



## FEEDBACK

### Written Feedback on Drafts

Across disciplines, written feedback on dissertation drafts covers four key areas (Basturkmen, East & Bitchener, 2012; Bitchener, Basturkmen & East, 2010):

- content (e.g. gaps in theoretical understanding and content coverage; argument construction);
- requirements (e.g., formatting and referencing)
- cohesion/coherence (e.g. structure); and
- linguistic accuracy (e.g., construction of sentences and paragraphs).

### Face-to-Face Feedback

Providing feedback, or discussing written feedback, in supervision meetings provides the opportunity for two-way feedback dialogue. The students most satisfied with their supervision report feedback is positive, evaluates current progress and is oriented towards what needs to be done next (de Kleijn, Mainhard, Meijer, Brekelmans, & Pilot; 2013).

### **References:**

- Basturkmen, H., East, M., & Bitchener, J. (2012). Supervisors' on-script feedback comments on drafts of dissertation: Socialising students into the academic discourse community. *Teaching in Higher Education*. doi: 10.1080/13562517.2012.752728
- Bitchener, J., Basturkmen, H., & East, M. (2012). The focus of supervisor written feedback to thesis/dissertation students. *International Journal of English Studies*, 10, 79-97.
- de Kleijn, R. A. M. Mainhard, M. T., Meijer, P. C., Brekelmans, M. & Pilot, A. (2013). Master's thesis projects: Student perceptions of supervisor feedback. *Assessment & Evaluation in Higher Education*, 38, 1012-1026. doi:10.1080/02602938.2013.777690





## FEEDBACK

### Best Practice Suggestions for Supervisors

Cadman and Cargill (2007) recommend supervisors and students clarify expectations surrounding feedback early in the supervisory relationship. Key areas to be negotiated regarding obtaining feedback on drafts are:

- Turnaround time
- Type of feedback
- Subsequent action following feedback
- Parameters for change
- Ownership of words

Cadman and Cargill (2007) recommend that feedback provided is:

- Clear
- Specific
- Detailed
- Couched in descriptive rather judgemental language
- Addresses the work rather than the individual

Cadman, K., & Cargill, M. (2007). Providing quality advice on candidates' writing. In C Denholm & T. Evans (Eds.), *Supervising doctorates down under: Keys to effective supervision in Australian and New Zealand*. Camberwell, Victoria: Acer Press.





## FEEDBACK

### Best Practice Suggestions for Students

Cadman and Cargill (1997) recommend supervisors and students clarify expectations surrounding feedback early in the supervisory relationship. Key areas to be negotiated regarding obtaining feedback on drafts are:

- Turnaround time
- Type of feedback
- Subsequent action following feedback
- Parameters for change
- Ownership of words

Cadman and Cargill (1997) also recommend a coversheet for drafts submitted, specifying the date submitted and to be returned and the type of draft (planning, review or near final).

**Reference:** Cadman, K., & Cargill, M. (1997). Providing quality advice on candidates' writing. In C Denholm & T. Evans (Eds.), *Supervising doctorates down under: Keys to effective supervision in Australian and New Zealand*. Camberwell, Victoria: Acer Press.

