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## **"FEEDBACK FIRST YEAR" – A CRITICAL REVIEW OF THE STRENGTHS AND SHORTCOMINGS OF A COLLECTIVE PEDAGOGICAL PROJECT**

**Abstract.** This chapter documents the design, management and effect of a project to promote "Scholarship of Teaching and Learning" (SoTL) among two groups of teachers at the University of Liège (Belgium). Through a combination of collective "moments" and individual tutoring, members of faculty have engaged, over the course of two years, in a process of reflection and action targeting their feedback practices. By analyzing interviews conducted with participants, this chapter compares initial expectations built into the project by staff developers with how it actually unfolded, and how the members of faculty involved experienced it. This data outlines success factors, impediments and recommendations related to implementing this type of approach for combining individual and collective opportunities to develop aspects of SoTL.