

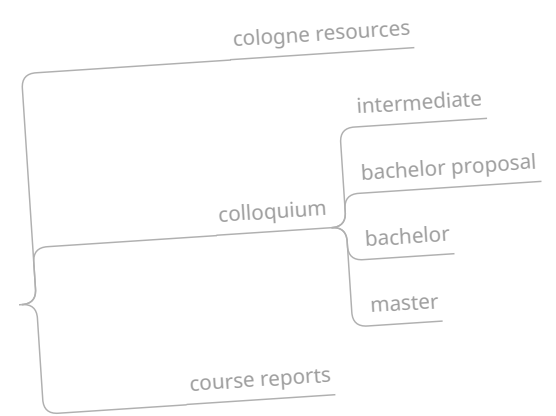


Feedback Fellows

Motivated to investigate and stimulate the school's feedback culture, I started a self-initiated project together with Moritz Kremer and Felix Zelck to look into feedback on work between students in KISD. Besides holding workshops, we developed three tools to facilitate giving feedback during exhibitions and presentations.

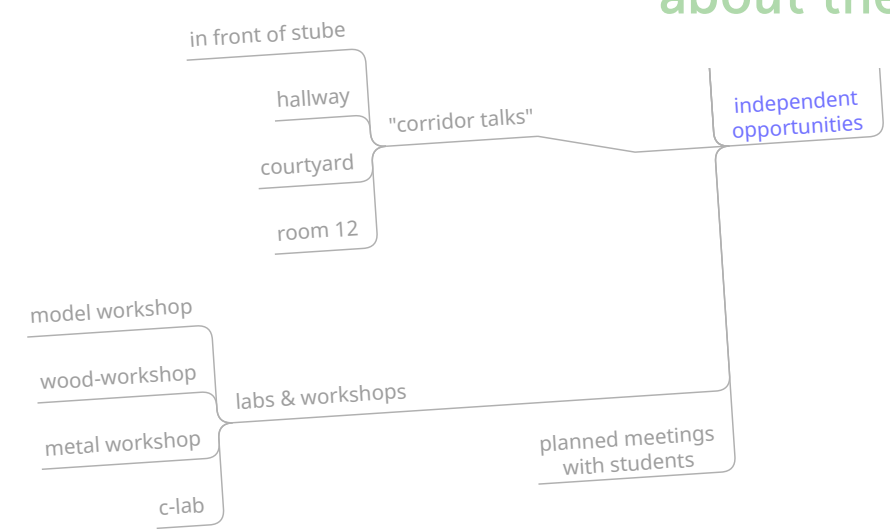


“How might we create analog tools that can stimulate students to give feedback to each other about their work?”



