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:


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
- Couchied in descriptive rather judgemental language
- Addresses the work rather than the individual

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).