Tuning Protocol

Examining Student Work

When you tune work, you have 2 basic components: a set of goals or purposes and a design or document (i.e., Honor’s Independent Study projects.). The general objective is to get feedback from your colleagues about the degree to which the design or document you’ve offered seems likely to allow you to achieve your goals. The work is “in tune” when the goals and design are most in alignment.

# Time

Approximately 20min for each presentation

# Roles

Presenter

Participants

Facilitator who leads the protocol

1. **Presentation** (4 minutes)

Presenter shares information about her work, including:

* + Context
	+ Goals
	+ Focusing question for feedback

Notes: This question might be something like, “What can I do to make my writing stronger?” “What can I do to be more clear in my area of study?). Participants listen silently and make notes.

1. **Clarifying Questions** (2-4 minutes)

Clarifying questions regard matters of fact. Substantive issues are saved for later in the protocol. The facilitator supports the presenter by making sure that clarifying questions are really clarifying.

1. **Examination of the Plan** (4 minutes)
	* Participants study the work, making notes about where it seems “in tune” or aligned with presenter’s goals and where there might be problems or gaps.
	* Facilitator’s decision: It’s possible that participants might offer 1 or 2 more clarifying questions at this time and presenter answers them.
2. **Feedback** (5 minutes)

Participants talk with one another about the presenter’s work in the third person, beginning with the ways it seems aligned with her/his goals (ex: “One place this work is strong is ”)and continuing with possible disconnects or gaps (ex: “One place where there is a potential gap between the document and goal x is ”), and perhaps ending with 1 or 2 probing questions for further reflection on the part of the presenter. Though not in a tight sequence, it is helpful to begin with warm feedback (alignments).

1. **Reflection** (3 minutes)
	* Presenter reflects aloud about what she/he is now thinking after hearing the groups’ feedback.
	* Facilitator may need to remind participants that once the work has been returned to the presenter, there will be no more feedback offered.

Note: This is not a time to defend oneself, but a time to think out loud about interesting ideas that came out of the feedback section.

1. **Debrief** (5 minutes)

Facilitator leads discussion about this experience.