

Student reflections on peer feedback

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Background

- A formative assignment focusing ethics and behavioural sciences in case scenarios
- Junior students: Year 2 students in a five- year BDS programme and year 1 students in a three- year BSc programme
- To assist development by utilising peer feedback
- Peer feedback is beneficial for improving overall feedback literacy
- Providing students with multiple perspectives on their work

Initial Evaluation: Positives

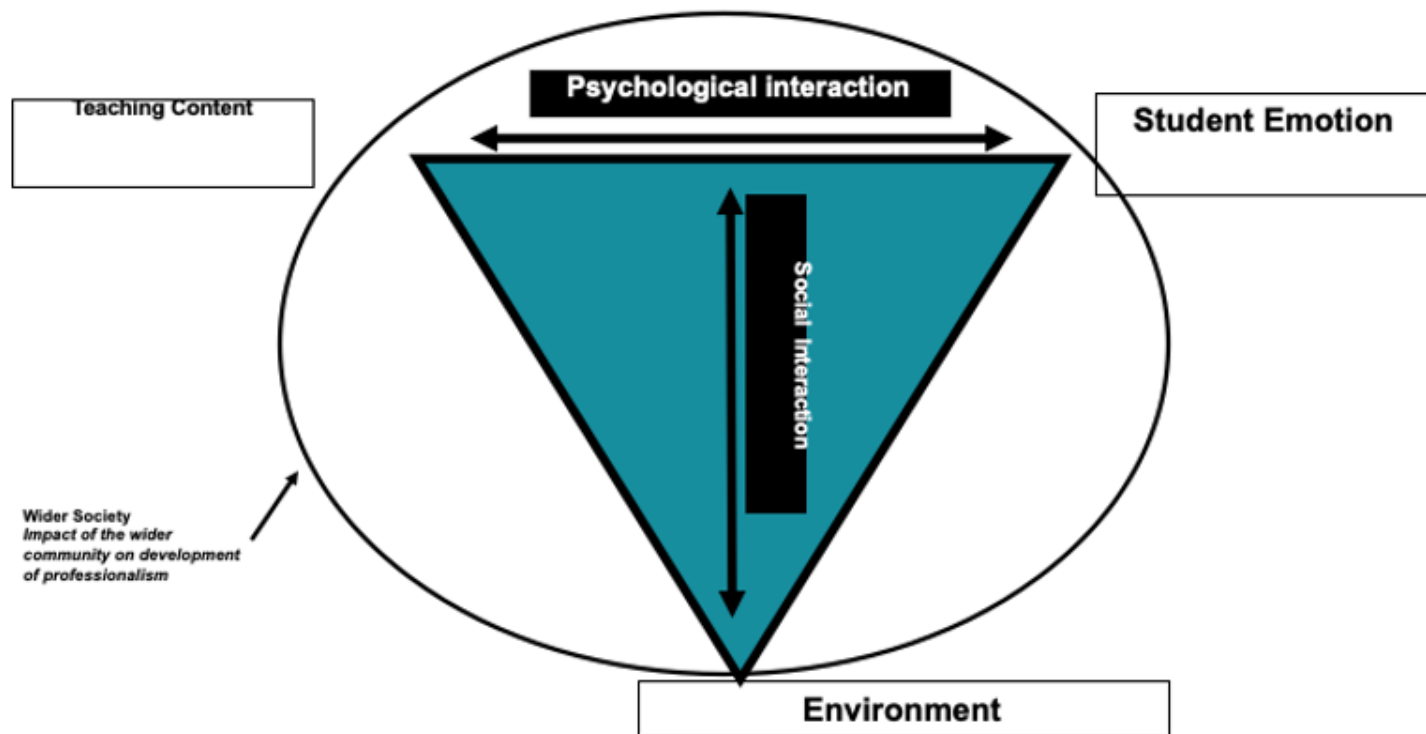
- Giving feedback more valuable than receiving.
 - Importance of marking criteria/rubric
- Peer feedback develops *marker empathy*
 - Sensitive communication
 - Boring writing!
- Peer feedback develops *metacognitive awareness*
 - Awareness of strengths and weaknesses

Initial Evaluation: Issues

- Anonymity
 - Efficiency or Avoidance?
- Feedback sentiment
 - Feel good feedback doesn't feed forward!
- Consistency of feedback quality
 - Minimum word count?
- VLE integration
 - Cognitive and digital overload

Tension field triad: Influences on learning

Tension field triad



Content

- 'I was able to learn another way to approach the question instead of just my way of approaching it'
- 'I liked that I was able to use the mark scheme when giving feedback, because I feel more in the examiner's perspective'
- 'I think it really did help me in terms of developing my knowledge on ethics itself. So topics like case law and moral arguments.'
- 'we had access to the marking rubric. And it was a lot easier to learn more about the subject from this'
- 'so my understanding had to first be developed in order to critically analyse and evaluate and give proper feedback to my peers.'
- 'they're using a similar sort of language and so it makes more sense to you then it would have been like from the lecture'

