



How can peer feedback make a difference?

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The ambition is to inspire and share practices where peer feedback can make a difference for learning and assessment.

Plan:

- What is peer feedback and what does it take to make a difference?
- New Absalon = new course navigation = new focus
- Examples of peer feedback methods
 1. Alignment and exam preparation
 2. Project plans and group synergy
 3. Evaluation of group members
- Activity – Share experiences and wishes on peer feedback via Padlet
- Summary and conclusions



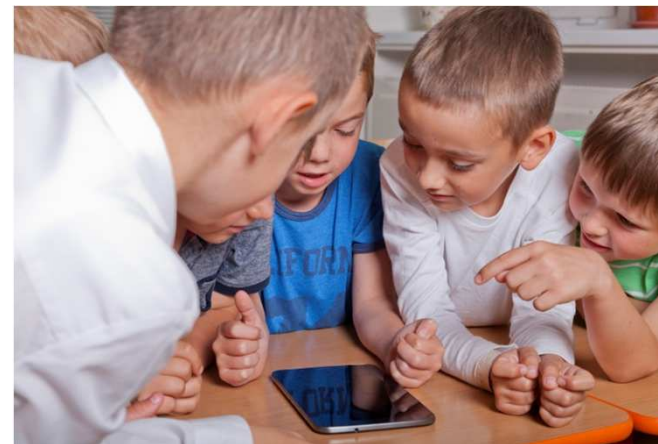
Introduction

Peer feedback?

- Feedback given from one student to another
- Many examples and formats of peer feedback
- Peer feedback/peer assessment/peer evaluation
- Individual peers vs peer groups
- Feedback within or between groups

Making a difference?

- Improve learning output
- Reach course objectives
- Obtain alignment
- Provide teamwork skills



New e-learning system = Opportunity for new focus



Where can peer feedback support the learning objectives of the course and make a difference?

- Focus on group communication throughout the course
- Interactions between students during lectures
- Group assignments with peer feedback
- Feedback on exam preparation
- Group projects with peer feedback and assessments

GROUPS

- Mixed students (degree courses, nationalities, experiences)
- Groups established randomly before course start
- **Group introduction ...**



Introduction and group establishment

The screenshot displays a course management interface for the course '3917-B1-1E16;Ethology'. The interface is organized into sections: 'Course Information' and 'Lecture Topic: Introduction'. The 'Course Information' section contains a list of items, with 'Introduce yourself to your group' highlighted by a red circle. The 'Lecture Topic: Introduction' section contains 'Lecture 1 Introduction page' and 'Introduction.pdf'. A sidebar on the left provides navigation options, and a top navigation bar includes 'View progress' and '+ Module' buttons.

3917-B1-1E16;Ethology > Modules

Home
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Settings

View progress + Module

Course Information

- Course overview
- Welcome to Ethology
- Ethology 2016 course plan.pdf
- Link to course description
- Map Frederiksberg Campus
- Introduce yourself to your group**
- Examples of exam questions.pdf
- Feedback on the course

Lecture Topic: Introduction

- Lecture 1 Introduction page
- Introduction.pdf



Important group introduction before peer feedback

Objectives:

- Establish good working environment for the students in their groups
- Build trust by learning strengths and weaknesses
- Set common goal (expectations) in the group from day 1
- Upload group strengths and expectations as first "assignment"
- ✓ First group product, Teacher insight, First Canvas upload.

In your groups, spend 3 mins each introducing yourself to the group, going through the following points:

1. Where are you from?
2. What is your degree course?
3. What is your experience with ethology or similar courses?
4. Where do you expect your strengths and weaknesses will be in this course?
5. What do you like to do when you are not studying?

After you have completed the above for all group members, spend 10-15 minutes making a brief summary of the strengths of your group, making sure you include all group members. Upload this list as your first group assignment "Group strengths and expectations" under the Introduction Module.

In the remaining time available (or during another break), discuss your expectations to each other in your group. What, how and how often do you expect your group members to contribute, and how can you ensure that all members of your group will contribute to your course group work. *This part of the task is private within your group and should NOT be uploaded/submitted.*

Example 1: Alignment and exam preparation



Why use peer feedback here?

