

## Application Form

### Innovative Teaching Award 2024<sup>1</sup>

<b>APPLICANT</b>
<b>Name (incl. academic degree/s):</b> Lauren Landsmann, M.S., B.A.
<b>Department (in German):</b> Department für Wirtschaftskommunikation <b>Department (in English):</b> Department of Business Communication
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<b>Members of the working group, if applicable<sup>2</sup>:</b> Mag. Romana Zeilinger, M.A
<b>GENERAL INFORMATION</b>
<b>Course level:</b> bachelor's
<b>Course number:</b> 0342 (0343, 1051; 0191, 1616, 1664)
<b>Semester:</b> WS 23/24
<b>ECTS credits:</b> 3
<b>Course title:</b> Fremdsprachliche Wirtschaftskommunikation II - Englisch
<b>Further information on the course:</b> This class is an obligatory class for IBW (International Business), and BW (Business Administration) students following English Business Communication 1. Students typically take it in the second half of their degree program. The class size is 21-24 students.
<b>If applicable links to the course's online environment:</b> <b>Learn Page:</b> <a href="https://learn.wu.ac.at/dotlrn/classes/ebce2/0342.23w/one-community?page_num=0">https://learn.wu.ac.at/dotlrn/classes/ebce2/0342.23w/one-community?page_num=0</a> <b>MS Teams code:</b> kk7ouku

<sup>1</sup> Courses held during the 2023 calendar year (summer semester 2023, winter semester 2023/24) are eligible for the 2024 Innovative Teaching Award. Courses held over two semesters (WS 2022/23–SS 2023) can also be nominated.

<sup>2</sup> Please name all the people involved in the development of the course design. (ATTENTION: only people with teaching activities at WU or the Executive Academy in listed semesters are eligible.) The people named in this field will also receive the award in case of a successful application.

## Information on application

Please use the template on the following pages to describe your course. The application should not exceed a maximum of 5 pages (excluding appendix).

In part 1, please insert a short description of your course design (maximum of 180 words). If your course design is selected for the award, the short description as well as the application form will be published on the WU homepage and in the Teaching & Learning Academy.

The detailed description of your course design (part 2) is divided into three parts:

- Section 2a is intended to give the jury an overview of your course.
- In section 2b we would ask you to elaborate on the teaching methods and didactic elements.
- Section 2c is intended to highlight the innovative nature of your course in relation to this year's focus of the award.

The questions mentioned in each section are intended to support you in the description of your course design.

Please complete the template directly in Microsoft Word and send it as a .doc or .pdf file to [lehrenundlernen@wu.ac.at](mailto:lehrenundlernen@wu.ac.at) by **January 29, 2024**.

### 1. SHORT DESCRIPTION OF THE COURSE DESIGN (max. 180 words)

If your course is selected for an award, this text will be published on the WU website along with the submitted application form.

Course Title: Fremdsprachliche Wirtschaftskommunikation II - Englisch

Fremdsprachliche Wirtschaftskommunikation II - Englisch (EBC2) is an English as a Foreign Language (EFL) Business Communication course designed to consolidate and enhance students' English language proficiency and to equip students with the necessary language and communication skills needed to effectively inform and persuade a specific reader/audience across various business contexts. EBC2 is run in a workshop style with a wide range of activities, tasks and teaching methods both of a synchronous and asynchronous nature. In our EBC2 classes, we introduced a strong focus on collaborative learning consistently throughout the course. This approach was based on two key principles: (1) peer learning and peer feedback and (2) the creation of 'safe' learning communities. This not only increased student engagement and motivation, but also resulted in better performance outcomes in the assessed components.

## 2. DETAILED DESCRIPTION OF THE COURSE DESIGN

### 2a.) Overview

- What are the learning outcomes to be achieved by the students?
- What are the content elements of the course and how is the course structured?
- What are the elements on which the final grade is based?
- What kinds of peer learning and student collaborations are integrated in your course design?

A detailed list of the course learning outcomes (LOs) can be found in the syllabus. The main LOs for students are to actively utilize a variety of business communication skills taught in the course with language from relevant business fields to produce written texts of both an informative and persuasive nature and to hold persuasive oral group presentations for a specified audience. The LOs require the evidencing of a level of general English competence equivalent to at least B2 on the CEFR, with demonstration of a C1 level for a top grade.

This semester we included the **innovative addition to our LOs** (not explicit in syllabus) that students exhibit the abilities associated with **actively engaging in peer collaboration and learning** and thereby realize the concept of mediation as outlined in the CEFR and detailed in **Appendix 1** (CEFR companion: 2020, p. 90ff).

Specifically, this means:

- Students can effectively contribute ideas and expertise to a group to achieve common goals.
- Students will demonstrate strong interpersonal skills, including expressing ideas clearly and active listening to understand others' perspectives.
- Students will be able to provide constructive and meaningful feedback to their peers, encouraging a culture of continuous skills development and improvement.

These learning outcomes aim to promote not only individual growth but also a sense of shared learning within the academic peer community, enhancing overall collaboration and knowledge acquisition.

As there are many parallel EBC2 courses held by different instructors, the content of the course is centered around the standardized EBC2 coursebook (Komori-Glatz, et al., 2023). The content elements focus on the development of essential business communication skills needed by pre-service and in-service students. These include accurately determining one's communication context as well as planning and crafting well-structured and easy to read texts tailored to the language and communication needs of a specified reader/audience. In addition, students are taught to employ a variety of persuasive tools, integrate rhetorical devices, and specific English language structures (e.g. end-focus, cleft sentences) to effectively inform and persuade an audience to take action or change a behavior. This is done in written texts and orally in group presentations covering a range of business domains, i.e. entrepreneurship, financing, investment, HR, mergers and acquisitions, and economics.

The course is scheduled over 13 sessions of 90 minutes, with 3 units devoted to holding in-class group presentations.

