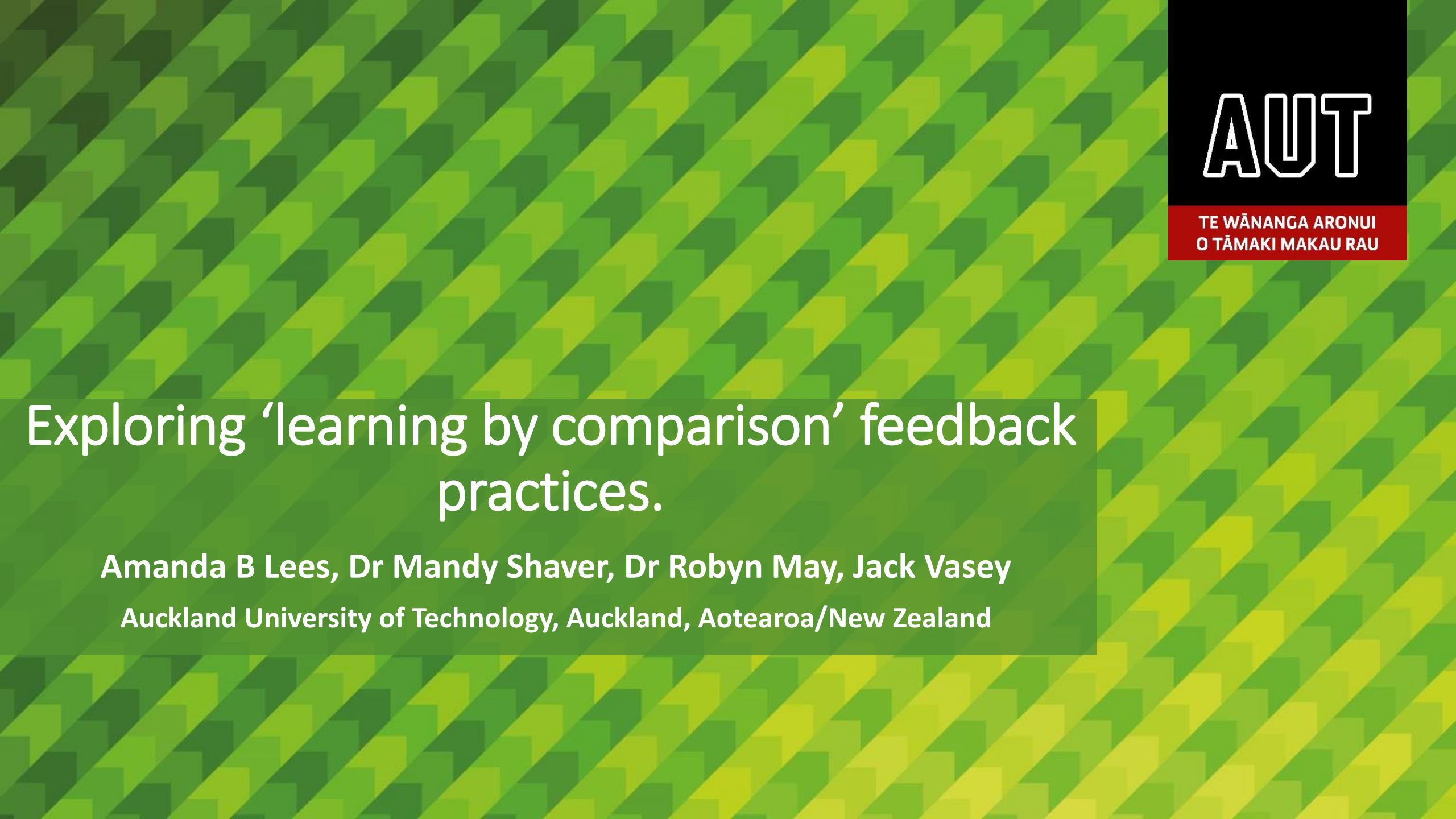


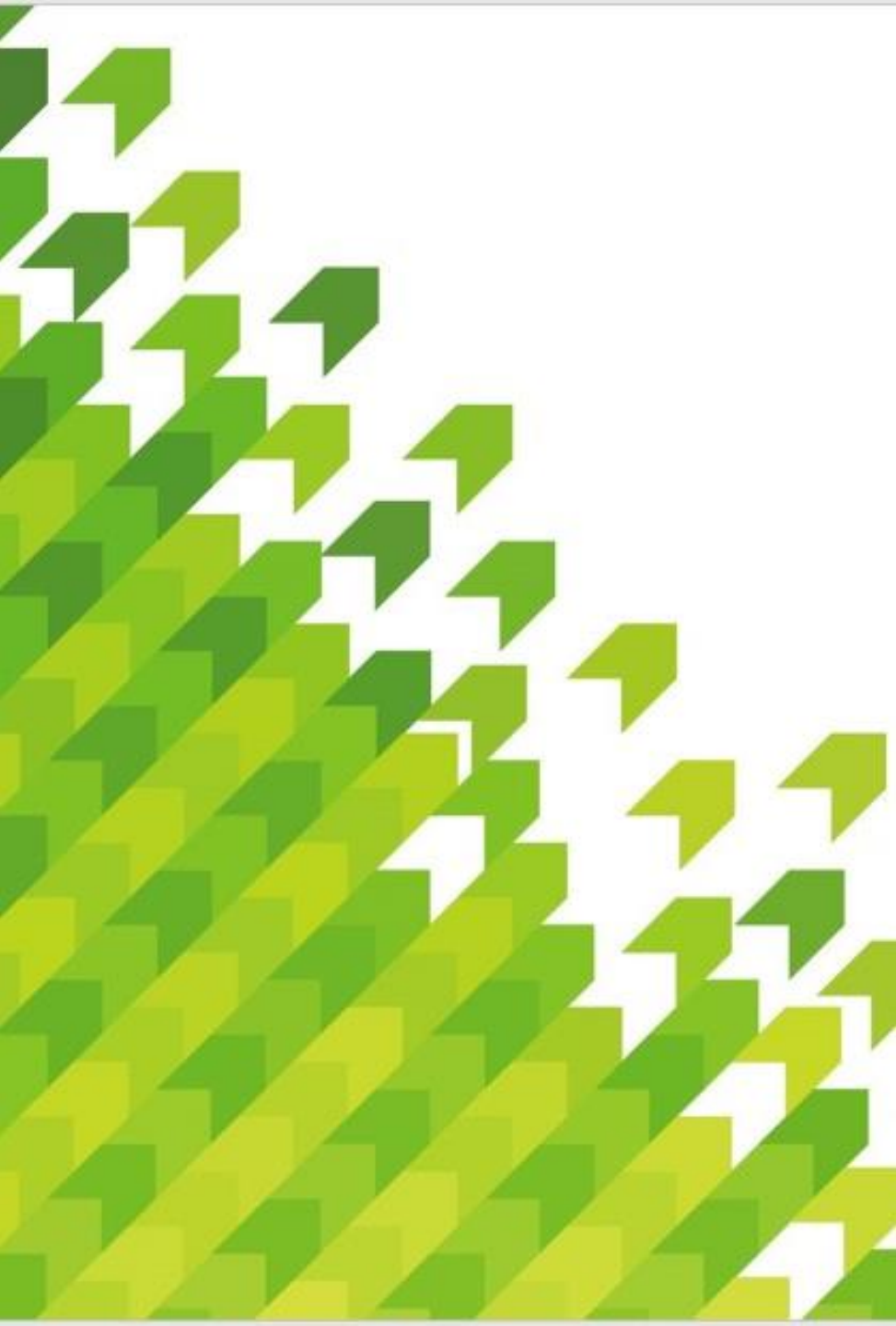
The logo for Auckland University of Technology (AUT) is displayed in white, bold, sans-serif capital letters on a black rectangular background.

