

# **Integrating peer-feedback in a written essay exam in a bachelor course**

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## **Introduction**

Developing a good feedback practice in order to strengthen student learning outcomes is high on the agenda in competence-oriented higher education, including at the University of Copenhagen (Holm & Horst, 2018). In particular, formative feedback designed as constructive and forward-looking feedback on ongoing or finished work and as part of assessment *for* learning raise the potential learning outcomes (Christensen, 2015; Hattie & Timperley, 2007; Rienecker & Bruun, 2015). A good feedback practice involves constructive, specific and clear advice on how to improve a specific product, related to well-known criteria made explicit to the students, and provided with enough time to use in future work (Müllen, 2019; Rienecker & Bruun, 2015). Yet, the reality of resource allocation, time and university specific requirements on assessment formats often inhibit university teachers to engage in in-depth and individualised formative feedback on students work. Furthermore, studies indicate that student learning is only achieved in the feedback process, if they are asked and able to construct their own meaning from the feedback (Nicol et al., 2014), in line with the constructivist tradition of learning theories suggesting that learning require active construction of meaning by students (Biggs, 1996; Mørcke & Rump, 2015). Peer-feedback, where the students provide and receive feedback on each other's work, has the potential to both increase the amount of feedback students receive in a course and engage them actively in the meaning-making feedback process (Nicol et al., 2014). The latter point is important, since research suggests that students actually gain the deepest learning outcome

when giving feedback rather than when receiving it (Cho & McArthur 2010 & Cho & Cho 2010 in Nicol et al., 2014). Providing feedback requires that the student evaluate the work of the peer in relation to well-established learning goals, invoke and apply criteria to justify and explain their evaluation, and reflect on their own work in the process (Nicol et al., 2014).

In order to achieve the learning potential of peer-feedback, however, it needs to be prepared and implemented thoroughly as any other teaching and learning activity (TLA). Hvass and Heger (Hvass & Heger, 2018) note that we cannot assume that students will provide good feedback, and that several issues can stand in the way including inexperience with providing and receiving formative feedback, shame or unwillingness to share unfinished drafts of texts, and a focus on finding mistakes in others' text. Peer-feedback exercises can also seem like an extra, and unproductive, workload for students to engage with each other's work (von Müllen, 2019). Successful implementation of peer-feedback is therefore dependent on the teacher taking charge of the peer-feedback activity and set the right scene for the students to engage. This includes being transparent on the learning goals and potentials for both feedback provider and receiver, and to present a clear framing of the purpose and criteria for the peer-feedback. Clear instructions and moderation of the peer-feedback process, and support for the students interpreting and using the feedback is also important, as is facilitating self-reflection on the feedback provided and received. Finally, peer-feedback should be used in the context of ongoing work or work that needs to be resubmitted to increase incentives and motivation to participate constructively (von Müllen, 2019).

## **Motivation**

The learning potential embedded in formative peer-feedback is one of the main motivation for me to experiment with incorporating elements of oral and written peer-feedback in my teaching practice, and in particular into the written assessment of the BSc second/third year elective course "Arealandvendelse i Globalt Perspektiv" (AGP, English: Land-use change in a global perspective).

The second main motivation stems from my experience as a course responsible and main teacher of the course in the past two years, as well as the student feedback and evaluations that have highlighted the need for more formative feedback and a need to reorganise the written assignment. Sev-

eral students, for example, directly noted in the course evaluations that they were lacking oral and written feedback during the course. While I can work more directly with providing in-class oral feedback in the validation phases of each teaching session, time and resource restrictions present a barrier for me to provide written feedback to students on their individual assignments. In addition, some students have indicated that the exam could be better integrated into the course. The course assessment is a written essay specified as and following the UCPH standard format, “*Written assignment, continuous. The written assignment is prepared during the course and handed-in in the exam week*” (Course description<sup>1</sup>). In the essay, the students’ have to select an individual case study region and work with that case in relation to three questions. The questions asks the student to put the case into the context of the course themes and theory, and follow the generic taxonomy used in the Danish educational system covering description, analysis and discussion, which corresponds to assessing the students’ learning outcomes at the three highest complexity levels in the SOLO-taxonomy (Mørcke & Rump, 2015). So far, however, the exam essay were not directly linked to any in-class teaching and learning activities (TLAs), and the students only received summative feedback on their written work at the end of the course in the form of a grade for the final essay.

