



Peer feedback

TEFSI-workshop

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Christine Holm,
Department of Science Education
Jeppe Sand, IT Learning Center,
Faculty of Science



UNIVERSITY OF COPENHAGEN



Agenda for workshop

- Feedback and peer feedback, what, why and how?
- Exercise: Peer feedback with Peergrade
- Peer feedback in your own courses?
- Ideas, resources, examples

Feedback to students

What do we mean about feedback?

A reaction on a product made by one or more students, aiming at improving and learning.

Products: oral, written, performances, actions,...

Formative feedback

- Aiming forward
- Goal: to develop and improve
- Focus on process
- Creates progression

Summative feedback

- Aiming backwards
- Goal: to examine a result
- Control and documentation
- Uses scale

Why focus on feedback to students?

- According to research evidence, formative feedback increases students' learning and efforts.
- Students ask for more feedback (at least here at UCPH)
- University teachers time for giving feedback is limited
- How do we ensure the students to use feedback?

Why is good feedback important?

- One of the most effective learning tools
- Helps students understand the requirement placed on them
- Helps students evaluate where they stand academically
- Helps students understand the academic content (both concepts and processes)
- Helps students find the next step in their learning process
- Is motivating and enhances job satisfaction

=> Promotes meta-cognition and Self-Directed learning

What is important when choosing feedback forms?

Feedback should in principle always be adjusted to the specific student in order to be most efficient on bringing the student from the present level to the desired level indicated in the learning goals.

Good feedback will:

- Emphasis the academic requirements
- Get the student to reflect and assess his/her own level
- Give the student strategies to work toward the academic requirements
- Where shall I go? – Where am I? – How do I get there?
- *Two tools*: Criteria-based rubric and Feedback dialogue sheet

Where shall we go?

- Students often struggle with the translation from formal requirements to their own work
- → Criteria-based feedback and *rubrics* can help:

Criteria	Outstanding	OK	Needs improvement
...			
Describes ...			
Uses systematic approach to ...			
Argumentation for ...			
...			
Writes correct on ...			
Formalia			
...			

Levels of performance (scale)

Rubric design	4	3	2	1
Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
Criterion 2	Performance descriptors			
Criterion 3				
...				

Rubrics can be used both before and after giving feedback

Criteria	Outstanding	Good	Sufficient	Not sufficient
•				
•				
•				
•				
•				

Feedback dialogue sheet

Assignment	Student Action plan	Feedback from teacher (or peers)	Student reaction
1		It is hard to see how... I will suggest...	What we meant was... Next time we will try...
2	We have tried to... Our focus is on...		
3			
4			
...			

See video example from UCPH on how formative feedback can be integrated in teaching. The feedback sheet support students to retain the lecturer's feedback and their own reflection on the feedback:

<http://video.ku.dk/focus-on-feedback-the-green-sheet>

Why peer feedback?

- Abundant evidence of the benefits of engaging students in peer feedback
- Peer feedback promotes learning
- When students have to apply evaluation criteria themselves, they can develop their understanding of the learning objectives
- Students can get experience of different solutions to tasks, which can help to develop an appreciation of what counts as quality work in the discipline or subject area
- Peer feedback can enhance active participation, motivation, professional and social engagement in the subject and the study program.

Planning of (peer) feedback

- **Time frame** (how much time, where in the course)
- **Purpose of the feedback** (eg. to correct academic content, or encourage reflection and dialogue? to motivate students and keep them in the programme? To teach assesment criterias for exam?)
- **Objective** (What is the intended use of the peer feedback? Refine product? For next assignment? What are the student supposed to do after the feedback?)
- **Which products** (smaller exercises, essays, oral presentation ...)
- **Form** (Oral, written, progression rubrics, closed questions, open comments)
- **Criteria** (learning progression related to course learning objectives, taxonomy, core concepts, broader competences, formalia and communication. Dependent of genre)
- **Roles and relationships** (Peers vs teacher, how to get student engaged in peer feedback, what are the role of the teachers, social issues among students)

(Bruun og Riecker, 2015, in University Teaching and Learning p. 264 ff.)

Exercise on peer feedback with Peergrade

KI. 9:30-10:30

Challenges in peer feedback

- To get the students to accept and value the peer feedback
- To cover all the content including higher taxonomical levels (not only formal details)
- To train and qualify students feedback
- Social issues and how to separate professional feedback from – anonymity or not ?
- ...

Peer feedback should be practised and supported by teachers

The students learn as much from giving feedback, as from receiving feedback

Advice on peer feedback

- Important that the student understand the **evaluation criteria**
- Good **examples** are important
- Draw up a "**rubric**" or form to track progression before setting an assignment – one that the students know (or help to draw up).
- **Avoid** levels in form of **grades**
- **Prioritise** the feedback (avoid wall to wall feedback)
- Make the feedback **constructive** and appreciative, not negative
- Institutionalise reaction to feedback. Change your **didactic contract** so that the assignment is not finished until the work on the feedback is completed.