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Exploring 'learning by comparison' feedback practices.

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Today's session

- Context
- Our study
- Early findings
- Implications



Acknowledgements

AUT student participants

Ethics approval: AUTECH 21/225

Dr Robyn May & Jack Vasey



Context

Final year, fully online, interdisciplinary ethics course

~ 300 students per year

- health science,
- physiotherapy,
- psychology,
- medical laboratory science,
- public health,
- nursing,
- health management,
- case management,
- oral health therapy.

Aim: A self-reflective curriculum (Bertolami, 2004)



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Research project: Designing signature feedback practices in interdisciplinary ethics education.

Research aims:



1. To explore how the design of a shared feedback process can support students to develop feedback literacy, as a step toward evaluative judgement, in an interdisciplinary undergraduate professional ethics course.

2. To explore the extent to which asynchronous collaborative feedback activities can act as a signature pedagogy of ethics education.

Feedback is one of the least satisfactory aspects of students' university experience.

Shared feedback can overcome persistent negative emotions stemming from teacher feedback

(Yang & Carless, 2013)



Trust as a precursor to peer feedback



Students need to feel comfortable and trust one another to ensure feedback is honest and constructive

(Burke & Pieterick, 2010).

If a trusting atmosphere is established, learners are more likely to develop the confidence and faith to reveal what they do not fully understand

(Carless, 2012).

Learning by comparison: Online peer learning and feedback activities

It is proposed that assisted dying is available to any person in New Zealand who is competent to make an informed decision.

Week 1. State opinion, using structure: I agree/strongly agree/disagree/strongly disagree along with a brief reason.

Week 2. Reframe your opinion using this week's ethical theory AND provide an additional reason, based on this week's theory, to support a peer who shares your same position.

Week 3. Post an opposing view to your original opinion, using this week's theory AND provide a constructive, theoretical argument opposing a peers' response.

Week 4. Summarise your concluding position using this week's theory AND use this theory to offer concluding insights on a peer's post AND review a further peer's academic writing & APA referencing.

What have we learned from the literature?

-  Being exposed to the work of peers helps students self-evaluate their own production more effectively because they are making comparisons between their own work and that of others (McConlogue 2015).
-  Exposure needs to be multiple (Carless, 2018), sustained (Boud et al., 2013), interactive (Nichol, 2019) and traceable (Malecka et al., 2020).
-  Digitally-enabled peer feedback offers specific benefits (Carless & Boud, 2018).
-  Teacher as facilitator rather than mediator (Boud, 2001) or teacher as 'coach' (Carless & Boud, 2018; Carless, 2020; Roberts et al., 2021).

What (and how) did we learn from our students?

Method – Anonymous online survey

Standard feedback mechanism + ethics approval for this project



Quantitative data (Descriptive statistics & Chi-squared analysis)

Quantifiers of participation

- Self-reported number and length of posts, number of replies
- Helpfulness of posts for learning course content
- Learning potential of composing or reading posts

Qualitative data (thematic analysis of free text)

- Qualifying of preference for composing or reading
- Most valuable learning
- Student feedback / suggested improvements

Collaborative team analysis

Results

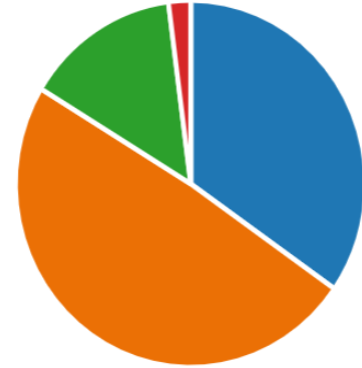
173 enrolled
53 participated
49 consented

The activities helped me improve my understanding of applying and critiquing ethical approaches

[More Details](#)