The course's final grade is made up of the following five elements:

- 5% -> written text 'Arguing a Business Case'
- 25% -> in-class group presentations based on a business case scenario (in groups of 3)
- 5% -> feedback given on the group presentation (in our case, after the trial run among peers)
- 5% -> student reflection on their own participation and presentation performance
- 60% -> final written test covering language in context, reading comprehension, and writing both an argumentative and an expository/informative paragraph

As part of the course design this semester, we **included an unprecedented number of student collaborative elements** to enhance the learning experience. These included small learning groups who worked together to co-construct an understanding of core content elements, peer teaching sessions, small peer-led group discussions, collaborative writing and document revision in pairs, group presentations and peer feedback sessions that included peer review and ratings of other groups' presentation performance both before and during the in-class presentation.

## 2b.) Teaching methods

- Which teaching methods do you use to help your students achieve the intended learning outcomes?
- What methods do you use to support student collaboration and enable peer learning?
- Why did you choose this/these particular method(s)? What specific advantages does it/do they offer in your teaching? What do your students learn through the use of this/these method(s)?
- In which way do the students benefit from the teaching methods used in the course?

In an effort to keep students engaged and active, EBC2 is run in a workshop style with a wide range of activities, tasks and teaching methods both of a synchronous and asynchronous nature. In order to help students meet the course's LOs, we employ class and group discussions, brainstorming, mindmapping, writing practice, presentations and feedback and revision sessions for both written and oral practice. This semester, however, we shifted most of these to a form that required student collaboration and promoted a 'safe' peer learning and feedback environment.

In sum, this shift included the following teaching methods:

- **peer teaching** of core content in **jigsaw activities, mini presentations, gallery walks** in groups of 4-6 students during class
- case-based, **collaborative writing** (in pairs) **with multiple revision rounds** in response to instructor feedback in a shared document on Teams (both synchronously and asynchronously)
- **group presentations** (group of 3) involving **role-play** and **collaborative project group work**
- **formative peer feedback** and **peer rating** in preparation for the group presentations in live (online and/or in person) sessions and with the support of a **detailed peer feedback form and training in how to give constructive feedback**
- **summative peer feedback** during and after the presentation in the form of **audience Q&A sessions** as well as **written and oral peer feedback**

Please **see Appendix 2** for a more detailed chart outlining the methods, their purpose and effect.

The **motivation** for substantially increasing the amount of student collaboration in EBC2 was the clear call by students in previous semesters for more hands-on practice and more detailed feedback on their work. In addition, we were frustrated with the ineffectiveness of teacher-led classes and small group discussions for students understanding and application of core content. Finally, we were inspired by a study of economics and business students' oral presentations which found that peer feedback was more effective for improving student performance than teacher feedback (Murillo-Zamorano et.al., 2018).

Since the **building of collaborative learning communities is key** to this approach, we initially emphasized, encouraged and facilitated meaningful student interaction with peers in and outside of class. We did this by providing numerous collaborative tasks with a clear shared goal. As support, students were also given materials and resources (e.g. core content, rubrics, templates) which they used for mediation activities, such as peer teaching and peer feedback. Furthermore, we encouraged students to use collaborative technology tools (e.g. Teams, Zoom) and messaging applications (e.g. WhatsApp) to organize and work together on group projects. Above all, we continuously promoted the mindset of 'safe' learning communities, mutual respect and responsibility, flexibility and supporting one's peers in helping each other learn, practice and improve to achieve the course's LOs and to ultimately receive better grades in the course.

The **shift to peer learning and feedback clearly helped the students improve** their understanding and mastery of the targeted communication skills this semester. Indeed, students reported that the peer learning context allowed them the unique experience to see how their peers would tackle a task as well as to learn from their colleagues' mistakes and strengths (see Appendix 4, questions 2). What is more, students appreciated the motivation and pressure that group dynamics create to engage with the material actively during the semester, rather than right before the exam or deadline (see Appendix 4, questions 2 & 7). Clearly, the creation of learning communities successfully nurtured students' creativity in problem-solving and critical thinking, pushed them to critically reflect on and improve their own performance, and enabled them to learn how to effectively collaborate with their peers to achieve the set tasks **together**. As their higher scores show, students performed better on their presentations across the board this semester despite being a fairly heterogeneous group of students in terms of language proficiency. From the teacher's perspective, the shift to peer teaching and peer feedback allowed us to support, guide and monitor student learning and progress much more effectively while giving students the opportunity to benefit from increased individualized feedback from two sources, thus effectively "triangulating" feedback.

### 2c.) *Innovative character of the course*

- Which didactic elements of your course design do you consider particularly innovative with regard to the focus of this year's award "Peer-Learning: Innovative ways of promoting student collaboration"?
- In which ways can your course design be adapted for other courses? Which didactic elements of your course can also be used in other courses?
- Which elements could be improved/reconsidered in further editions of the course?

Our innovative approach to an EFL Business Communication class enables students to co-construct their learning and integrates peer collaboration consistently throughout the course. By doing so, students practice and prepare with each other for the graded elements of the course. On the one hand, this increased student motivation and, on the other hand, showed tangible benefit for their performance and grades.

Specifically, the innovative didactic elements of our course include:

- the creation of **'safe' collaborative learning communities** in the course where students value each other as a source of new knowledge and feedback and with whom they can practice and improve new skills safely before these skills are needed in a less 'safe' space, i.e. on the exam or on the job
- the unparalleled **number of peer learning and peer feedback tasks** (see Appendix 2) integrated into our standardized EBC2 course curriculum with supporting rubrics, checklists or questionnaires reflecting assessment criteria/LOs set by the instructor
- the expectation that students coordinate the peer learning **independent of the instructor** by/when **using a range of in-class and virtual collaborative tools (synchronously and asynchronously)**
- the effective **building and practicing of a range of interpersonal and transferable skills** needed by both pre-service and in-service students and **desired by employers**, including
  - **advanced communication skills:** explaining new concepts clearly, providing constructive feedback and adapting one's communication style to the needs of others, and mediation
  - **interpersonal skills:** active listening, an openness to different perspectives, creativity, patience and adaptability
  - **workplace skills:** teamwork and group organization, leadership, time management, collaborative problem-solving and conflict resolution

This novel shift has been positively received by other senior lecturers teaching EBC2 and several are planning to implement this approach in SS 24. Likewise, we are planning to take on this new paradigm as a **'best practice' approach** for our new business communication curriculum starting in WS 24/25.

