# Moving Forward: Use these Tools in Your Classroom to help students **receive feedback** productively.

In this situation, students often stall in the fourth quadrant of Kort’s Spiral, where they feel content to have finished learning. In the case of peer review, students often describe themselves in ways that indicate thy are in many quadrants, without knowing how to proceed.

## When students receive feedback, from you or their peers, here are some activities or exercises you can use to move them along, or re-orient them:

**Make revision and responding to feedback a part of the process of writing.**

Build in a reflective portfolio assignment at the end of your course that requires students to respond to your feedback and revise previous assignments; meet with students to discuss summative grades; ask students to complete an “if I could do it again” reflection a day or two after submitting an assignment; link the idea of performance reviews in professional life to the role of your evaluations and grades; use the metaphor of investment to counter students’ perceptions that grades are compensation for hard work.

**Create a “growth mindset” for peer review.**

Encourage students to create a dialogue about an assignment’s skills and knowledge, their drafts, and their understanding of one another’s feedback and advice; emphasize that positive and negative feedback from peers should lead to improvements in an assignment and in the class.

**Create clear goals and give feedback on peer review.**

Create expectations for feedback and exchanging ideas about writing, including the number of comments or aspects of a draft to focus on; give students control and create clear goals by asking students to give their peers instructions for how to review their drafts; assess peer review and give feedback to students on their peer review skills and knowledge.