I have also observed that some students struggle to start writing their essay and select their case studies, and last year five students decided to skip the ordinary exam deadline and instead hand-in for the re-exam, telling me directly that time-management issues were the main reason for not handing in on the ordinary deadline. This is partly related to some contextual congruence challenges related to the program organisation (D. Hounsell & Hounsell, 2007; D. Hounsell et al., 2005), since the majority of the AGP students have to hand-in major written projects (15ECTS 2<sup>nd</sup> year projects or BSc theses) at the end of Block 4. The deadlines for these projects are usually placed in second to last or last week of the Block. For many students, these projects are top-priority and influence student attendance, focus and priorities for work in the latter half of the AGP course. A key motivation for me to restructure the essay and incorporate a peer-feedback element was therefore also to encourage an early start and better time-management for the written assignment.

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<sup>1</sup> Kursusbeskrivelse: <https://kurser.ku.dk/course/ngea09033u/2021-2022>

## Developing the intervention

The main aim of this project was therefore to increase students' engagement and learning potential for the written exam essay by introducing a written assignment with a peer-feedback exercise, as well as to implement oral peer-feedback activities supporting the student assignment in the in-class TLAs (Appendix A). An additional aim was to strengthen the students' willingness to share and discuss unfinished text with their peers.

I based the new written assignment on the structure of the exam essay (Appendix B), in order to motivate them to think about interesting topics and get going on their essays early on. The assignment asked the students to select a case study, and write a 1-page draft answer to the first exam question, as well as to write a ½-page outline of an answer to the second exam question in bullet-point form (Appendix C). After discussing my project and the formal aspects of the exam formats with my head of studies, who also act as the other examiner on the course, I decided *not* to make the written assignment mandatory. A mandatory assignment would have required me to set up an assessment system for evaluating the assignment to be included in the final summative assessment of the students. This would not only have required substantial resources from my side, but could also have undermined the students' engagement in the formative aspects of the peer-feedback exercise and shifted their focus to the summative element. Instead, I made an effort to strongly encourage the students to use the written assignment as preparation for their exam papers. Moreover, by not making the written assignment mandatory students were allowed to change their case study between the written assignment and the exam essay, if they changed their mind or got new ideas and perspectives from the initial work and the peer-feedback.

The peer-feedback exercise was setup in peer-grade in the University of Copenhagen's online teaching platform Absalon. Students were asked to provide comments on two of their classmates' written assignments, and the reviews were kept anonymous to minimise social and peer-pressures in the review process (Dijks et al., 2018). Following the didactical recommendations in the literature on peer-feedback in teaching, I explained the purpose of peer-feedback and the known benefits from *providing* feedback in addition to receiving it. Furthermore, I explained the aim of practicing to share unfinished work and stressed that the written assignment was meant as a draft. I developed a guide for the peer-feedback that was published on the course page and presented this in class (Appendix D), including

the aim of constructive feedback. The students were able to flag comments in peer-grade, although none of them did. I skimmed through the written comments, but did not have the time resources to engage actively with the individual comments.

von Müllen (2019) notes that a good peer-feedback culture needs to be developed over time, however this is difficult within the context of a single course. However, in order to strengthen the students' experience and confidence in given and receiving feedback, I introduced two exercises with oral peer-feedback during the course. In the first exercise before the written peer-feedback exercise, students were asked to brainstorm potential interesting case studies individually and then to discuss these case studies in groups giving each other feedback and suggestions on the ideas (Appendix E). The second exercise, in the last week of the teaching block, focused on the essay exam and asked the students to reflect on the third essay question in relation to their own case study, before discussing these in groups and giving each other feedback (Appendix F).

I evaluated the intervention through the formal course evaluation, where I added four questions aimed at the written assignment and peer-feedback exercise (See Figure 1). In addition, I conducted an oral evaluation in the last course day eliciting further insights from the students on their learning outcomes of the peer-feedback exercise. Finally, I had a brief discussion about the quality of the essays with my colleague, who has been the other examiner for the past three years.