The specific tasks listed in **Appendix 2** would be suitable for **building 'safe' peer learning communities in most small to medium sized classes across almost all disciplines** by simply adapting them to reflect the subject content. For larger class sizes, the use of **virtual collaborative tools with supporting materials** (e.g. core content, rubrics, templates) would allow instructors to successfully create learning communities. The creation of short 'expert' instructional videos or podcasts, or wiki pages could allow students to peer teach. Peer feedback/ratings could be given using the discussion boards in Canvas, in virtual meetings on Teams or by creating peer review videos or audio recordings. Elements of 'friendly competition' between groups, e.g. group quizzes or by voting online on 'the best instructional video/wiki page' or 'most useful peer review' could be introduced to help increase the quality of the peer learning and solidify a sense of teamwork among students.

Certainly, there is room for improvement in our course design. Students reported having struggled most with organizing the peer feedback sessions (see Appendix 4, questions 7 & 10). Hence, effective time management could be discussed in class and groups required to submit **group project timelines**. Students could also be encouraged to use functions in Canvas (e.g. the calendar and to-do lists) to organize themselves better. Space and time allowing, **presentation peer feedback sessions could be held during class** in either a much larger classroom or individual "breakout rooms". Finally, students could be encouraged to make use of the **"virtual rhetoric training"** available in the FLEX Lab to practice and evaluate their presentation skills. This would be particularly valuable for students who lack confidence when presenting in front of a group.

To conclude, we hope that the complementary, cross-functional nature of this English Business Communication class has become evident and that we have been able to show that both communicative and mediation skills in a foreign language, in our case in English, will enhance overall student performance in other WU classes and facilitate students' professional careers.

**Note:** By sending the application form and documents, the applicant confirms that the course design has not received any other awards or grants.

**Evaluation:** See Appendix 3 & 4: Peer Learning Survey LL (Jan 2023)

#### **References:**

Cambridge University Press (2022). Mediation: What is it, how to teach it and how to assess it. *Cambridge Papers in ELT and Education*. <https://www.cambridgeenglish.org/Images/664965-mediation-what-it-is-how-to-teach-it-and-how-to-assess-it.pdf> (accessed 2 February 2024)

Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

Komori-Glatz, M., Landsmann, L., Reynard, N., Ross, C., Ubelhoer, K., & Zeilinger, R. 2023. *EBC 2 Coursebook*. Vienna: Management Book Service

Murillo-Zamorano, L. & Montanero, M. (2018) Oral presentations in higher education: a comparison of the impact of peer and teacher feedback, *Assessment & Evaluation in Higher Education*, 43:1, 138-150, DOI: 10.1080/02602938.2017.1303032

Scrivener, J. 2011. *Learning Teaching*. New York: MacMillan.

#### **Links to Romana Zeilinger's online course environment:**

**PI 0191 – Zeilinger**

**Learn Page:** [https://learn.wu.ac.at/dotlrn/classes/ebce2/0191.23w/one-community?page\\_num=0](https://learn.wu.ac.at/dotlrn/classes/ebce2/0191.23w/one-community?page_num=0)