 Insights

 Strongly agree	17
 Agree	24
 Neutral	7
 Disagree	1
 Strongly disagree	0

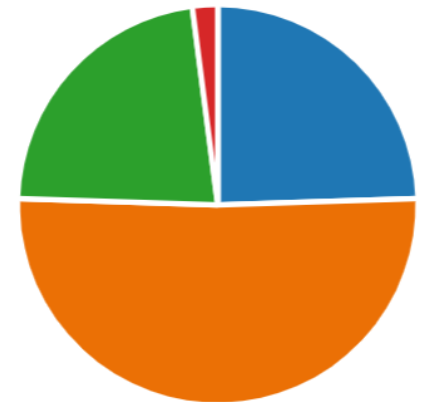


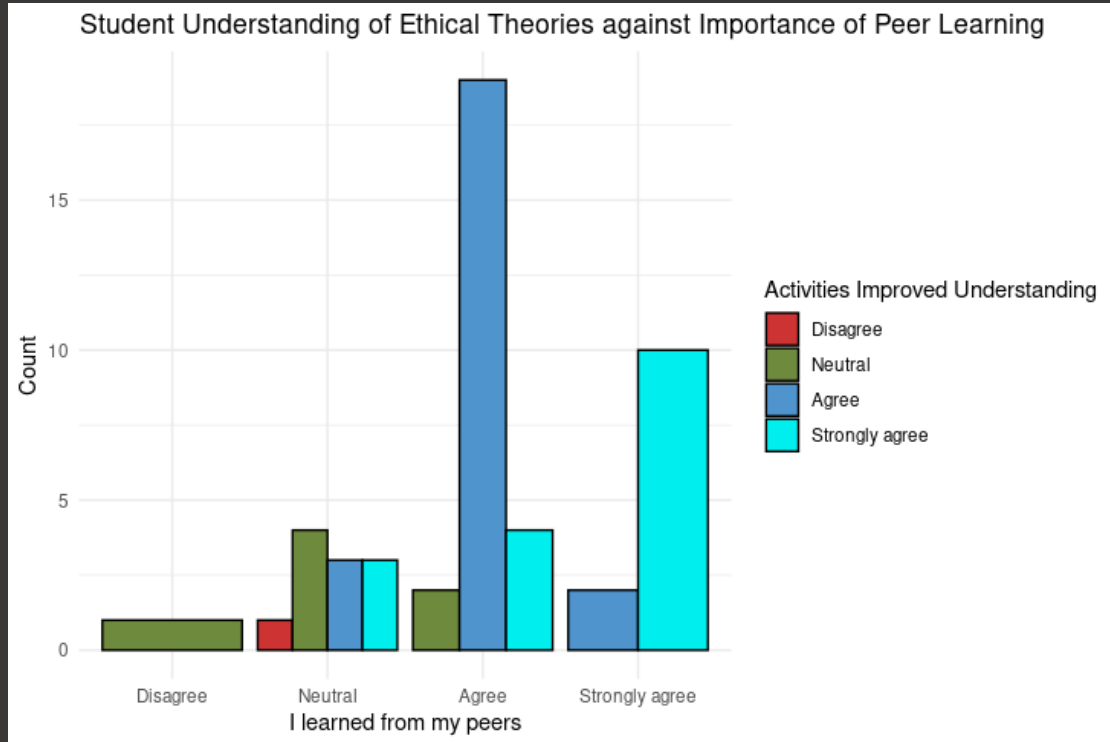
I learned from my peers

[More Details](#)