## **Implementation of intervention and discussion**

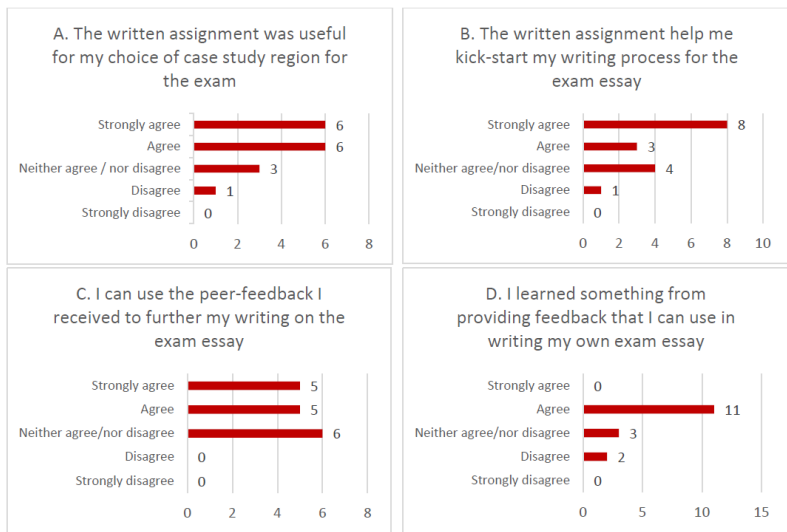
Overall, the student engagement with the written assignment and peer-feedback exercise was positive. The majority of the students handed in the written assignment and participated in the peer-feedback exercise (23 out of 25), and 24 students handed in the exam essay. In the oral class evaluation, all students thought that it had been helpful to have the opportunity to give and receive feedback, and that seeing how other students were addressing the questions had been very helpful. While we did not see a substantial change in the quality of the essays in terms of a higher grade distribution, we received a much wider range of case studies than in the previous years, **which indicate that the students had selected topics based on their own interest rather than from the curriculum.**

Looking at the different elements of intervention, the initial brainstorm exercise in class went well. The students all engaged in sharing and discussing ideas, and in listening into their discussions in class, they seemed to approach each other's ideas constructively asking questions and suggesting alternatives. I had consciously placed the exercise early in the course following a week of work on teacher-selected case studies and a lecture on case studies as a core method in land-use change research to get them started on thinking about potential interests and case studies and two weeks before the deadline of the written assignment. However, several students indicated that they found it difficult to think about and discuss potential case studies that early in the course.

Figure 1 shows the results of the written evaluation, where 16 out of 25 students participated. Overall, the evaluations are very positive in terms of the aim of using the written assignment as a stepping-stone for the students to select their case study region (Figure 1A) and kick-start their writing process of the exam essay (Figure 1B). A few students were less positive and the open comments to the evaluation points to some room for improvement or challenges to the structure of the assignment and peer-feedback. Some students noted that the written assignment was placed too early, before they had gained an overview of the course topics with the result of them choosing a case study at random and then later changed their topic. Other students said that the work on their second-year projects had taken priority, which meant that they had not put as much effort into the written assignment as they would have liked. However, these students still indicated that the written assignment had helped them start the exam essay – which indicates a success in relation to my aim with the assignment and peer-feedback exercise.

The evaluation results for the peer-feedback also show an overweight of positive responses from the students (Figure 1C and D). I am particularly happy that 11 students indicated that they had learned something from giving feedback. One student elaborated on this by writing: *“It worked really well receiving feedback, because there were some things you had not thought about, but it also worked well to give feedback because by reading the assignments of the others you discovered some things”* (Translated from Danish by author). A second student noted that even though they had changed case studies after the written assignment they still found the peer-feedback useful in terms of some general points. However, a substantial minority of six and five students gave a neutral or negative response to these questions. One of these students emphasised that *“the feedback exercise of*

course depends on whether people make an effort in providing the feedback. I only received one feedback that I could use for anything” (Translated from Danish by author). In both the oral and the written evaluation, some students mentioned that the instructions around the peer-feedback and the formulation of the questions could be improved, so that expectations around which types of comments were needed became clearer. In particular one student asked for a stronger focus on constructive suggestions, rather than just listing the concepts used in the paper. Another student pointed to a perceived lack of constructive alignment between the descriptive part of the written assignment and the analytical focus of the peer-feedback questions. One student also noted that they found two pages to be too short for the assignment.



