If you disagree with some feedback you receive, you can simply choose not to use it.

Why shouldn't I apologize for not knowing much about the topic?

– You don't need to be an expert in the topic to give useful feedback. It's often easier to focus on the structure and form-related aspects of the text if you don't know the subject in depth. Apologizing for your lack of subject knowledge shifts the group's focus away from the feedback and shouldn't be necessary.

Why shouldn't I explain my text?

– Your text should be able to stand on its own. If it needs an explanation for others to understand it, that may be a sign that the text itself contains ambiguities or unclear sections.

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We've played 3 times, and now we know how it works – why keep playing?

– Once you've learned the method, you can continue using it without the board game. You can also choose to expand the game by including feedback cards that the group fills out themselves. These can help further qualify the feedback and serve as a tool for specifying the criteria for the type of text you're working with. Additionally, you can add your own new game elements.

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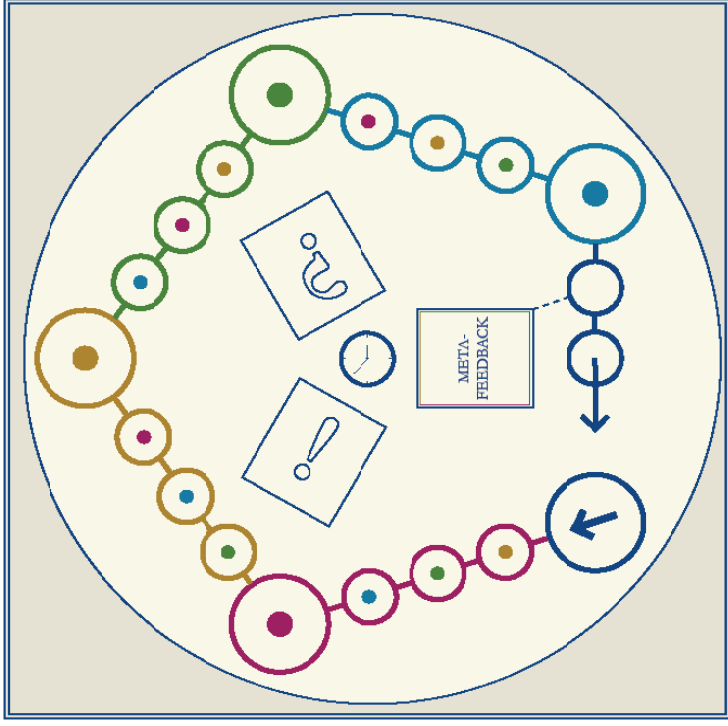
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Gameboard