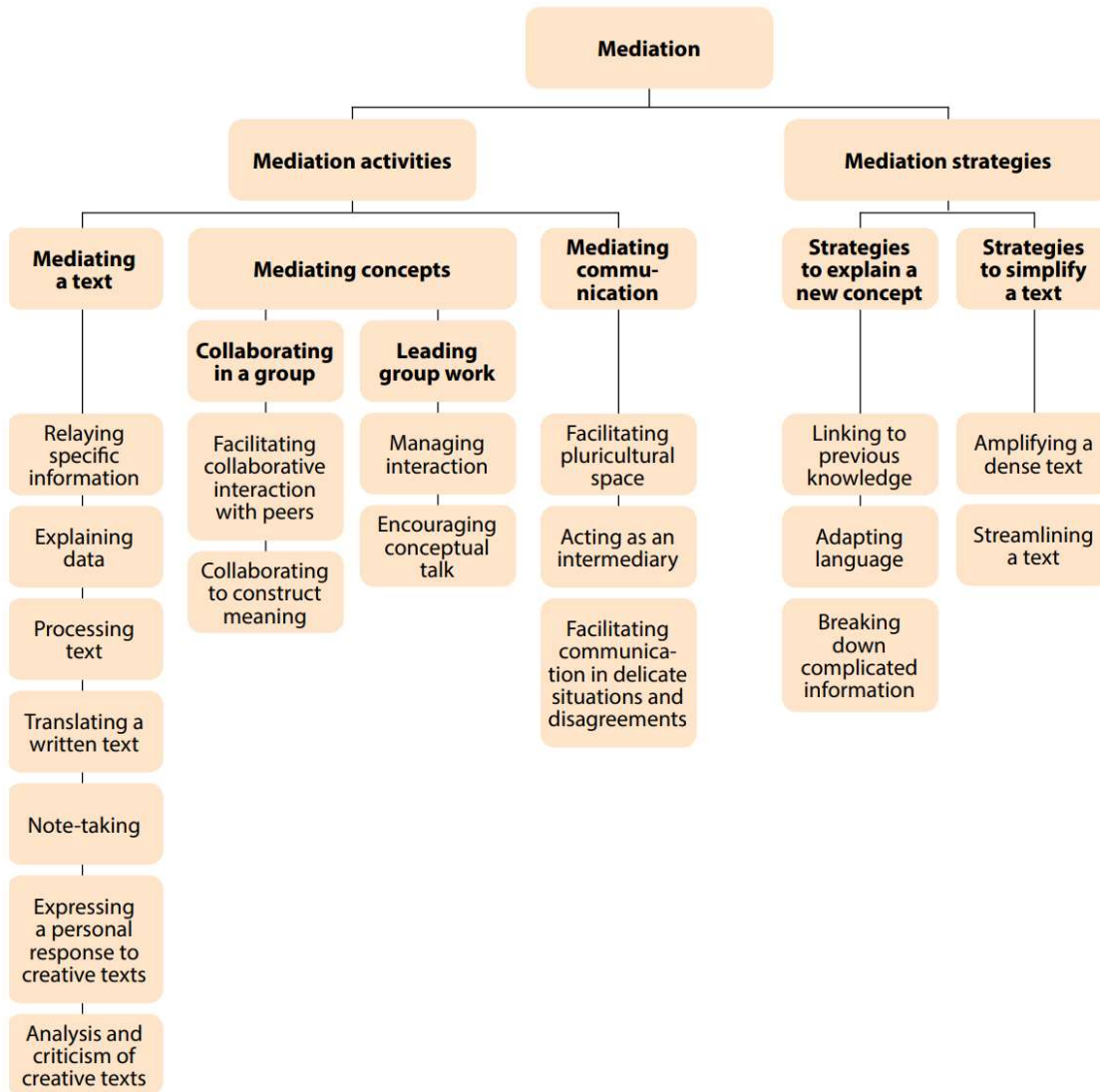
**MS Teams code:** 5ejxjo5

**Peer Learning Survey (RZ):**

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=IfcEBVHUK0C4hDgUKFWeOZ76960IDRtFuy33xqi42kdUM08xRkc4VEZDWTZZQzNCR1RBV0dYSUIXSy4u&Token=223572a8cf68424195b1498b11e8205f>

Appendix 1: Mediation activities and strategies (Council of Europe 2020: p. 90)

Figure 14 – Mediation activities and strategies



## Appendix 2: Detailed overview of teaching methods

Method	Benefits for teaching	What students learn	Benefits for students
<p><b>Peer teaching</b></p> <ul style="list-style-type: none"> <li>• jigsaw (Scrivener 2011)</li> <li>• mini presentations</li> <li>• gallery walk</li> </ul> <p>In small groups, students work together to become 'experts' on a new concept. They then share their expertise across groups (<b>jigsaw</b>). Students are given prepared material to brainstorm, read and discuss, and encouraged to do research online together. The groups are then reshuffled, each expert teaches their topic, and the students then discuss and practiced the new concepts together. This can also be done as an informative <b>mini presentation</b> with a follow-up Q&amp;A session or with a co-created expert concept poster. Students hang up these posters around the classroom, rotate through each station, discussing and teaching each other the new concepts as they go around (<b>gallery walk</b>).</p>	<ul style="list-style-type: none"> <li>• develops a supportive learning community</li> <li>• lets students get to know each other</li> <li>• actively engages students (not sitting)</li> <li>• provides shared goal</li> <li>• highly motivating</li> <li>• time efficient</li> <li>• promotes learner autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• co-construct understanding of core content</li> <li>• talk about and teach peers new knowledge</li> <li>• teamwork and collaboration</li> <li>• manage peer interaction</li> <li>• understand diverse perspectives</li> <li>• do online research</li> </ul>	<ul style="list-style-type: none"> <li>• develop teamwork/collaboration skills</li> <li>• become experts, i.e. active contributors to academic community</li> <li>• learn to see each other as a valuable source of knowledge and learning</li> <li>• develop interpersonal skills: negotiating, problem solving, time management, active listening</li> </ul>
<p><b>Case-based, collaborative writing</b></p> <ul style="list-style-type: none"> <li>• co-planning, writing and revision</li> <li>• using peer &amp; teacher feedback</li> </ul> <p>In pairs, students <b>write collaboratively</b> in response to a given business case <b>on Teams in a shared document</b>. The group is given extensive written editing tips and guidance in the document by the teacher each week. Students use this to discuss and improve their texts together (both synchronously and asynchronously). Multiple rounds of editing and revision may be needed.</p>	<ul style="list-style-type: none"> <li>• allows students to actively practice and revise their writing</li> <li>• allows students to help, support and learn from each other</li> <li>• allows instructor to advise, monitor and support writing process</li> <li>• allows instructor to provide continuous individual feedback</li> <li>• promotes learner autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• co-construction of a written text</li> <li>• writing and revision process</li> <li>• utilizing one's own/peer's mistakes/strengths to improve group/overall performance</li> <li>• understanding diverse perspectives</li> <li>• creating a convincing argument for a specified reader</li> </ul>	<ul style="list-style-type: none"> <li>• motivates to revise and improve work</li> <li>• learn from peers' expertise and mistakes</li> <li>• apply business knowledge acquired in other courses</li> <li>• develop interpersonal skills: negotiating, collaborative problem solving, time management, pair work, active listening</li> <li>• use collaborative technologies effectively and efficiently</li> <li>• receive points for active participation/peer collaboration</li> </ul>