 Insights

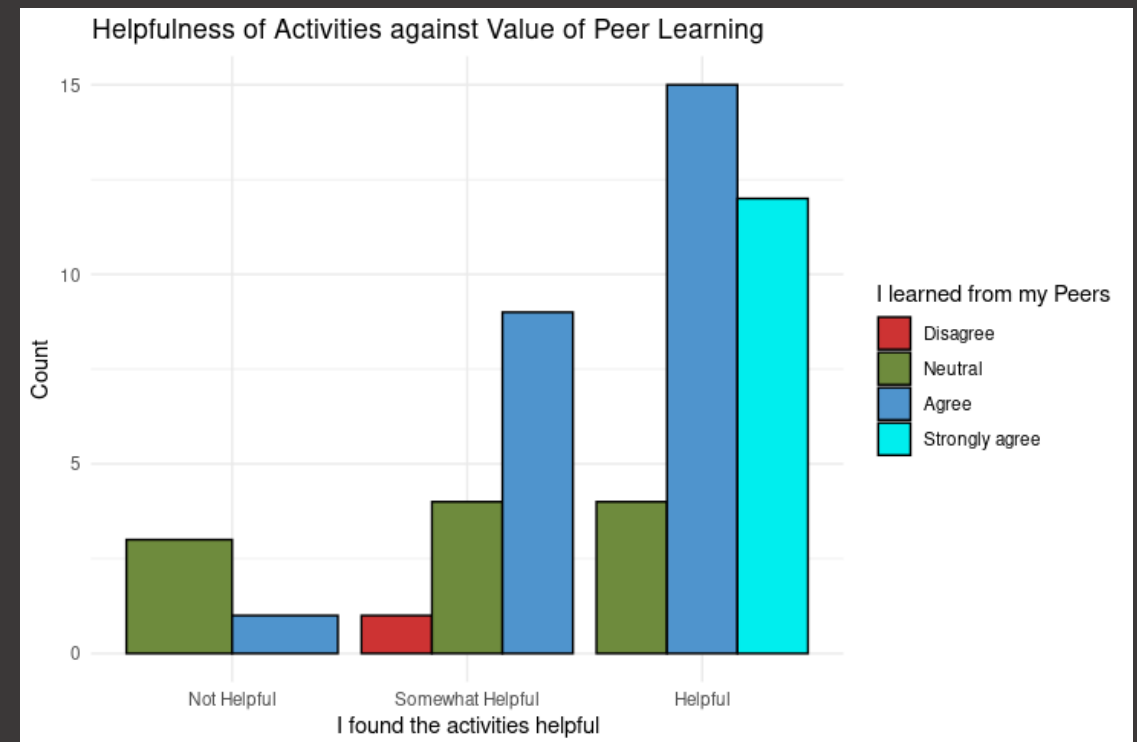
 Strongly agree	12
 Agree	25
 Neutral	11
 Disagree	1
 Strongly disagree	0