- Benefit from answering exam questions in groups – peer feedback can improve learning by having to relate to peer group answers
- Students improve understanding on key topics by discussing and formulating new exam questions in groups
- Retrieve knowledge and improve their own performance by both giving and receiving feedback from peers



Alignment and exam preparation



How?

During lectures...

- Student groups write suggestions for exam questions on the topic just covered
- Peer groups discuss and submit answers to these exam questions as “assignments”
- Randomly selected groups present their answers in plenum and chair supervised discussion (traditionally)
- Peer groups give written feedback to the exam answers of fellow peer groups



Alignment and exam preparation



Experiences and feedback from the students:

- Students comment that this really improved their learning output
- Students learned from both giving and receiving feedback from peers
- Students would like more of this type of work in the future
- Needs "quality check" by lecturer at several points
- Needs group peer feedback to work in Canvas
- Peer groups vs. peer individuals?



Example 2: Project plans and group synergy

- Practical project counts for 40% of final grade (motivation)
- Much self-study in groups (hungry for feedback)
- Individual peer feedback on project plans of other groups



Project plans and group synergy



Why Peer feedback?

- Benefits the student giving feedback to read the plan and outline of other groups
- Benefits the group receiving feedback to have “fresh eyes” on the project plan before they carry out the study.
- Benefits the group synergy – by dividing the group so different group members give feedback to different fellow groups, all group members will bring different experiences to their own group, thereby improving the interaction and synergy within the group.



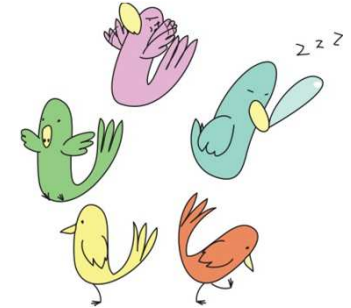
Project plans and group synergy



Experiences and feedback from the students:

- Students were generally positive about the idea of peer feedback - both giving and receiving.
- Curious about reading other project plans
- Apprehensive about giving individual feedback to other groups
- Unfortunately challenges with group feedback set-up in Canvas

Example 3: Peer assessment of group project



Why?

- Project report counts 40% towards final grade
- Fairness of individual evaluation (Avoid free-riders)
- Increase motivation to participate actively in all the group work
- Increase student activity level in the group

How?

- Students assess each other in the group on 7 different questions.
- All questions relate to their group work and contribution during the project period.
- All questions are answered with “always / usually / rarely / never”
- All students MUST complete the peer assessment after the project is submitted and before it is presented.



Peer assessment questions

Always
Usually
Rarely
Never

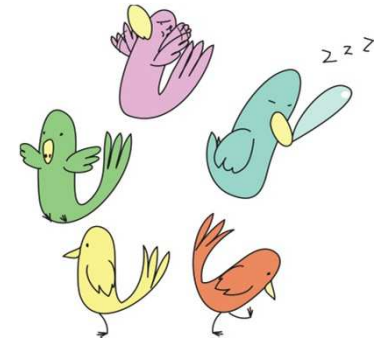
Did the team member:

1. Participate in the continuous organization of the team work?
2. Cooperate and communicate with fellow team members in online discussions and meetings?
3. Complete all his/her tasks as agreed by the team?
4. Respond to messages and/or e-mails from fellow team members?
5. Demonstrate a clear understanding of the topic/content presented in the team assignment?
6. Provide relevant input for answering the questions of the team assignment?
7. Finalize the report together with other team members?



Instructions to the students

- Short introduction presentation early in the course.
- Written instructions available online
- Summary (below) when opening the survey:



Quiz instructions

The peer assessment is a method to assess individual efforts in a group project.

For each named group member, please answer 7 questions to evaluate the efforts and participation of that particular group member during your practical project. For each of the seven questions, there will be a drop-down menu, where you can answer **Always, Usually, Rarely or Never**.

Complete the questions for each of your group members, **leaving the questions for yourself blank**.

DO NOT EVALUATE YOURSELF! (It means a lot of unnecessary work for us, although we can see who has given which evaluation).

The survey is set up so that you can answer several times - the system will only keep your latest answer. You will be able to see the answers you have given once you have completed the survey, but you will not be able to see each other's answers at any point.