Method	Benefits for teaching	What students learn	Benefits for students
<p><b>Collaborative group work</b></p> <ul style="list-style-type: none"> <li>group presentations</li> <li>role play</li> </ul> <p>In small groups, students assume the role of a consultancy team (<b>role-play</b>) presenting business solutions to a client. The groups are to collaboratively plan and create the presentation's entire content (based on a template), produce professional-level slides (according to guidelines), practice, and ultimately hold a 15-minute persuasive group presentation in-class for their client's top management team.</p>	<ul style="list-style-type: none"> <li>provides a motivating shared goal</li> <li>practices and reinforces respective LO</li> <li>practices persuasive speaking</li> <li>is more authentic for learners</li> <li>promotes learner autonomy</li> </ul>	<ul style="list-style-type: none"> <li>giving a professional presentation</li> <li>how to persuade an audience</li> <li>diverse approaches to a task</li> <li>leading the group, taking initiative, managing group interaction/group organization</li> <li>time management</li> </ul>	<ul style="list-style-type: none"> <li>co-create content for a professional presentation</li> <li>develop interpersonal skills: negotiating, collaborative problem solving, time management, teamwork, active listening</li> <li>use collaborative technologies effectively and efficiently</li> <li>receive points for active participation/peer collaboration</li> </ul>
<p><b>Peer feedback &amp; peer ratings</b></p> <ul style="list-style-type: none"> <li>peer feedback/rating <b>before &amp; after</b> group presentation</li> <li>Q&amp;A session</li> <li>self-reflection</li> </ul> <p>Students give each other/other groups feedback in prior to their in-class presentations. Students use a prepared feedback form (covering LOs) to fill out while watching their peers' presentations. Afterwards, students discuss the feedback and ways to improve performance (<b>formative peer feedback and rating</b>). Students are explicitly taught how to politely give constructive feedback, using sentence starters provided for them.</p> <p>During the in-class presentations, an audience Q&amp;A session is held and a shorter feedback form is completed by audience members and redistributed to the respective groups or audience feedback is discussed simply in class (<b>real-time/summative peer feedback</b>). At the end of the semester, students write a response to questions that ask them to reflect on their own presentation performance, participation in groupwork and what they learned during the process.</p>	<ul style="list-style-type: none"> <li>develops a supportive learning community among students</li> <li>develops constructive feedback skills</li> <li>allows students to get individualized feedback from peers/audience</li> <li>challenges students to reflect on their own performance/teamwork</li> <li>promotes learner autonomy</li> </ul>	<ul style="list-style-type: none"> <li>evaluating colleagues' performance</li> <li>giving constructive feedback to peers in a polite, professional manner</li> <li>elements of a professional presentation</li> <li>smooth transitioning between presenters</li> <li>answering questions in a Q&amp;A session</li> <li>reflecting on their own performance/teamwork</li> </ul>	<ul style="list-style-type: none"> <li>chance to hold a dry run of their presentation</li> <li>receive constructive feedback from their audience/peers</li> <li>make real improvements before graded in-class presentation</li> <li>build confidence before in-class presentation</li> <li>practice active listening</li> <li>use collaborative technologies effectively and efficiently</li> <li>receive higher grades on their final presentations</li> <li>receive points for active participation/peer collaboration/reflecting on their own performance</li> </ul>

# Appendix 3: EBC2 WS23/24 Peer Learning Survey (LL)

49

Responses

06:55

Average time to complete

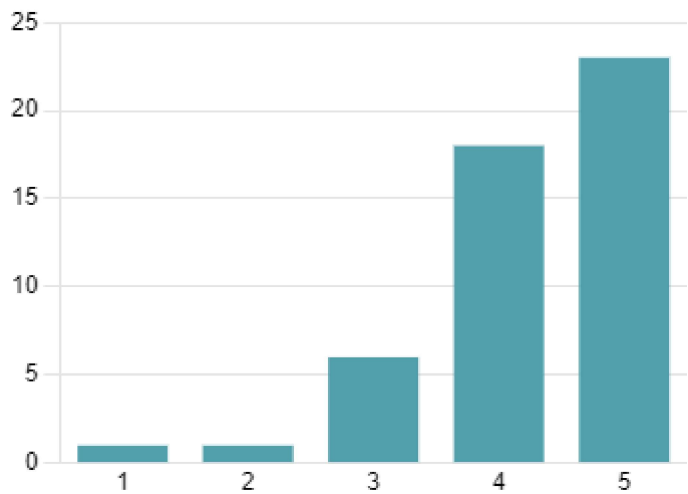
Active

Status

1. How useful did you find writing and revising the HE with your peers (on Teams/in class)?

4.24

Average Rating



2. What did you find useful? What did you NOT find useful?

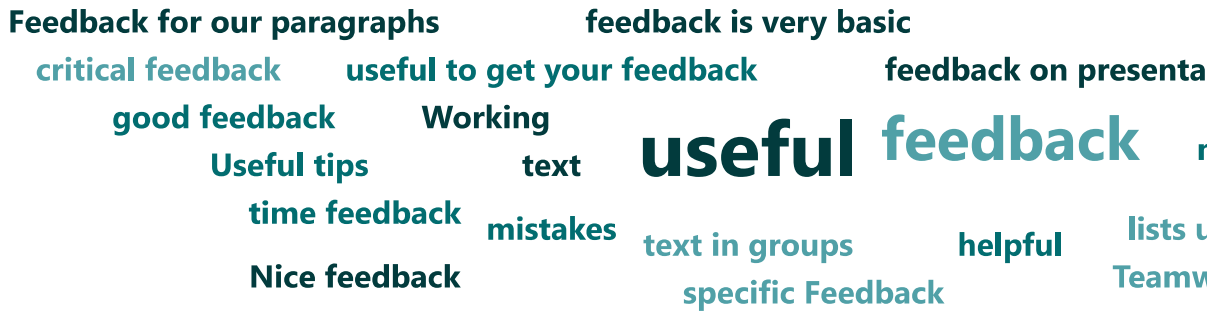
37  
Responses

Latest Responses

"Preparation part and the exercises deadline one week before..."

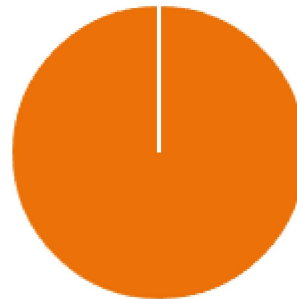
"Getting into the topic with a partner. Being able to talk abo..."

