Peer feedback and Peergrade

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Spear head project

"Progressive and systematic use of peer feedback in the civil engineer program"

Funding from SDU-UP

Used the funding to get time for workshops in the section wtih colleagues and SDU-UP and trying out different kinds of feedback and peer feedback
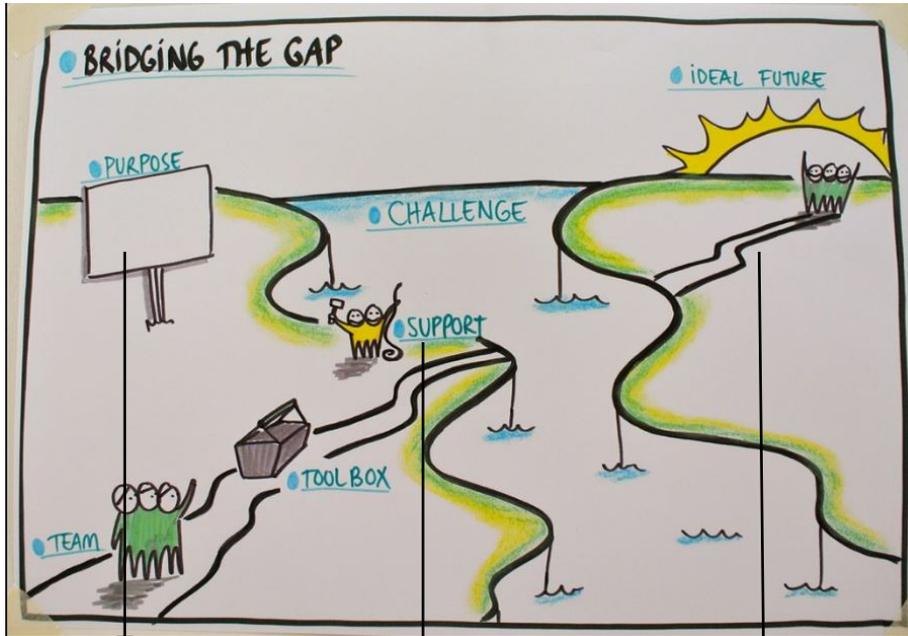
Outcome:
→ New course descriptions where feedback is mentioned as a method
→ An audio slidehow about "How to feedback" (Peerfeddback ABC) in the program
→ A slideshow that can be customized to each semester about how feedback will be used

Civil and Architectural's "How to feedback"

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Feedback

→ *While the past is immutable, the future is full of possibilities*

Evaluering af eller for læring?

[Hendry, 2013]

Feed up:
Where am I going?
Formal goals and criteria
Personal goals

Feed forward:
Where to next?
What do I need
to do to make
better progress

Feedback:
How am I going?
What progress am I making towards the
learning goal

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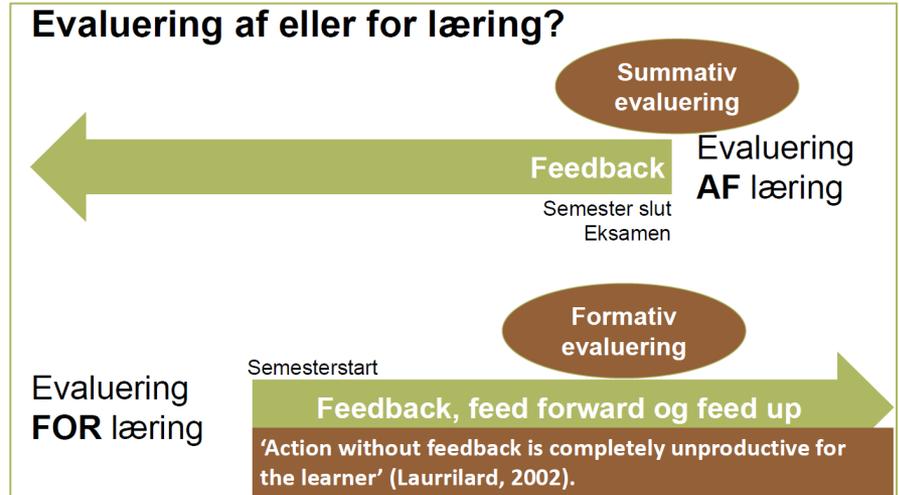
[Hattie & Timperley, 2007]

Challenges with lecturer feedback

The number… to set aside enough time to give feedback in a <u>timely</u> manner and to <u>individualize</u> the feedback if there are many submissions.

Assessment… it is difficult to comment <u>comprehensibly</u> on the submissions and create and apply <u>understandable</u> assessment criteria and box.

