

Peergrade Workshop

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ABSTRACT

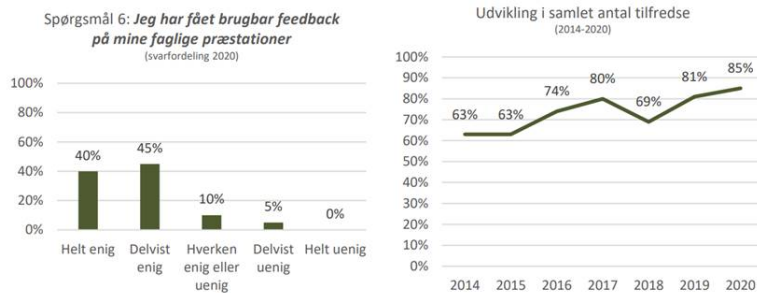
Keywords – Peergrade, peer feedback, active learning.

Please indicate clearly the type of contribution you are submitting: hands-on, explore, poster.

Background

Students at the professional bachelor program at Civil and Architectural Engineering (CAE), SDU says that they lack feedback during their education. With larger classes the lecturer does not have time for much individual feedback to the students. The section wanted to find a way to ensure feedback to the student without having to cut down on teaching and supervision. The lecturers also wanted to broaden their tools for active learning. The section got a spear head fund from SDU-UP for the project “*Feedback plan for the first four semesters of the BEng in Civil Engineering programme*” in June 2019. For the next 1,5 year the section tried out different types of feedback. It was mainly peer feedback that the section focused on and Peergrade was used as a tool.

A plan for systematic and progressive feedback in the first 4 semesters of the professional program was developed and implemented. Latest evaluation of the program shows that the students are more satisfied about feedback after the plan was implemented.



From “Studiestartsprøve” dec. 2020

Explanation

Feedback must be PURT (Personal, Understandable, Relevant, Timely) to develop the students. Because of the size of the class, it is difficult for the lecturer to give personal and timely feedback. By using peers, the students will receive more personal and timely feedback. At the same time the feedback can be more understandable and relevant when it comes from peers who themselves recently learned the material. By using peer feedback, the learning is moved from the private room to a more public domain. The weaker students can get a lot of inspiration from viewing others work and in that way their own assignments improves. The stronger students get a deeper learning from explaining errors to weaker students. The students get confident in receiving and giving feedback which is a skill they need for their future work life as engineers. They also practice the nomenclature and technical terms of the subject.

The Hands-on session

First Janni and Gry will share their experiences with trying out and implementing peer feedback in their teaching. Then there will be hands-on activity with the online platform Peergrade. The participants will try to give/receive peer feedback and will have time to create a rubric for their own teaching. At the end we hope the participants will share their own experiences with peer feedback so there can be an open dialogue about peer feedback and Peergrade.

Bring your laptop and consider which activity you will create a rubric for in Peergrade.

The participants will learn about Peergrade and how to use it. If all participants are familiar with how to use Peergrade the hands-on session will be used more for knowledge sharing and discussion.