16 respondents (43%) answered **useful** for this question.



3. For the peer feedback session on the group presentations, did you meet in person or online with the other group?

- in person 0
- online 49
- both in person and online 0

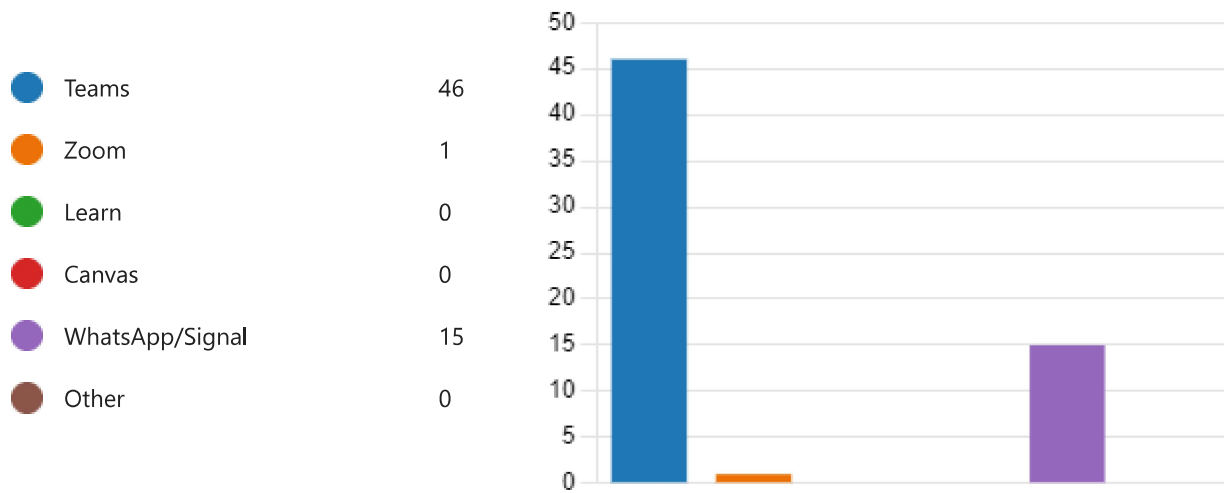


4. How long did you meet with other group members for the peer feedback session?

- less than 1 hour 11
- about 1 hour 24
- 1 -2 hours 14
- over 2 hours 0

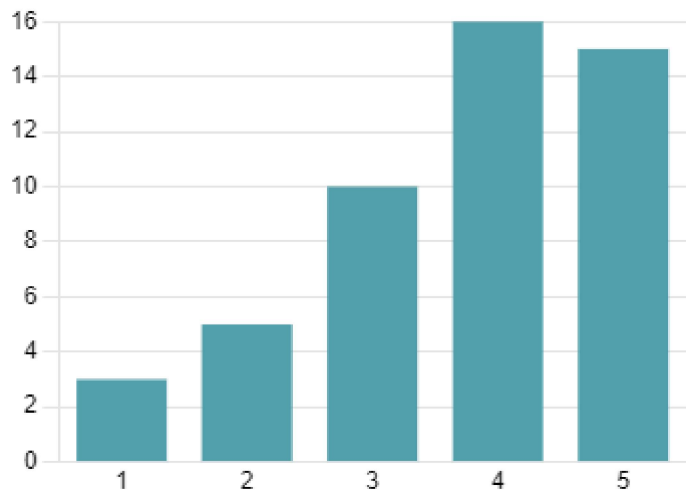


5. Which of the following did you use for collaborating and communicating with your peers in regards to the group presentations and peer feedback sessions?



6. How useful was that peer feedback session for improving your presentation before giving the in-class presentation?

3.71  
Average Rating



### 7. What did you find useful? What did you NOT find useful?

35  
Responses

#### Latest Responses

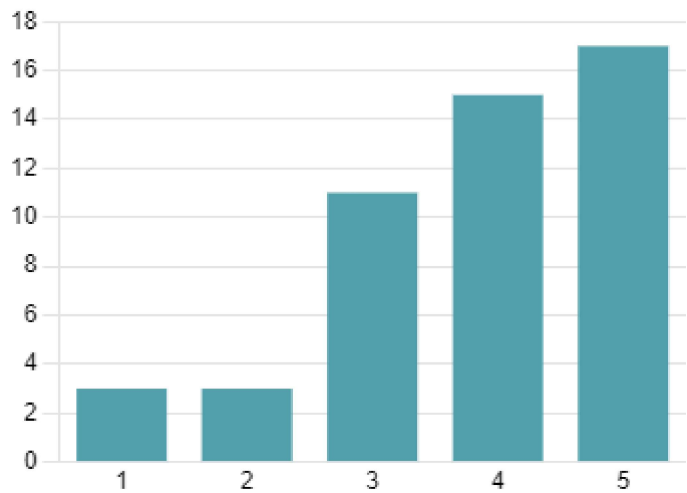
- "Useful to get good feedback and get a little more confident ..."
- "They told us things we could improve for our presentation."
- "Not every group was fully prepared at that point which mad..."

17 respondents (49%) answered **feedback** for this question.



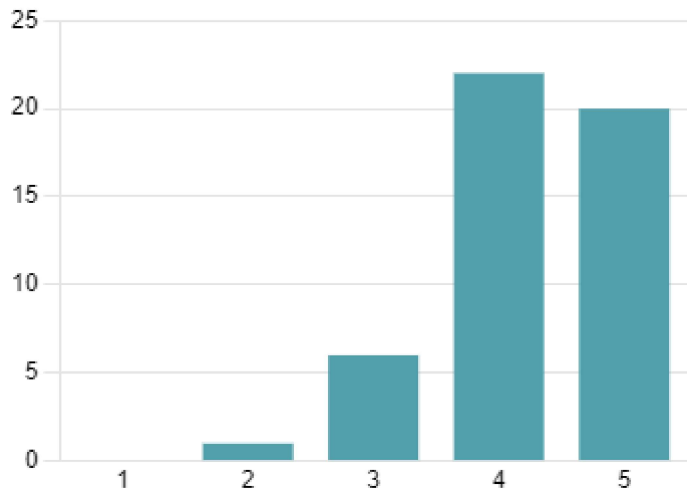
### 8. How useful did you find the audience feedback given during class by your peers?