Not to be heard… live with frustrations from those of you who do not use the feedback because it may not be <u>relevant</u> to you as well as ensure the <u>balance</u> between positive and constructive criticism.

Expertise… to give feedback on excellent submissions (quite okay challenge)

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[Spiller, 2014]

What is peer feedback?

→ **Peer** means equal

→ Peer feedback is a method where you evaluate performance and products that are a result of fellow students' learning, based on level, value, quality, quantity or degree of success. [Topping, 1998]

→ Process:
  → Students learn from and with each other (formal and informal)
  → A mutual process in which both parts benefits
  → Movement from independent to interdependent learning
→ Benefits:
  → Promotes collaboration skills with others
  → Practices applying and explaining subject concepts
  → Practices presenting and arguing for views
  → Practices formulating your own questions rather than just answering others
  → Practices managing one's own learning and learning to learn

[Boud, 2001 and Liu & Charless, 2006]

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Peer feedback is fun

Working with your fellow students and helping them improve their learning goals can be really fun and educational for yourself.
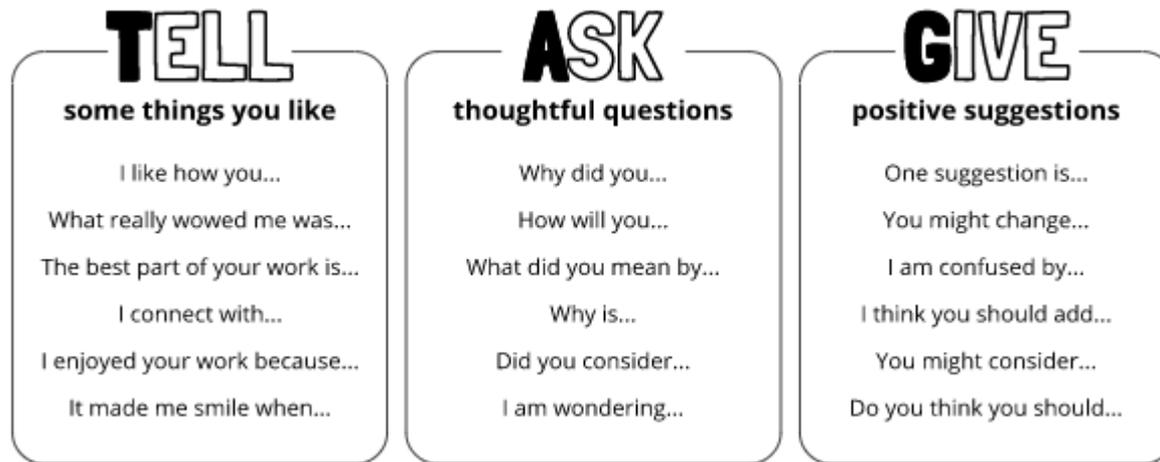
Receiving peer feedback means that you will receive faster and more feedback during the learning process.

But first you need to learn what it means to "give feedback" and "to receive feedback" and how to do it.

3 steps to "giving feedback"

→ There are 3 important steps to keep in mind when giving feedback to a peer

TELL
some things you like

I like how you...

What really wowed me was...

The best part of your work is...

I connect with...

I enjoyed your work because...

It made me smile when...

ASK
thoughtful questions

Why did you...

How will you...

What did you mean by...

Why is...

Did you consider...

I am wondering...

GIVE
positive suggestions

One suggestion is...

You might change...

I am confused by...

I think you should add...

You might consider...

Do you think you should...

→ **"to give feedback"** means to describe something you like, ask thoughtful questions and give positive good advice (suggestions for improvements)
→ Furthermore, the teachers will help to prepare assessment criteria for the assignments through checklists and rubrics.

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[https://learninginhand.com/blog/feedbackchat]

4 trin til "at modtage feedback"