**Figure 1.** Results of student evaluations in relation to the written assignment and peer-feedback exercise. The fifth question was an open invitation to share potential ideas for improving the assignment and peer-feedback. (One student indicated that they chose “neither agree/nor disagree” to all questions due to lack of participation in the assignment).

The final part of the intervention included an in-class group exercise focusing on the third exam essay question, as well as a discussion of what the students took from the feedback they had received. The third essay question focused on a topic that was covered in the last teaching week, and the intention was to create a synergy between the theoretical part of the TLA and the students' own case studies. However, both the exercise and the synergy was challenged due to external circumstances, which meant that the seminar was postponed for a week and to the students' general lack of preparation for the last teaching week, which coincide with their deadline for the big semester projects. Most of the students had not looked at their essays since handing in the written assignment, and had not started to think about the third question. During the oral evaluation of the last exercise, it was pointed out that they would have liked some more concrete feedback from my side on the peer-feedback comments in class.

## Future improvements

Based on the overall experience in this project, I want to continue with separate written assignments and peer-feedback in the coming year using peer-grade. Taking the students experiences and evaluations into account, I want to look into the possibility to push the brainstorming exercise with oral peer-feedback and the written assignment forward by 1-1½ week. Alternatively, I am considering splitting the current format of the written assignment up into two smaller assignments with accompanying peer-feedback elements. This could potentially strengthen the students' experience with providing feedback, as well as improve the quality of the feedback. The trade-off from this is an increased workload for the students and the risk that students lose the overview and sense of how the different elements of the essay exam hang together, as well as a risk of inducing the "backwash effect", where too much attention is directed to the essay exam from both students and teacher (D. Hounsell & Hounsell, 2007).

Hvass and Heger (2018) emphasise the importance of taking charge of the peer-feedback environment as a teacher, so that it becomes *predictable, professional and effective* (p. 64). Building on this year's experience, I want to improve the framing of the peer-feedback in class, as well as in the written instructions. This will entail allocating more time in the first in-class exercise to show and discuss what constructive peer-feedback look like, and revisiting the peer-feedback questions. This year I primarily used what



Hvass and Heger (2018) calls criteria-based questions, asking the students to assess whether the assignment included a set of predetermined criteria. One way of reframing them would be to work more with reader-based criteria, which emphasise questions focusing on the reader experience through questions such as “Where do I learn something interesting?”; “Where do I get confused?”; or “Where do I need to have something elaborated to follow your point?” (Hvass & Heger, 2018, p. 64). I also want to include two or three good-practice examples of anonymised peer-feedback, for example from this year’s exercise. Finally, I want to allocate more time in the last in-class discussion to summarise and highlight general aspects from the peer-feedback in class.

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## A Overview of teaching intervention activities through the course

Teaching week	Teaching and learning activity	Content
<b>Week 1</b>	Introduction to exam, written assignment and peer-feedback	Deadlines, formal requirements
<b>Week 2</b>	In-class brainstorm exercise concerning case studies and case selection	Framing of peer-feedback: purpose, aim and good practice Exercise: What constitutes an interesting case? Which cases are you interested in?
<b>Week 3</b>		
<b>Week 4</b>	Handing in written assignment with case description and outline of analysis Start of peer-feedback exercise 2 days later	1 page written case study description + ½-1 page bullet-point outline of analysis Peer-feedback based on four sets of questions (see Appendix 4)
<b>Week 5</b>	Handing in peer-feedback exercise	
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>	Group work based on exam questions Discussion of peer-feedback and teacher feedback Individual reflection on next steps for essay writing	Exercise: Reflect on exam question 3 and give each other feedback

## B Eksamensopgave

### Appendix 2 – Eksamensopgave

INSTITUT FOR GEOVIDENSKAB OG NATURFORVALTNING  
KØBENHAVNS UNIVERSITET



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#### Eksamensopgave

*BSc geografi & geoinformatik, blok 4, 2022*

*Arealanvendelse i Globalt Perspektiv*

Opgaven skal indeholde en besvarelse af de tre følgende punkter og skal bygge på videnskabelig litteratur, herunder pensum. Opgaven må gerne tage udgangspunkt i den case beskrivelse, der er afleveret i løbet af kurset, samt den modtagne feedback.