3.82  
Average Rating



9. How useful was watching and giving feedback on your peers' presentations for you to improve your own presentation skills?

4.24  
Average Rating



10. Please help us to improve this course. How could any of peer collaborations mentioned above be improved?

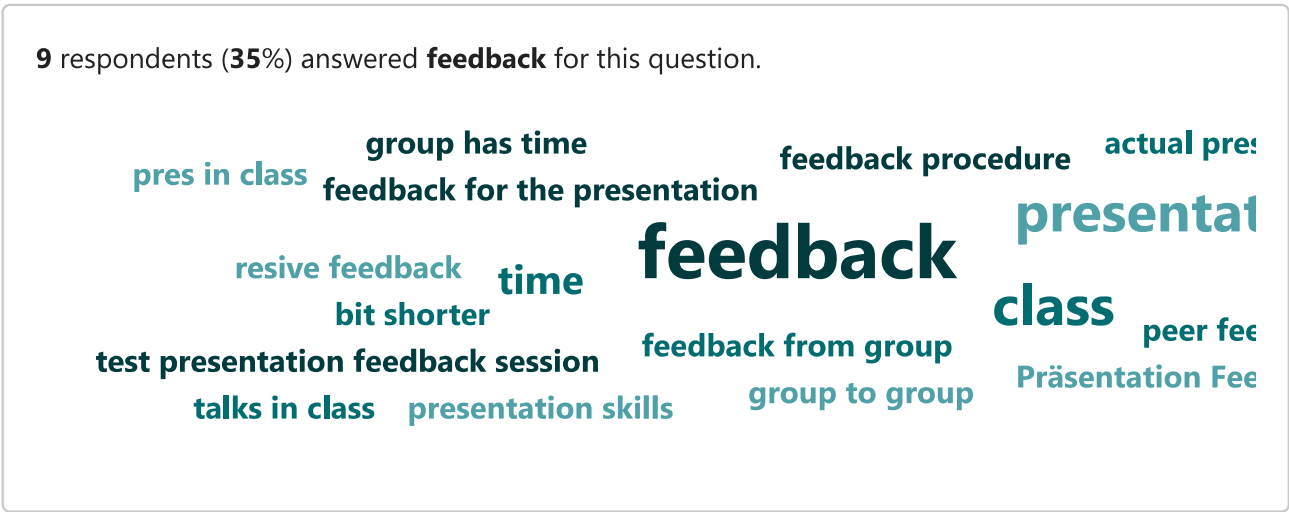
26  
Responses

Latest Responses

"It is a little hard to find a appointment where every group h...

"Maybe to resive feedback directly after the presentation fro...

9 respondents (35%) answered **feedback** for this question.



#### Appendix 4: Peer Learning Survey (LL) - written responses to open Qs 2, 7 & 10

##### Q 2: What did you find useful? What did you NOT find useful? – Collaborative Writing

It was useful to concentrate on only one text and improve it until it was excellent. That showed what can be done to improve out texts. Moreover, it helped us to prepare for the exam.

useful: constant feedback, you know what needs improvement

It was alright. You easily have access to all the HEs and other exercises and come back to them whenever you wanted, I found that very useful pres prep, exam prep, etc.

Working together in general was really useful to notice mistakes and improve

useful was to have the option to correct it again and again to learn from the mistakes

Thank we had to revise it about 3 times (too often)

I find it useful to get your feedback and practise ony mistakes. I think it would be nice if we can practise some general mistakes students did in class and discuss them

Ich fand es sehr hilfreich da man sich als gruppe mehr mit dem Text beschäftigt hat als wenn man ihn nur alleine geschrieben hätte, man hat sich gegenseitig Feedback gegeben und Ideen gesammelt

We already find some issues with the text while reading the part of another person

Doing multiple rounds with your detailed feedback was very helpful

I think it was very useful to get specific Feedback for our paragraphs to work on. I think it could be improved by giving every person a specific to do, because when you are supposed to write one paragraph not everybody as the same amount of work.

In my opinion writing revising the HE with my peers is very helpful, since you can get some insights from another person. Writing a text in groups is less helpful/useful.

Ich hätte es sogar lieber alleine geschrieben.

Nice feedback NOT: little bit to much

Useful: to focus exactly what can come to the final test and also the preparation was a very good perpetuation for a business carrier

Useful: the additional homework

vocab lists useful. presentation plan not useful

Useful to work in teams regarding the pres.

Useful tips, but you can copy things from others

getting to know other writing style, troubleshooting as a team

Nice theory and practice part, but too much of writing in general in the course

Presentations, free topic choice, writing sections, corrections by the teacher when doing the writing —> you know what to work on, very useful feedback on presentation and writing tasks

I really liked that you had an insight on how the others tackled the task. I was able to learn a lot from the skills but also the mistakes of my class mates.

I found it useful when people actually have critical feedback. I did not find useful, when people just said positive one liners & they were the same for everyone.

on one hand it really improves your skills and on the other it really motivates to get positiv feedback :)

Helps to reflect on mistakes more honestly

The 2 time feedback really helped me to know what exactly I did wrong

I think all the provided stuff was pretty important

Useful: very good feedback

That it already helped us prepare for the texts that we have to write in the final exam.

Teamwork was useful

I think it was very helpful to review the most often made mistakes in class.