RESEARCH & INTERVIEWS

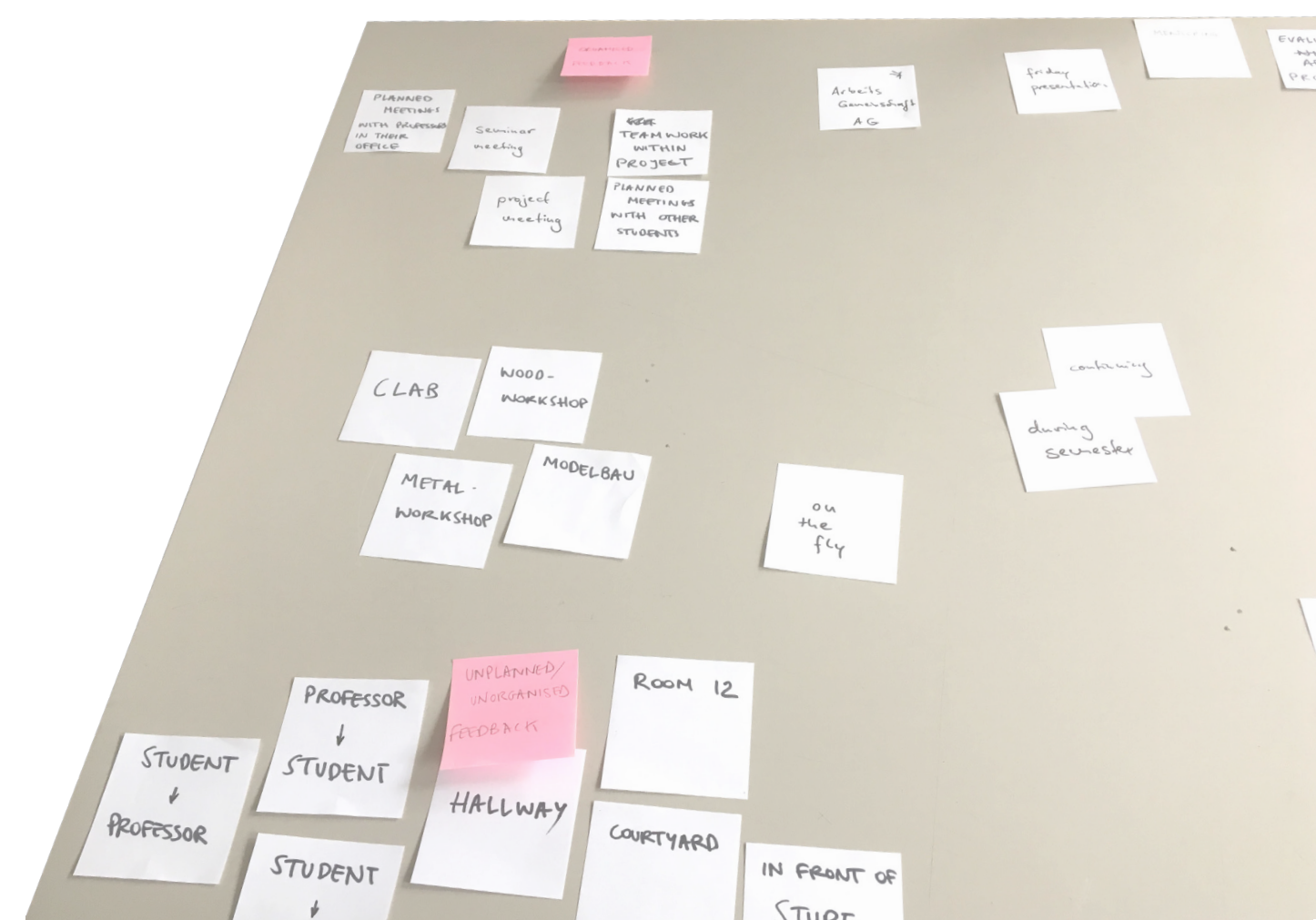
In the first stage, we investigated and mapped out existing feedback structures at KISD and conducted various interviews with students around the school. In our analysis, we identified three key problems that inhibit students to give each other feedback. We decided to organise a workshop to learn more from our user group and test out our theses.