→ There are 4 important steps to keep in mind when receiving feedback from a peer
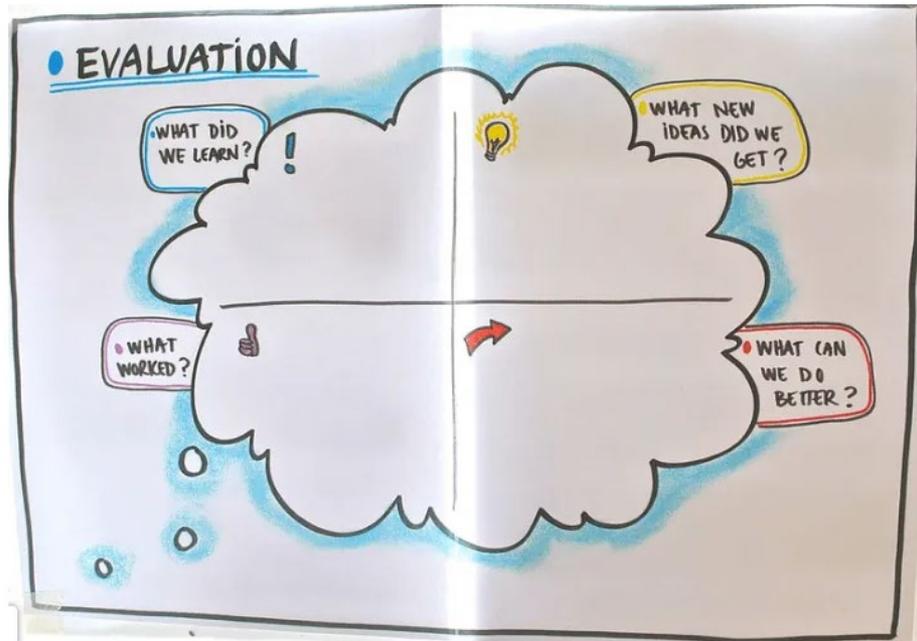
→ "Receiving feedback" means evaluating and reflecting on something you had done well, something you have learned, new ideas and something that can be improved and then implement what is useful

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Why develop a (peer) feedback culture?

→ We are moving from the curriculum to learning goals

→ You take an active role in managing your own learning

→ You develop your abilities for more realistic self-evaluation

→ You are prepared for your future profession with a high degree of quality assuranc and the ability to ask for good advice in addition to your own abilities
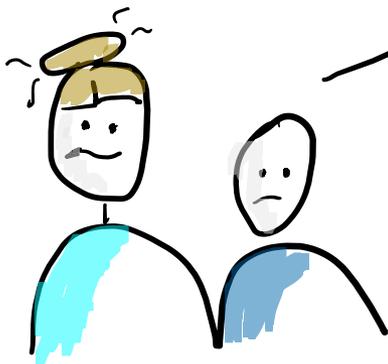
Lets take a look at Peergrade
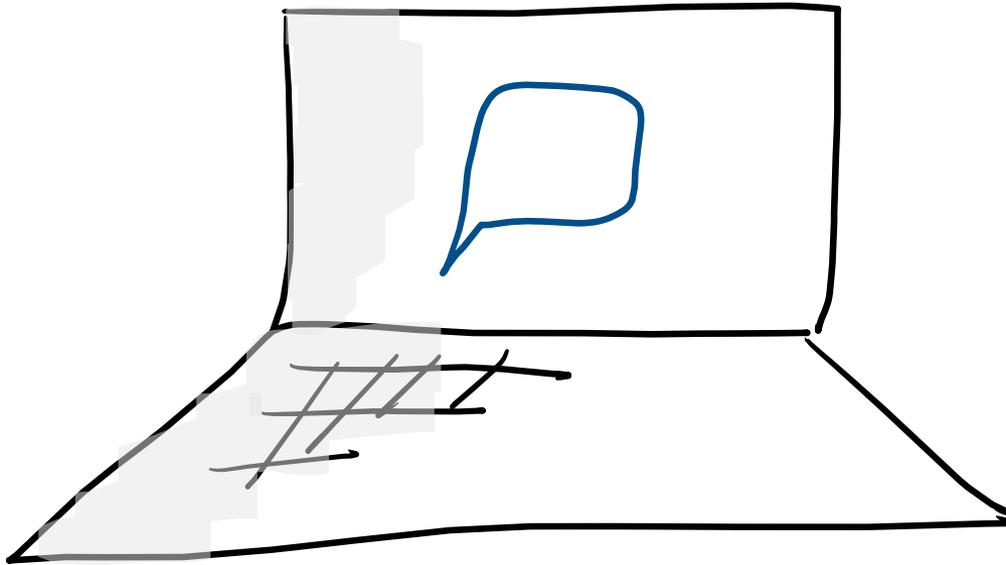
Try the system as a student