Key finding: Aid for students learning – different learning perspectives

Key Findings: Good method of approaching a subjective topic

Key Findings: A Key Revision aid for students

Emotion

- 'I would feel a little bit uncomfortable [being completely honest]. So I would sugarcoat my feedback a little bit.'
- 'I might be concerned about what my peers think about me in terms of how I approach my academics.'
- 'I felt like I was given a bit of a responsibility to ensure that I give my partner a good evaluation and feedback as a tutor would'
- 'I was very happy to have the teachers there to guide us'

Key findings:

Importance of being professional over friendship

Key finding:

Building and developing stronger peer to peer and tutor to student professional relationship

Environment

- I prefer online as well. I think mostly because of the **flexibility**, so I get to give feedback when I'm free'
- '[Our peers] are more likely to be honest because they're not facing you directly. They don't want to impact your learning by being too generous. **There is that pressure in person to say something nicer.**'
- 'I also think **I prefer the tutor to mark it as well** because we do put a lot of effort in it'
- 'I personally have experienced a couple of times where I've given paragraphs of detailed feedback and all I've received are a couple lines of feedback in response **which is honestly quite frustrating and annoying.**'

Key finding:

Preference of giving feedback online compared to in person.

Key finding:

Importance of personalized feedback

Peer feedback may complement tutor feedback well

Illeris in context: Student Interviews

Content

- Different learning perspective
- Good approach for subjective topic
- Revision Aid

Emotion

- Supports development of professional relationships with peers
- Builds trust relationship with tutors

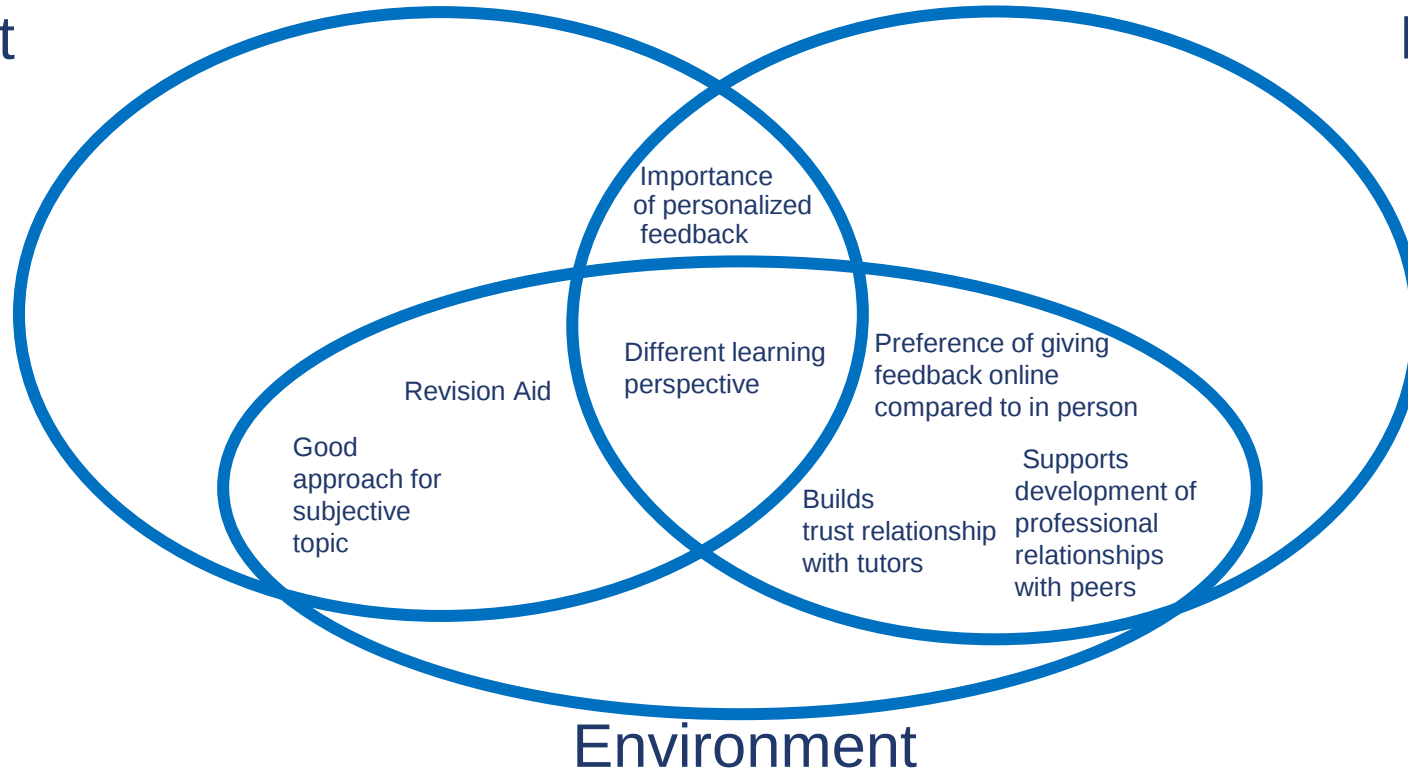
Environment

- Preference of giving feedback online compared to in person
- Peer feedback may complement tutor feedback well
- Importance of personalized feedback

Overall

Content

Emotion



Thank you



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