1. Vælg et område/en region, der har gennemgået betydelige arealanvendelsesændringer, og som har været genstand for videnskabelige undersøgelser. Beskriv kort disse ændringer. Anvend termer, begreber og teorier fra kurset, og brug gerne figurer, kort og tabeller, hvis relevant.
2. Analyser de direkte og indirekte årsager til arealanvendelsesændringerne i case området, og sæt disse i årsager i relation til de overordnede globale tendenser og processer, der påvirker arealanvendelsen. Gør brug af de forskellige, videnskabelige metoder, tilgange og teorier, der er blevet præsenteret i kurset.
3. Diskuter hvilke afvejninger (trade-offs) og potentielle arealanvendelseskonflikter, der er forbundet med ændringerne i det pågældende område/region, samt hvordan man kan afbøde negative og forstærke positive konsekvenser af arealanvendelsen i den valgte case.

Opgaven skal struktureres selvstændigt, men det anbefales at den indeholder følgende:

- En titel/overskrift
- Et kort indledning
- Et redegørende/analytisk afsnit (spørgsmål 1 og 2)
- Et diskussionsafsnit (spørgsmål 3)
- En kort konklusion

I opgaven bør inddrages litteratur fra pensum, og der kan suppleres med øvrig relevant litteratur. Husk at benytte referencer både ved direkte citater og ved parafrasering, og at førstnævnte skal tydeligt markeres med citationstegn, samt indeholde sideangivelse.

## C fleveringsopgave – Arealanvendelse i Global Perspektiv 2022

### Opgave:

I løbet af kurset skal der afleveres en opgave og arbejdes med mundtlig og skriftlig peer-feedback.

Afleveringsopgaven skal indeholde et udkast til en case beskrivelse af et selvvalgt område/region, der har gennemgået betydelige arealanvendelsesændringer og en oversigt/disposition over de væsentligste direkte og indirekte årsager til arealanvendelsesændringerne.

Case-beskrivelsen udarbejdes sådan, at den kan danne udgangspunkt for besvarelse af eksamensopgaven. Tag derfor udgangspunkt i eksamensopgavens spørgsmål 1 og 2.

Opgaven skal også indeholde en kort oversigt over den litteratur, du baserer case-beskrivelsen på og som du ønsker at inddrage i eksamensopgaven.

Fokusér på at beskrive casen og præsentere en oversigt over årsager til arealanvendelsesændringerne, snarere end formfuldendt sproglig præsentation.

Opgavens omfang: Ca. 2 sider inklusiv case-beskrivelse på 1-1.5 side (spørgsmål 1) og en disposition over direkte og indirekte årsager på 0.5-1 side (spørgsmål 2) gerne i punktform (bullet-points).

Afleveringsopgaven er designet til som forberedelse til eksamensopgaven, og case-beskrivelsen må derfor meget gerne indgå i denne. Eksamensopgaven kan dog også laves på baggrund af en anden case.

Opgaven afleveres i Absalon/Peer-grade **tirsdag d. 17.05. kl. 16.00.**

## D Peer-feedback øvelse

Du skal give konstruktiv feedback til to af dine medstuderendes case-beskrivelser og dispositioner. Peer-feedback processen er tilrettelagt så du giver kommentarer anonymt og kommer til at foregå Absalon/Peergrade.

Konstruktiv feedback er feedback, der giver din medstuderende mulighed for at videreudvikle sin idé og opgave, og du kan derfor både fremhæve ting, der er positive og ting der kan arbejdes videre med. Feedback bliver dog kun konstruktiv, hvis den er holdt i en respektfuld og høflig tone – tænk over den type af feedback du gerne selv vil modtage, når du giver din medstuderende feedback.

