

Explanation

It's not necessary that the feedback a student receives comes exclusively from a teacher. Throughout the program, students will be asked to provide feedback to their peers, and this exercise introduces them to this skill. We'll focus on how feedback is communicated (form), what constitutes good feedback (content), and then examine what the student has learned about their own work by providing feedback on someone else's work.

During class

The teacher takes the students step-by-step through the following process:

1. Students begin by writing a short reflection using the form provided. Allow a short time for this.
2. The meeting will then include a viewing of the video on peer feedback. This video is available in the online toolbox.
3. The students are then divided into groups of four to discuss what good peer feedback should consist of.
4. Plenary discussion, where the group determines together what is important with giving peer feedback.

Preparation

This exercise can be done either in class or using an automated peer feedback application (e.g. FeedbackFruits).

In class

Students will need the following materials during class:

- printed version of the assignment
- form 'working with peer feedback - classroom'
- printed feedback form peer feedback - in class

or

- printed feedback form peer feedback - duo

Peer feedback application

Students will need the following materials:

- first version of the assignment
- form 'working with peer feedback - automated'

(The instructor can steer this discussion toward these tips:

https://serc.carleton.edu/sp/library/peer_review/tips.html

Next, the students will work in groups of four to provide peer feedback on each other's work.

- Each student brings a printed version of their homework assignment.
- Each student also receives a feedback form to fill in.

During class (continued)

- The student passes their assignment to the student sitting to their left, who then begins filling out the feedback form. The student chooses one topic to give feedback on. The students do not share the feedback they have given.
- Next, the assignments and feedback forms are passed to the left, and the next student provides feedback on a new topic.
- This is repeated one more time. This time, the third student checks whether they can supplement or improve their peers' feedback based on the criteria.

Afterwards, each student receives their assignment back. The completed feedback forms are placed face down in the middle of the table and are not yet reviewed.

First, the group discusses what the students have learned or observed their own work by providing feedback to others. Are there any areas they would like to improve in their assignment? What lessons do they learn from this exercise? They write these on the form.

Each student can then review their own feedback form, which includes peer feedback from three fellow students. The student compares their own observations with the feedback they received and writes this on the form.

The group can discuss what stood out and what feedback was experienced as good feedback (both in terms of form and content).

This is followed by a plenary feedback session. The instructor also asks about the emotions associated with giving and receiving feedback and asks students what they learned most from, giving or receiving.

Alternative approach:

It is also possible to have students give each other feedback in groups of two (if there is time afterwards, this can be done again in other pairs).

- Each student looks at the fellow student's assignment and fills in the table.
- Immediately afterward, the student continues with the form.
- If there is still enough time, you can choose to do the exercise again with different duo's.

This way the student can compare his work with 2 students, and also receive feedback from 2 students.

At the end of the exercise, students will create one overview with action points.

Peer feedback application

Students submit their assignments via the peer feedback application's upload box. The application connects two students to provide peer feedback. Each student individually completes the following steps:

1. The student starts by writing a short reflection using the form provided.
2. Then the student watches the video about peer feedback.
3. The student then goes through the feedback form step by step.