received feedback is not embraced

people do not dare to give feedback

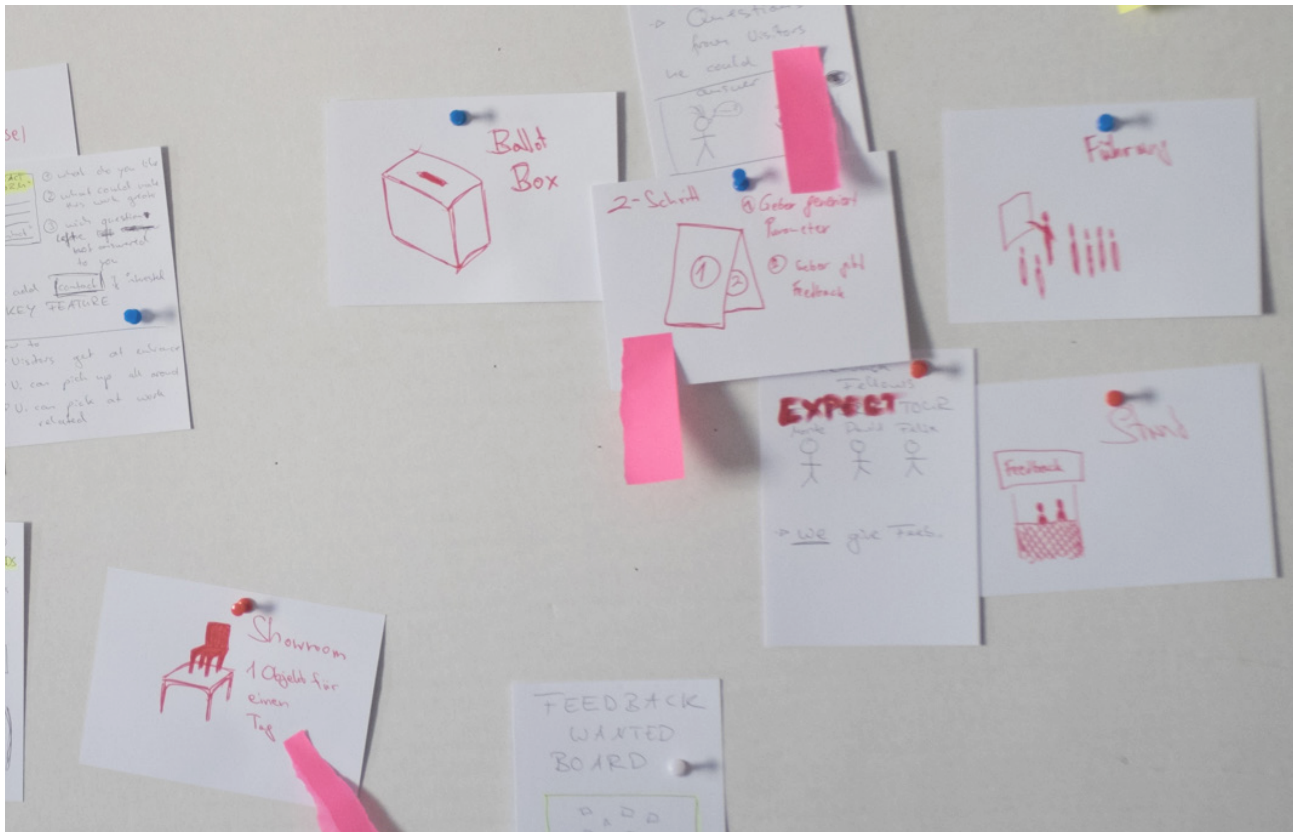
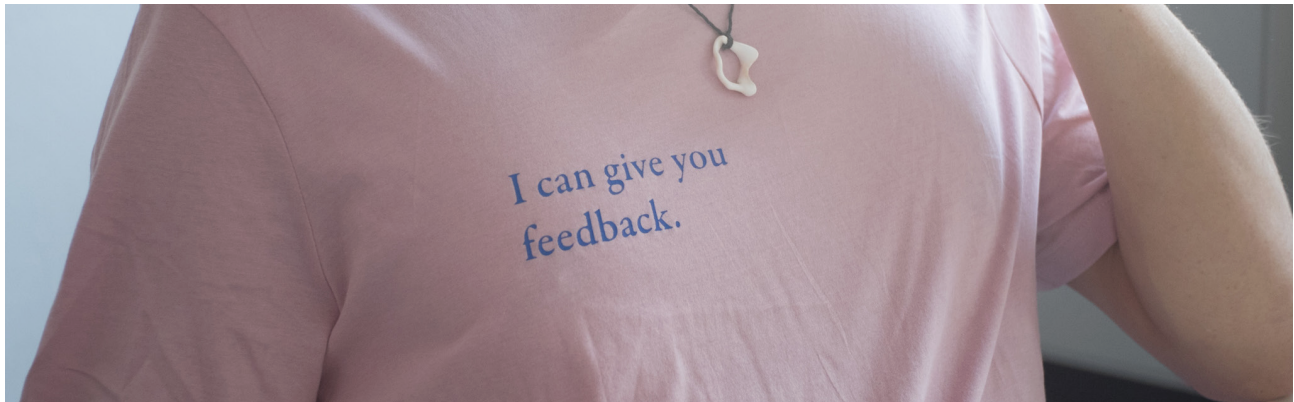
given feedback stays shallow





