

“We all need people who will give us feedback.
That’s how we improve.” --Bill Gates

Introduction: Inventing is an iterative process. This means that inventors actively seek out feedback to improve their designs. If you are asking others to give you feedback, it’s only fair to return the favor and provide them feedback, too!

[Writing Peer Review \(Peer Critique\) TOP 10 Mistakes](#)

This video shows us how not to give feedback. I hope you had a laugh at some of the examples and I’m sure there are some you could relate to. Giving good feedback is hard to do! Some guidelines for giving effective feedback:

- 1) **Be specific.** Have you ever turned in an assignment at school and been told, “great job,” with no other comments? This might feel good, but it doesn’t help you know what exactly you did well on the assignment. Feedback is meant to help us improve, but feedback that is too general doesn’t help us accomplish that goal.
- 2) **Be actionable.** If the person receiving feedback can't take it into consideration, the feedback is not helpful.
- 3) **Use “could”—not “should.”** Feedback is meant for the inventor to take into consideration, but whether they incorporate the feedback into their work is still their decision. As such, the word “could” is a recognition of this reality, and it empowers the inventor to decide which feedback is important for their work.

Goal: Provide feedback to other inventors in the forum.

Share: Visit the [forums](#), review the prototypes other inventors have shared, and provide them feedback. Remember, all inventions have two important features: they are useful (solve real problems for real people) and they are unique (nothing like it already exists). When providing specific and actionable feedback to other inventors, be thinking about whether your comments will help them improve the future iterations of their work.

Resources for Educators and Parents:

- [Edutopia](#) article discussing this topic of how to teach students to give and receive feedback.
- Video from [The Teaching Channel](#) demonstrating the “I notice…” and “I wonder…” sentence starters which can be helpful scaffolding for students just learning these skills.

- Use [this worksheet](#) in a classroom setting to facilitate a peer review of invention prototypes.