

A- Framework:	
Describe the educational level and the context	Interdisciplinary course with a theme project at 1th semester bachelor program for civil engineers with 80 students. The theme is land development in urban areas. The students work on the project in randomized groups of 6-7.
What is the setup for the peer-feedback process? (timeline, artifacts, location, technical support systems, anonymous/non-anonymous, group/individual, oral/written, mandatory/voluntary)	<p>The peer-feedback activity is divided into 5 steps the first 3 weeks of the semester where the students haven't tried peer-feedback before.</p> <p>The first step is a teacher-controlled part in the class to develop the criteria for peer-feedback.</p> <p>The next 2 steps of the peer-feedback activity are a written student to student feedback within the group (2&2) on a teacher predefined form called quality assurance document.</p> <p>The next step is a teacher-controlled poster session in the classroom where the drawings is presented on the walls. All groups are opponent groups for all the other groups. One member of the group stands next to the drawing, the rest circulates the classroom looking at the others groups drawings, writing comments and talking to the group member.</p> <p>This way each group gets both written and oral peer-feedback.</p> <p>In the last step the students embed the feedback in their groupwork room.</p> <p>The peer-feedback activities are all voluntary. But if a group isn't presenting a drawing, they are not allowed in the classroom during posters session.</p>
Description of products on which students will provide peer-feedback	The students design and print a technical drawing to the posters session. The improved drawing will be a part of the finally written group report.
How many times will students provide peer-feedback on the same or successive products?	The peer-feedback activity runs twice on 1th semester and several

	times later in the same student's program.
B- Purpose:	
Which educational problem or problems does the peer-feedback practice address?	It provides specific formative feedback on every group's drawings, which is not possible for the teacher due to the large class size. It prepares students for the workflow in their future profession.
What are the intended learning objectives?	The learning goals are: Learning to reflect on and apply their knowledge. Learning to give and use formative feedback. To be inspired by other students work. To learn the students to see the direct benefit of attending to feedback advices.
To which product or practice does the feedback point?	To make the students drawings even better both now and at future drawings within the same topic.
C- Criteria:	
What are the criteria of which students are to use when giving feedback?	A good example of a drawing and a check list written on class with input from the students.
By which process are criteria developed?	The student looks at both good and bad examples in corporation with the teacher and each other and derives what a good drawing should contain.
How are students involved in interpreting the criteria?	Se previous.
How are the criteria presented to students?	They have access to the check list on the intranet.
D- Support and embedding:	
Which initiatives are taken to support the students in giving usefull peer feedback?	Creating an environment where the student is confident in presenting their own work. Discussing on class what formative feedback is.
Which initiatives are taken to support the students in using/reflecting the received feedback from the viewpoint of the desirable learning goals?	The part with student to student feedback within the group is written in the quality assurance document containing a column for the given feedback on the left side and a column for reflections from the receiver of feedback on the right side. After the posters session the teacher provide an oral follow-up and then the groups decoding and discuss their given comments. In the future

	they need to point out at least 3 topics they agreed to improve due to the learning goals.
How is feedback embedded in the intended learning objectives?	The peer-feedback practice is continuous and a part of every courses throughout the Civil engineering program. Since the students learn to give and receive/implement useful feedback it leads to better assignments which eases the teacher's evaluation. It is in progress to be incorporated into course- and project description.