

SELF-ASSESSMENT FEEDBACK QUESTIONNAIRES FOR STUDENTS AT UOPEOPLE

Learning from feedback might have a different meaning for different individuals. For students it usually means fueling change in learning. One of the simplest tools to ensure that change is initiated and seriously considered is to provide feedback. At UoPeole providing feedback is mandatory. Receiving feedback is equally important.

Self-assess your skills in providing and receiving feedback by answering the two questionnaires below. Compare the two results. Ideally they should be high (the highest possible score is 60) and balanced in both parts. Are they?

In giving critical feedback:	1-2-3: (1(rarely)-2 (sometimes)-3 (at all times))
1. I arrange enough time to provide the mandatory feedback. (Not less than 10-15 minutes for an assignment.)	
2. I use the knowledge I gained in the pertinent module(s) studied so that my feedback is based on commonly acquired knowledge that every student in my class had access to.	
3. I provide specific, observable facts. I explain and quote. I do not comment about skills outside of my expertise and that are not confirmed (observed) (NO: <i>Your English is good</i> —YES: <i>The language was not specific enough in section 2 when the author....</i>)	
4. I assess the content in a neutral and understanding way. When giving benefits of the doubt, I explain my understanding based on the information provided.	
5. I explain the impact of choices done by the author as a student who had to read the same materials—so I reference to commonly understood learning points and facts. <i>By not providing the title the author left me wondering....</i>	
6. I read the lines and in between the lines while assessing not only the content but also the effort. I comment on both components as appropriate.	
7. I remember that the purpose of my assessment is to help the other student learn—not to make anyone feel unappreciated or disrespected. I am fair and	

kind.	
8. I talk-write to other students, PAO, Instructors, friends and other appropriate interlocutors and readers about feedback while growing in appreciating that part of my role as a UoPeople student is to give and receive feedback skillfully.	
9. I thank students, and others for any feedback and help received.	
10. I follow up when needed, remain neutral, and do not dwell on prior mistakes. I keep learning and helping others to learn.	
Comments and Area(s) for improvement (might be shared):	
In receiving feedback:	1-2-3: (1(rarely)-2 (sometimes)-3 (at all times))
1. I truly listen and read without being defensive, overprotective or dismissive.	
2. I invite feedback by being specific, open and willing to act.	
3. I know when I am overwhelmed or upset and advise-postpone and behave appropriately.	
4. I ask for feedback as often as I give it.	
5. I consciously develop skills in giving and receiving feedback. (If asked now what exactly you are working on, you would be able to provide a specific answer).	
6. I know that feedback is a learnable skill. I practice what I preach.	
7. I spend quality time action planning for and about	

feedback.	
8. I engage in clarifying conversations as often as possible and needed.	
9. I thank for feedback received.	
10.I am a good role model in receiving feedback.	
Comments and Area(s) for improvement (to be shared-if you wish):	