NSF CAMP FEEDBACK METHOD
A STEAM APPROACH TO RESEARCH DESIGN AND MENTORSHIP

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WHAT IS THE NSF CAMP FEEDBACK METHOD?

The CAMP Feedback Method is a STEAM-based model that creates a supportive environment for providing feedback on research proposals. Based upon findings from our research with past CAMP fellows, we designed this method to combine the Value Proposition framework (from engineering) with a structured way of providing feedback that centers the presenter and provides them with control over the session. To do so, we have adapted steps from the Critical Response Process (from the humanities) and incorporated aspects of the Socratic method to provide critical feedback needed to swiftly help move the proposal development forward. The CAMP Feedback Method utilizes three roles: presenter (student), facilitator (instructor), respondents (other students/audience members), AND two ways to provide feedback: neutral questions and permissioned opinions. These next pages describe how to implement the method.

TYPES OF FEEDBACK

Neutral Questions

Open-ended questions free from opinion, asked in a positive tone.
Neutral questions: "Can you please tell us why you selected that sampling method?" "I am not sure what you mean by X, can you please elaborate?"

Non-neutral question: "Don't you think random sampling would be best here?"

Permissioned Opinions

Before offering advice or opinions, it is important to ask permission to do so.
Respondent: "I have an opinion about grounded theory. Would you like to hear it now or later?"
Presenter: "Thank you, but not now. I need to work through what I've heard today before I am ready for the grounded theory feedback."

THE VALUE PROPOSITION FRAMEWORK

NEED
What is the **need** or problem that your research addresses? Why does your research matter?

Example:
- X [something specific] is a pressing problem/challenge in the world today
- We need to know about X because it impacts Y [pressing important thing]
- Existing research methods do not adequately capture X

CONVERSATION
How can your work advance this **conversation**?

Example:
Summary of your literature review

QUESTION
Your research **question** will often build off the **need(s)** and **conversation** summaries (from above).

Example:
Clearly state your research question

APPROACH
What are your research **methods**? Include any additional hypotheses here.

Example:
Summarize your data collection and analysis plans

BENEFITS
What are your expected (or discovered) **benefits**? How does your research address the **need** and extend the **conversation** in ways that other research has not?

Example:
How will the data you collect answer your **research questions** and contribute to the **conversation**?

NCQAB OVERVIEW

Need: What is the research problem you plan to work on? Who will benefit from any knowledge and information created?

Conversation: What previous research is there related to your need, what are the scholarly debates, what are any shortcomings?

Question: Research question

Approach: What methods will you use to answer your research question? Why are these methods appropriate or how are they unique from what's been done before?

Benefits: What contributions to the scholarly literature do you anticipate from your research?

STEPS OF THE NSF CAMP FEEDBACK

STEP 1: PRESENT TOPIC

Presenter: Present the research topic adhering to the NCQAB in 15 minutes
Audience: Listen, consider the assumptions and nuances, take notes

Example:
Present a research plan using the NCQAB framework, keep within 15 minutes

STEP 2: STATEMENTS OF MEANING

First time presenting only (5 mins)
Presenter: Listen to answers
Facilitator: Ask the respondents: What was stimulating / unique / meaningful / interesting / striking for you? What did this remind you of?
Respondents: Respond to question

Example:
Facilitator: "What was unique about this proposal to you?"
Audience: "What I found unique was the application of multi-site ethnography to address your question."

STEP 3: PRESENTER AS QUESTIONER

Presenter: Ask questions of respondents to address issues or sticking points you have with your work
Facilitator: Can interject if needed by asking either _neutral questions or permissioned opinions_ that help address underlying issues that can help the presenter with what they have stated they want help on
Respondents: Answer the question. May ask neutral questions that don't directly address presenter's question to facilitate conversation

Example:
Presenter: "How can I make the theory section stronger?"
Respondent: "I think you need more Foucault."
Facilitator: "Let's step back here as I think we need to further define your research question before answering how the theory section can be stronger, can I offer some opinions and ask you some questions?"
Presenter: "Sure."
Facilitator: "I think the RQ is too broad, how can you narrow this down to a specific population or phenomenon?"

STEP 4: PERMISSIONED OPINIONS

Presenter: Chooses whether or not to continue to this stage and/or consent to a question/suggestion
Facilitator: Ensures all opinions are permissioned, can ask permissioned opinions to the presenter
Respondents: Ask for permission, then states an opinion or suggestion if presenter agrees

Example:
Respondent/Facilitator: "I have a suggestion about your sampling design, do you want to hear it now or later?"
Presenter: "Thank you, but not right now. I have a lot to think through already."

STEP 5: REFRAMING

Presenter: Present the reframed statement or plan
Facilitator/Respondents: Consider how to further refine the new statement

Example:
Reformulate the original hypothesis, opinion, or statement in light of the new understanding gained from the questioning period.