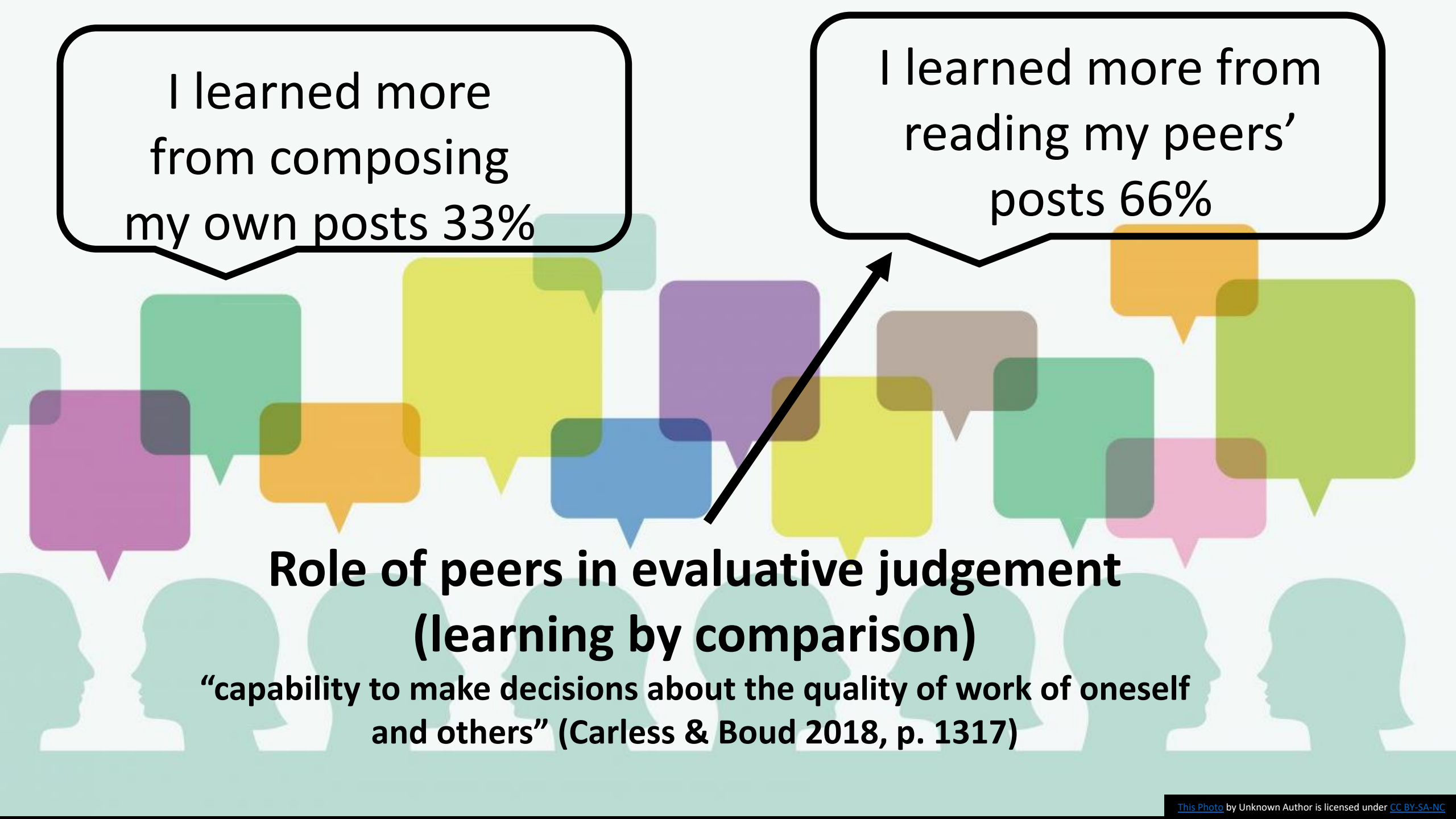




Students who more strongly agreed that they learned from their peers also more strongly agreed that these activities developed their understanding of how to formulate ethical arguments ($p < 0.05$).

Those students who more strongly agreed that they learned from their peers found these activities more helpful ($p < 0.05$).





I learned more
from composing
my own posts 33%

I learned more from
reading my peers'
posts 66%

Role of peers in evaluative judgement (learning by comparison)

**“capability to make decisions about the quality of work of oneself
and others” (Carless & Boud 2018, p. 1317)**



Composers and Readers



Self and assessment focused

“I mainly did my own research which helped my understanding more and I read the peers post but I didn't really learn something completely new”

“I think doing is the best way to learn, figuring it out for myself and improving on it the next time”

“[Gave me] a good head start to the assessment”

Valuing others

“Having another person's perspective allows me to see things from a different view. This helps me critique my work effectively.”

“Seeing peer responses was helpful as it allowed me to frame my arguments in a more effective way”

“I understood better when my peers posted as their answers were simple but had impact”

Most valuable learning?

Process > Content

“Learning to understand and respect other people choices.”

“Learning from others and the way they see things differently to me”

“Critiquing a peers response.”

“Feedback and constructive criticism”

“Gaining more confidence in showcasing what I have in mind and at least someone is also there to enhance my ideas.”

“Being able to help a peer out”



Implications



Signs of growth in feedback literacy

Need for a greater nurturing of a feedback culture change (Carless, 2020)



leadership



professional development



student unlearning & support



Take-away points

1. Surveyed students valued peer feedback.
2. Learning from peers was preferred by more students than learning from self.
3. Wrap-around support vital - creating trusting learning space, re-orientating students to broadened notions of 'feedback', and the need for an institutional feedback culture change.

Thank you!

Happy to address questions at the end of the session or email:

amlees@aut.ac.nz

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