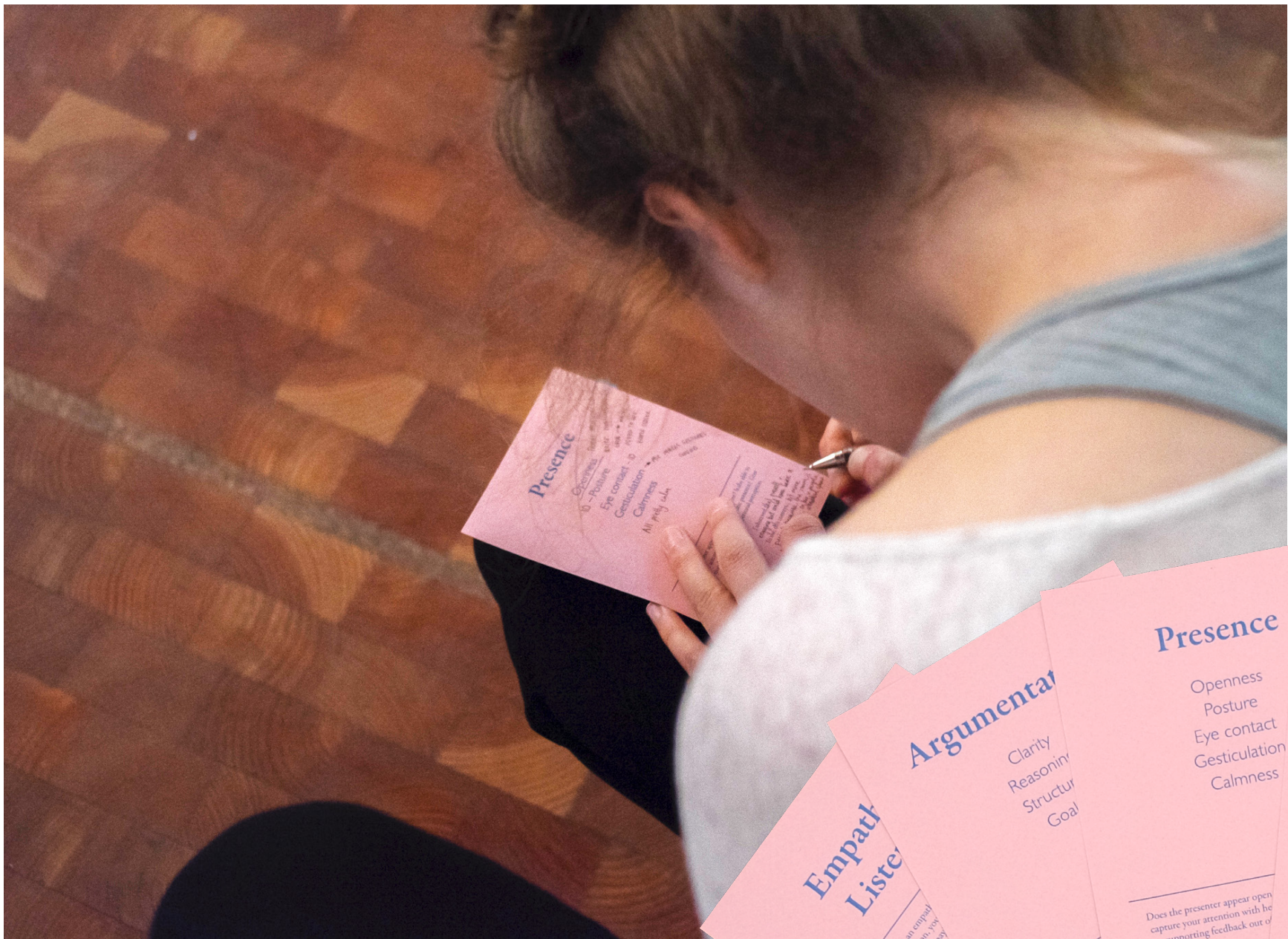
FEEDBACK OVER PASTA

The workshop took place in the foodlab, we started the session by sharing a meal and commenting “what’s great” and “what could be greater” about the food. The exercises we developed focused on dealing with the identified problems. We facilitated discussion and of course, gathered feedback.