Tag udgangspunkt i følgende spørgsmål når du giver feedback til dine medstuderende:

**Case valg:** Hvad gør den valgte case interessant og relevant i forhold til arealanvendelsesændringer i Globalt Perspektiv? Hvordan bliver arealanvendelsesændringerne beskrevet? Er beskrivelsen klar og har du evt. forslag til hvilken yderligere information, der kunne inkluderes i beskrivelsen?

**Termer og begreber:** Hvordan bliver termer, begreber og teori fra undervisningen anvendt? Og kan du komme på andre ting som din medstuderende kunne inkludere?

**Direkte og indirekte årsager:** Er strukturen på opgavens analyse klar på baggrund af den opstillede disposition? Hvilke tilgange, teorier og metoder fra faget ligger din medstuderende op til at bruge i sin opgave, og har du evt. forslag til andre ting, der kunne inkluderes?

**Litteratur:** Inkludere opgaven en foreløbig litteraturliste/oversigt? Og har du forslag til andet litteratur eller materiale som din medstuderende kunne bruge?

Peer-feedbacken gives i Absalon under ”Peer-feedback” fanen i venstre side. Her vil du blive guidet gennem de ovenstående spørgsmål.

Opgaverne til feedback **udleveres seneste fredag d. 20.05.** og skal **afleveres senest torsdag d. 26.05. kl. 16.00.**

## E Brainstorm øvelse til afleverings- og eksamensopgave

### Øvelse 3 (Tors. 05.05.):

I denne øvelse tager vi hul på brainstorm over mulige emner til afleverings- og eksamensopgaven. Formålet er at komme i gang med at tænke på interessante case studier/områder/regioner, som I kunne tænke jer at arbejde med, og samtidigt sparre med hinanden om idéerne.

Følg nedenstående guide til øvelsen:

1. Individuelt i 10 min: Tænk over/skriv ned en idé(er) til et muligt emne. I må gerne researche lidt eller kigge i pensumlisten for inspiration
2. I grupper af 3 (computer-fri-zone):
  - a. Brug de første 10min på kort at præsentere jeres idé(er) på skift – hold igen med spørgsmål til hinanden.
  - b. Brug 20min på at stille uddybende spørgsmål og diskutere til hinandens idéer
  - c. Brug de sidste 15 min på at tale om eventuelle uklarheder I har i forhold til jeres idéer og til opgaven generelt, og hvad jeres næste skridt vil være

Vi samler op og diskuterer eventuelle uklarheder i plenum

Det sidste element i øvelsen er en lille refleksions og skrive-aktivitet:

3. Individuelt: Brug 10 min på at skrive en kort resumé/noter over diskussionen i dag
  - a. Hvad tager du med videre fra øvelsen i dag?
  - b. Og hvad er dit næste skridt i arbejdet? (hvordan vil du søge litteratur, vælge casen ud, lave en tidsplan... andet)

## F Brainstorm til eksamensspørgsmål 3

### Øvelse 14 (Tors. 16.06.):

I denne sidste øvelse skal I reflektere over ugens tema om afvejninger og arealanvendelseskonflikter i relation til jeres eget case studie i eksamensopgaven. Herudover skal I diskutere og give hinanden feedback på jeres overvejelser omkring afvejninger og arealanvendelseskonflikter. Formålet er at skabe en dybere forståelse for de to temaer og samtidigt skabe et godt afsæt for at skrive eksamensopgaven færdig.

Følg nedenstående guide til øvelsen:

1. 10min individuelt (“shut-up-and-write”):
  - a. 7min: Tænk på dit område/case studie
    - i. Hvilke afvejninger og potentielle arealanvendelseskonflikter er der forbundet med ændringerne i dit område/region?
    - ii. Hvordan kan man afbåde negative og forstærke positive konsekvenser af arealanvendelsen?
    - iii. Skriv noter, bullet-points, de første sætninger
  - b. 3min: Tænk kort over hvordan du vil gå til opgave skrivningen på baggrund af dine noter
2. 25min i grupper af 3 (“pair-and-share”)
  - a. På skift, brug 5min hver på at præsentere jeres idéer og overvejelser i forhold til jeres case
  - b. 10min general diskussion
3. Opfølgning og diskussion i plenum
  - a. Uafklarede spørgsmål til opgaven
  - b. Diskussion og evaluering af peer-feedback