If you have any particular issues regarding your group work, which you think we should be aware of when considering the evaluations, please send us an e-mail or note this at the "comments" field at the bottom of the survey.

Remember that you must complete the survey for ALL your fellow group members before **2nd November at 23:59**.

**Question 1****1 pts**

Did Student XXX:

1. Participate in the continuous organization of the team work? [Select] ▼
2. Cooperate and communicate with fellow team members in online discussions and meetings?
[Select] ▼
3. Complete all his/her tasks as agreed by the team? [Select] ▼
4. Respond to messages and/or e-mails from fellow team members? [Select] ▼
5. Demonstrate a clear understanding of the topic/content presented in the team assignment?
[Select] ▼
6. Provide relevant input for answering the questions of the team assignment?
[Select] ▼
7. Finalize the report together with other team members? [Select] ▼

[Select]

always
usually
rarely
never

Results of peer assessment

Did Student XXX

1. Participate in the continuous organization of the team work? [participate]
2. Cooperate and communicate with fellow team members in online discussions and meetings? [cooperate]
3. Complete all his/her tasks as agreed by the team? [complete]
4. Respond to messages and/or e-mails from fellow team members? [respond]
5. Demonstrate a clear understanding of the topic/content presented in the team assignment? [understand]
6. Provide relevant input for answering the questions of the team assignment? [input]
7. Finalize the report together with other team members? [finalize]



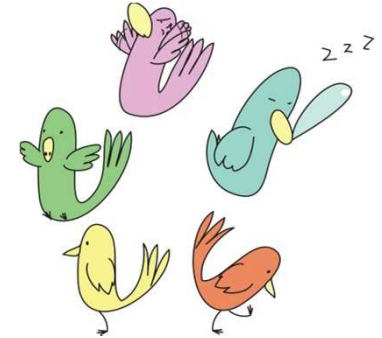
participate cooperate respond understand input finalize complete

Always	2 respondents	50 %	<div style="width: 50%; background-color: green;"></div> ✓
usually	1 respondents	25 %	<div style="width: 25%; background-color: black;"></div>
rarely		0 %	
never		0 %	
No answer	1 respondents	25 %	<div style="width: 25%; background-color: gray;"></div>



Peer assessment experiences

Experiences (+/-)



- Students apprehensive about assessing each other beforehand
- Most students are very positive afterwards
- Students report back that it did increase motivation, activity and engagement in the group
- Some groups mark each other at maximum in the belief that they will all be marked higher this way
- Some students are negative about this due to personal preferences
- "Revenge" between individual students is relatively rare
- Appears to be fair assessments, particularly with comments option



Activity



Share experiences on peer feedback and inspire the way forward.

1. Which opportunities do you have of using peer feedback in your courses?
2. Where do you see the challenges of using peer feedback in your courses?
3. How can peer feedback make a difference to your course? (e.g. enhance learning output and quality)?
4. What do you need for peer feedback to make a difference

Activity Plan

- In groups, go to padlet:
https://padlet.com/maria_thorell/omfnxo0pt2yy
- Discuss the four questions and fill in key-words from your discussions on the padlet. We do not need you to include your group number or identity in this activity.
- For each point you have add a sticker by double clicking on the padlet screen.
- You will have 15-20 minutes for this activity.
- Following this we will have a plenum discussion to summarise some of the points raised.

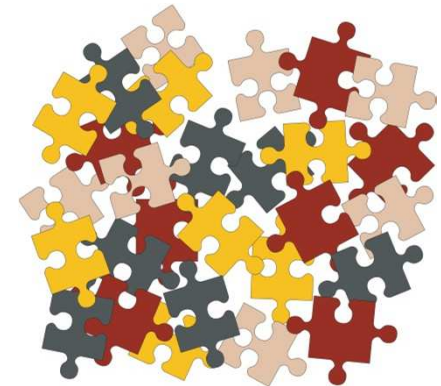
Share experiences on peer feedback and inspire the way forward.





Plenum discussion

1. Opportunities
2. Challenges
3. How can peer feedback make a difference
4. What do we need for peer feedback to make a difference





Next step

If you want to continue working with peer feedback, you are encouraged to contact your local E-learning consultants within your faculty.