The feedback is very basic imo and overall for the time it takes with everyone coming together it's not really worth it. Although the idea makes definitely sense and is well meant.

Getting feedback multiple times and splitting the work

Writing the text in groups was a annoying. I like it more to do it by my own, beacaus one person always leans back and gets points for no Work

Getting into the topic with a partner. Beeing able to talk about the task with the group member was helpful.

Preparation part and the exercises deadline one week before the presentation, so you have enough time to practice

**Q 7: What did you find useful? What did you NOT find useful?**

**– Peer Feedback on group presentations**

It was useful to practice the presentation in front of people and to find out what could use more improvements.

it was good to prepare the presentation in advance, however the whole peer feedback process was very time consuming

Top much work, for the Feedback that you get

Feedback was very good for the pres you can easily adapt your pres. No cons for me!

useful was to get direct feedback instead of making mistakes later in front of the class

The feedback from the different groups was very useful, and i could do my presentation in front of other people

i found it useful that we could get a feeling for the presentation and it took away my anxiety. but maybe the feedback could be part of the session and not of our freetime because it's very difficult to find a timeslot that fits for all group members



Es war für mich sehr hilfreich, da ich so darauf hingewiesen würde etwas langsamer und lauter zu sprechen, auch haben ich einen Rechtschreibfehler in einer anderen Präsentation entdeckt und konnte die gruppe auf den Fehler aufmerksam machen

It was useful getting feedback on your presentation and showing you some small issues in your slides (spelling, wording, layout)

In my opinion it was a bit stressful to find a date where everyone can assist the meeting - so maby doing it in pairs of to groups where group one gives feedback to group two and the other way around would have been easier. But it was a nice way to revise the presentation and by filling out the feedback document I remembered important stuff to focus on while presenting in class

I think it would have been more useful of we did it later, because our presentation was not ready at this time

I think if you are lucky and work with motivated peers it will be useful and will be a good exercise, however, in my case the other presentation group didn't want to do the peer presentation.

It was great

Was nice to get feedback before you present in class / Too long

Good to know what to improve

Others didn't want to meet with camera

To see exactly what is to improve

getting feedback from the audience's perspective

Feedback was nice to hear, it's motivating also

Peer Feedback did not help more than the feedback of your own teammates

I loved that you can give your presentation without being graded and also in front of your fellow students. It gave me confidence for my real presentation.

I found useful, that one was „forced“ to practice the talk & also get an opinion on what was done nicely and the what doesn't. Not useful was the other group reading their text off the screen, as one could notice

boosted your confidence because I think that everyone motivated each other but unfortunately the call was very long because every presentation was about 20-25 minutes and you would have to wait until everyone was done (we also were the last group) even though we weren't involved at all in one presentation (neither the presenter nor the judge)

I liked the feedback, I noticed that most wanted to improve their presentation afterwards anyway

The expertise from my peers was not really professional

I think it was useful to practice although I think it was too early; you basically had to prepare the whole presentation 5 days before the actual presentation

Good that you have to prepare early

Useful: feedback and it was a good exercise to speak in front of strangers, not useful: some of us weren't that good prepared so it would be better if the deadline was 1-2 days later

Getting constructive feedback before even doing the presentation. This helped me to improve my presentation before doing it in front of the entire class.

Overall useful

Pos: Time was measured, feedback on slides, way to practice. Negative: finding a time wasn't that easy first

We only got Feedback from one person because the other teammembers didn't appear. They just wrote the feedback for the points but never gave us Feedback

Not every group was fully prepared at that point which made it a bit difficult. It was also a little hard to find a time where everyone (6 people) had time. But overall I think it is very useful since I would have started way later with preparing my part if we would have these deadlines with the peer feedback...

They told us things we could improve for our presentation.

Useful to get good feedback and get a little more confident and less excited at the real presentation

**Q 10: Please help us to improve this course. How could any of peer collaborations mentioned above be improved?**

It was hard to find a time slot for nine people to practice the presentation. This feedback session with our colleagues could take place during class.

I would find it better if you can receive feedback from the audience after the pres in class if there is enough time

Maybe some more motivation for others to participate with full effort

we could do it in class

the feedback from group to group in class

Es wäre sinnvoll gewesen gleich nach der Präsentation Feedback zu bekommen, so fern es die Zeit erlaubt

All in all it was quite good. Perhaps it would be good in the preparing part to make the word document a bit shorter and not that detailed like putting some parts together. Sometimes it was quite difficulty to write 2-3 signposting phrases for just one topic switch

As i said before the feedback procedure with the groups could be organised in a more time efficient way. Giving feedback in class could be done online - also easier for you when you do not have to prepare these sheets. In any case, i enjoined your class and i am very thankful for your very detailed feedback for the presentation and the writing tasks - only a few professors take their time to do it

I liked the course very much and in comparison to other courses we collaborated very much!!

Less work, more listening

Maybe do more exercise on language in context

I like the course wouldn't change something

Maybe have a test presentation already in front of the teacher

Useful ewas to see the difference between teams feedback and the go live session

Students should prepare questions for the other groups' presentation, so the presenting group can practice answering questions

Was good, but less writing and uploading so much on canvas

I think these short 2 minute talks in class are helpful for improving the presentation skills, could be more often.

I don't know how to solve the problem with the time that it is rather a ling meeting but tbh the hour wasn't that bad that it has to improve

I thought that watching my peers presenting really useful

A Bit much effort for 3ects and the exam still Counts 60%

Nothing to improve

I think it would be better to ask the students to give more feedback after the actual presentation. Necause in our class almost nobody gave feedback afterwards and this would probably be more helpful as it shows more accurately how you would behave in a real situation not like via zoom

All worked well

Dont do the feedback in a circle of three, do it always with two groups

Maybe to resive feedback directly after the presentation from the peer feedback group

It is a little heard to find a appointment where every group has time but I don't know how to solve it