-Prepare-

YOUR OWN DIGITAL PEER FEEDBACK

INGREDIENTS FOR FEEDBACK

- ✓ A clear assignment or educational activity, (if desired) with predefined goals, criteria and standards.

- ✓ Possibly: (a part of) a chosen assignment or activity students often struggle with.

- ✓ Exemplars: examples of more or less successful (parts of) assignments or activities.

- ✓ A workshop or PowerPoint presentation on the importance of peer feedback.

- ✓ A digital peer feedback system.

PREPARING FEEDBACK

- ✓ Let your students compare examples to arrive at criteria for success. Have students explain why they believe one exemplar better than the other.

- ✓ Specify the agreed success criteria in the peer feedback system.

- ✓ In consultation with your students, determine the rules of conduct for giving and receiving peer feedback.

- ✓ Have students complete the peer feedback assignment. Make sure their feedback meets the criteria 'Timely, Concrete, and Helpful'.

- ✓ Together with the group, look at the process of working through the feedback and discuss the feedback the students have received.
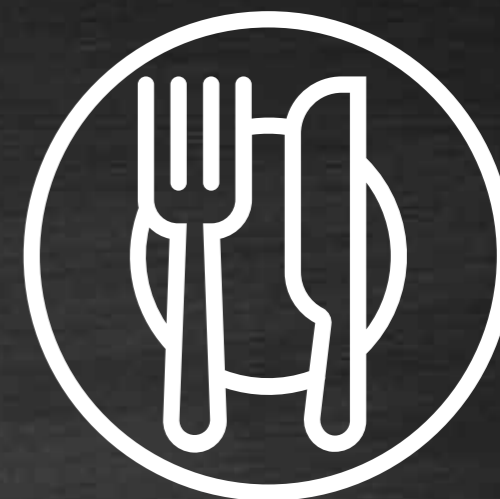
TIPS FOR SERVING FEEDBACK

- ✓ Convince your students that nobody learns from vague positive feedback.

- ✓ Work with very clear success criteria.

- ✓ Focus on *feed-up*, *feedback* and *feed-forward*.

- ✓ If possible, set up the peer feedback system in such a way that students ultimately review their own work.

- ✓ Peer feedback is valuable, but giving and receiving feedback can be intense Keep a close eye on the process and timing.

- ✓ Encourage reflection and interaction, both online and face-to-face, about the given and received feedback.

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# Formative (peer) feedback is essential for developing complex skills
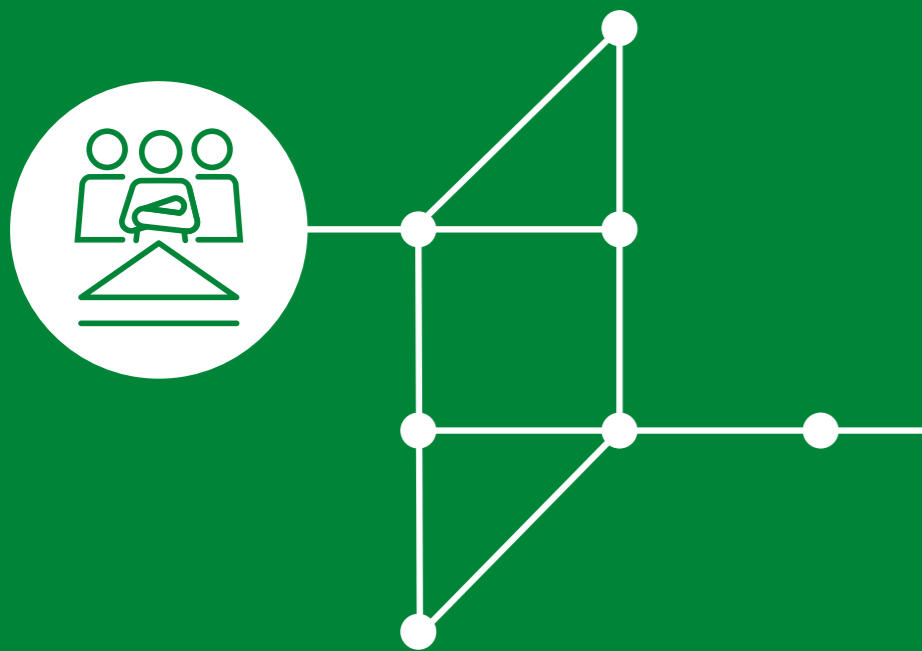
Advantages of digital peer feedback

- ✓ **Timeliness**: just-in-time feedback
- ✓ **Honesty**: fairly distributed feedback
- ✓ **Anonymity**: students appreciate the possibility of giving feedback anonymously
- ✓ **Logistics**: organising peer feedback smoothly
- ✓ **Scaffolding**: supporting the quality of the peer feedback
- ✓ **Deeper learning**: self-regulation, metacognition, learning performance
- ✓ **Less is more**: requires less written summative feedback from teachers

Are you or will you be working with digital peer feedback?

Let us know, we are happy to keep in touch with you!

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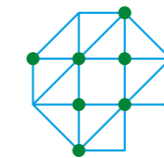
Acceleration plan Educational innovation with ICT

■ Facilitating professional development of lecturers

A taste for more?

Read more about the solid foundation for digital peer feedback:

van den Berg, B. A. M., van der Hulst, J., & Pilot, A. (2010). Online peer assessment vanuit didactisch perspectief. *Onderzoek van Onderwijs, 39*, 32-37.

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, 43(8), 1315–1325. x

Filius, R. M., Uijl, S. G., Prins, F. J., & Rijen, H. V. M. Van. (2019). Audio peer feedback to promote deep learning in online education, 607–619.

Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2018). The impact of formative peer feedback on higher education students' academic writing: a Meta-Analysis. *Assessment and Evaluation in Higher Education*, 44(6), 863–880.

Li, H., Xiong, Y., Hunter, C. V., Guo, X., & Tywoniw, R. (2019). Does peer assessment promote student learning? *A meta-analysis. Assessment & Evaluation in Higher Education*, 0(0), 1–19.