→Go to www.peergrade.io/join

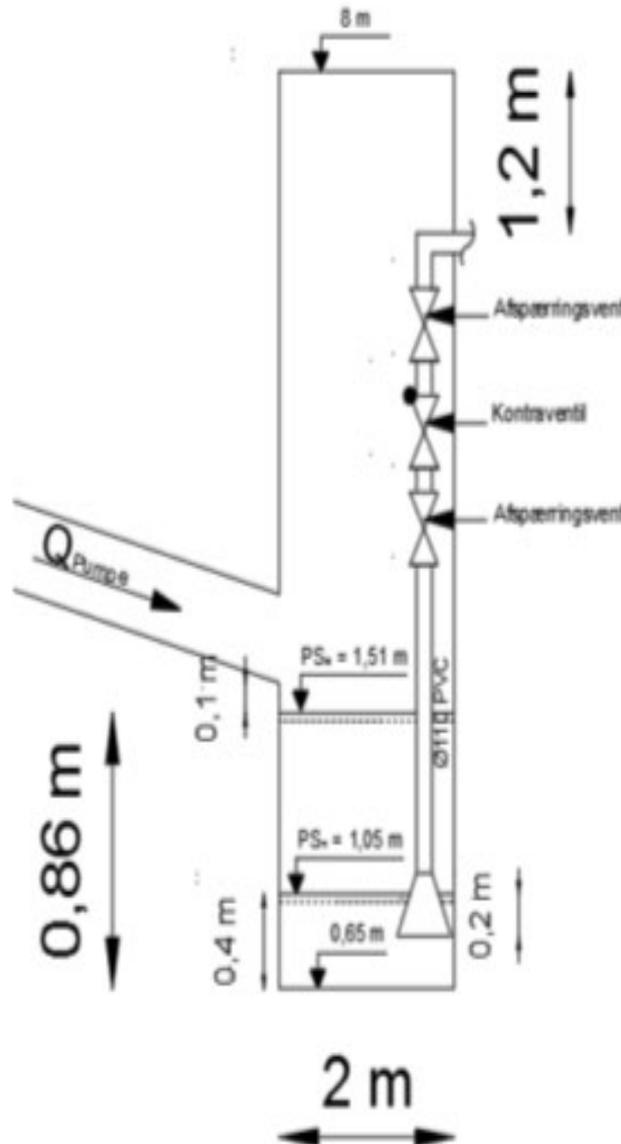→Type in this code: **SPSX2E**

→Log in with your school:
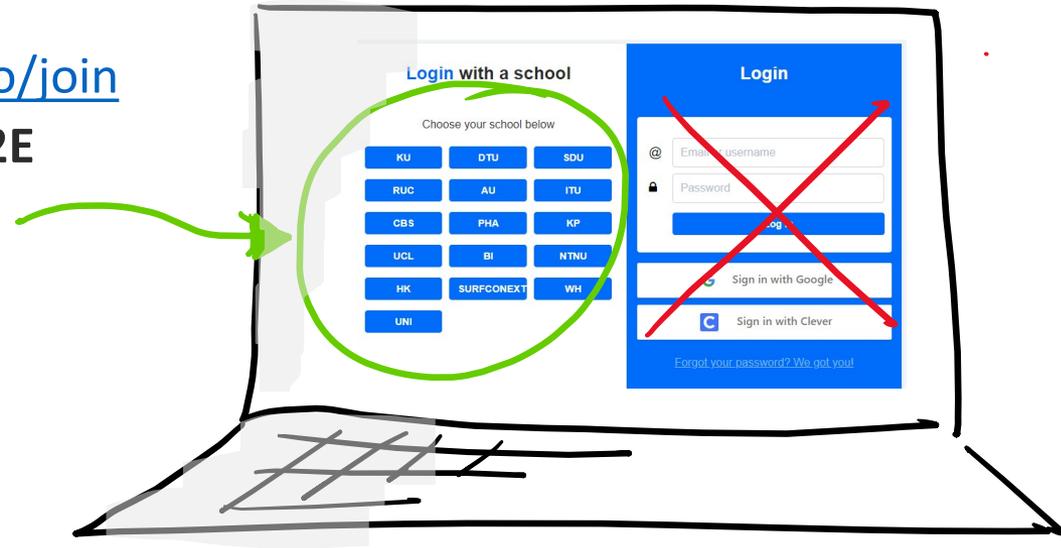
Your task:

→Write a small text (10 min)

→Give feedback to two peers (10 min)

→Assess own text (5 min.)

→Respond to received feedback (5 min.)

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af pumpebrønd

lede dybde er 7,35 m. Fra

øbet til pumpestart er der

ned er pumpesumpens øvre

51. Som nævnt er pumpe-

n dyb og bundkoten er i kote

stop er placeret 0,2 m over

d, se Appendiks B14, (Win-

Figur 11 - Skitsering af pumpebrønd med mål og koter.

Example – Peerfeedback via Peergrade

https://www.peergrade.io/

Framework
→ Interdisciplinary course, 4th sem., 70 students, one classroom, groups of 4
→ The students had to upload a sketch and descriptive text
→ Each group had to give feedback to two other groups and would receive feedback from two groups

Purpose
→ Formative feedback on every groups sketch and text about a pumping station for wastewater

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