






The science behind peer-feedback



Feedback from multiple peers is just as effective and reliable as feedback from a teacher (1). Additionally, peer-feedback helps the students get more insight into their academic process (2,3) and improve their academic products (4).

Effective peer-feedback... (5)

-  points out the student's observations (feed-back).
-  describes how the student thinks this improvement could be brought around; which steps to take (feed-forward).
-  explains why the student thinks there is room for improvement, keeping in mind the goal (feed-up).
-  is provided regularly, at several time points throughout the process.
-  is provided timely: shortly after receiving the product. This way the peer has the product still fresh in their mind and time to work on it.

Benefits of peer-feedback

Peer-feedback helps the students to:



Improve their own work (5,6);



Practice their critical thinking (1,7);



Expand and revise their knowledge (8);



Apply their communication skills (8);



Reflect on their academic process (2,3,8);



Avoid procrastination.

Students need to understand why peer-feedback is beneficial and therefore part of the assignment to ensure it is effective.



How to apply

Teacher

Provide instructions that help students provide effective peer-feedback

Use the peer-feedback module on the e-learning skills platform to help students understand the benefits, and help them provide and implement peer-feedback.

Provide clear criteria and instructions/rubrics.
Use specific prompts to help students. For example
Vague: is the main question clear?
Specific prompt: What is the main question according to you? Or: at what point did you identify the main research question?
Tip: use the checklists on the e-learning skills platform to come up with criteria and specific prompts.

Motivate and give room/time for students to discuss the feedback with each other, for example in duos, to promote deep-learning.

Prompt students explicitly to provide 3 points of improvement and 3 positive points. This helps them to be critical and not only focusing on the negative or the positive.

Students

Work on the assignment and follow the theory of the peer-feedback module

Provide peer-feedback with the how to of the peer-feedback module

Implement & store peer-feedback with the how to of the peer-feedback module

Sources 1. Cho, K., & MacArthur, C. (2011). Learning by Reviewing. *Journal of Educational Psychology*, 103(1), 73–84. 2. Nicol, D. J., Thomson, A. & Breslin, C. (2014). Rethinking Feedback Practices in Higher Education: A Peer Review Perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102–22. doi:10.1080/02602938.2013.795518. 3. Huisman, B.A., Saab, N., Driel, J.H. & van den Broek, P.W. (2018). Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education*, 43(6), 955–968. 4. Huisman, B.A., Saab, N., van den Broek P.W., & Driel J.H. (2019). The impact of formative peer feedback on higher education students' academic writing: A Meta-Analysis. *Assessment & Evaluation in Higher Education*, 44(6), 863–880. 5. Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. doi:10.3102/003465430298487. 6. Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), 199–218. doi:10.1080/03075070600572090. 7. Strijbos, J. W., Narciss, S. & Dünnebie, K. (2010). Peer Feedback Content and Sender's Competence Level in Academic Writing Revision Tasks: Are They Critical for Feedback Perceptions and Efficiency? *Learning and Instruction*, 20(4), 291–303. doi:10.1016/j.learninstruc.2009.08.008. 8. Reinholz, D. (2015). The assessment cycle: A model for learning through peer assessment. *Assessment & Evaluation in Higher Education*, 41(2), 301–315. doi:10.1080/02602938.2015.1008982.

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