IDEATION & FINAL USER TESTING

In reflection of the workshop, we came out with multiple propositions for tools that could facilitate giving feedback during presentations and exhibitions. After making prototypes, we performed the final user testing during a feedback session prior to an official examination. Again, we took the feedback to heart and fine-tuned the tools.



PRESENTATION TOOLKIT

The presentation toolkit is made to give targeted feedback on 5 different levels, concerning the content of the presentation and speaker performance. The tool can be used in preparation of a presentation or to get valuable feedback afterwards. Each reviewer receives one card. It will share the topic you are looking at and specific subtopics. The reviewer is stimulated to formulate their feedback using I-messages and can be shared on the back of the card or orally. An extra card is handed out to the “empathetic listener”, someone that gives full attention to the speaker and is also the facilitator of the feedback round when the presentation ends.

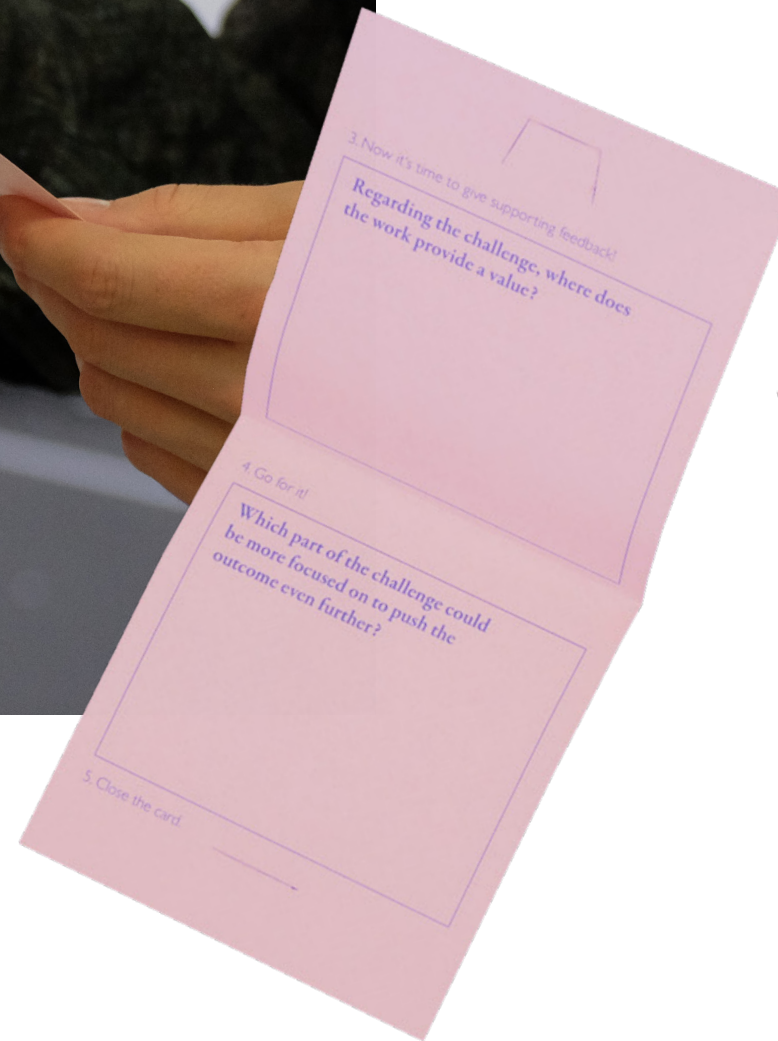




FEEDBACK LOTTERY

The final sentence of a presentation often reads “anyone any questions?” which then results in silence. To initiate conversation, we developed a series of both fun and serious, specific and unspecific questions that can break the ice. The facilitator chooses a volunteer to pull out a question out of the bag. How many horses would you invest in this project? What are your thoughts about the font used in this project, any comments?





ANONYMOUS FEEDBACK FRAME

From our research, we noticed how students often forget why their project is valuable and what the strongest parts are. By using this simple two-step feedback frame, people are allowed to give honest, supporting but anonymous feedback on exhibited work. The first task is to note down what you think the original design challenge was, in order to formulate the message it conveys to you. When folding the paper open, you are asked how and where the project provides value to you in relation to the design challenge and which parts can be focused more on to push the outcome even further.