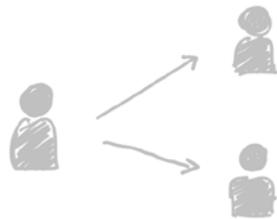
Feedback and peer feedback in your courses

- Experiences?
- Ideas on where how to plan peer feedback in your course? (purpose, objective, form, roles and relationships)
- Discuss relevant feedback criterias for a student task in your course, and draw up a rubric with progression steps for some of the criterias

Example from UCPH

Peer Feedback in Econometrics II, By Morten Nyboe Tabor

Five case-based assignments with peer feedback



After handing in an assignment,
each student must provide written
feedback to two peers.

What did we achieve?

Much higher student motivation and engagement.

Students train critical thinking and ability to write an academic paper.

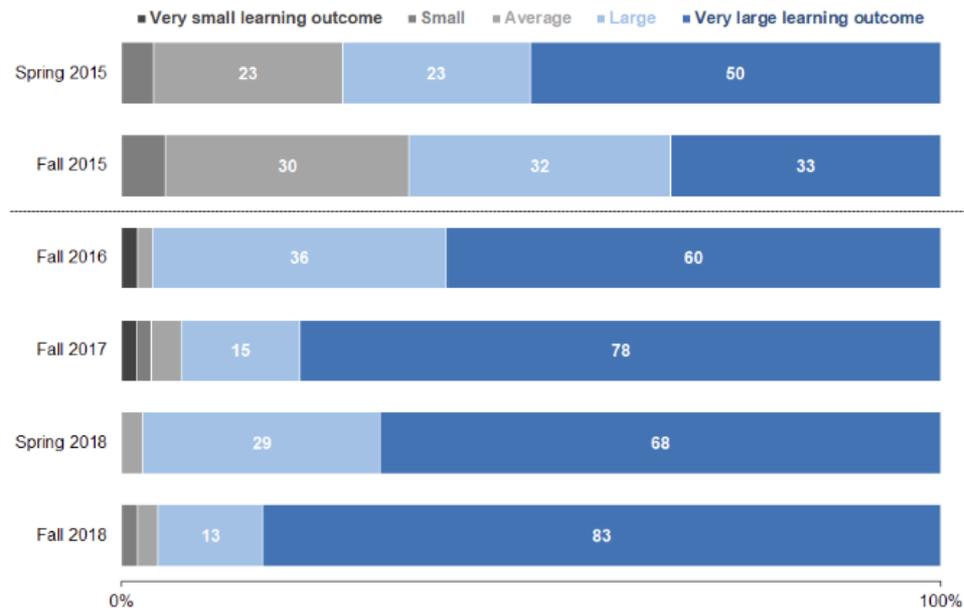
Much higher learning outcome self-reported by students.

Higher grades and lower failure rate despite assessment at a higher taxonomy.

Morten Nyboe Tabor

external lector, economic, social sciences, University of Copenhagen

The students' learning outcome increased



Morten Nyboe Tabor

external lector, economic, social sciences, University of Copenhagen

Example from UCPH

Video examples:

- **Peer feedback**
With peer feedback, students work both with giving and receiving feedback from each other. The teacher organises and gives criteria for feedback, but does not participate in the actual feedback.
- **Feedback dialogue sheet - The green sheet**
This video shows an example of how formative feedback can be integrated in your teaching. Here, the teacher uses a template – the green sheet – in which the students can retain the lecturer's feedback and their own reflection on the feedback.

Resources

- www.ind.ku.dk/feedback (in Danish and some content in English):
Examples, resources, guides, etc.
- **Online and blended learning** - <https://obl.ku.dk/>
KU-cases and tools relevant for giving feedback (in English)
- Rienecker and Bruun, 2013: Kapitel 4.6.1 Feedback, i *University Teaching and Learning*, (Rienecker, Jørgensen, Dolin, Ingerslev (eds.) 2013), Samfundslitteratur.
- Hattie, J., & Timperley, H. (2007). **The Power of Feedback**. *Review of Educational Research*, 77(1), 81-112.
- University of Edinburghs "**The Enhancing Feed-back**" website:
<http://www.enhancingfeedback.ed.ac.uk/>
Extensive collection of resources, strategies, case examples and ideas for both staff and students
- **AU Educate, theme on Feedback:** <http://educate.au.dk/en/themes/feedback/>
Examples, exercises and tools to be used for feedback in teaching.
- **SDU's Tool for Developing Feedback Activities** (VUF): <http://sduup.sdu.dk/vuf-en>
Examples on different feedback forms.
- UNSW Sydney, **Website on Assessment and Feedback:**
<https://teaching.unsw.edu.au/assessment>
Toolkit with ideas, guidelines and practical strategies