Peer Review

IN ONLINE LEARNING

Land Acknowledgement

UBC's Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Assessment:
to sit beside

Peer review / assessment –
- Design
- Process
- Tools

What is the focus?

Feedback – process & product

Online Teaching Program
Low-stakes assessments in an online course
with John Vigna

One example of how feedback can be integrated through low-stakes tasks in online instruction

While this UBC instructor with 250 students provides insights, consider how you might use these strategies with student-to-student feedback.

WHY use peer review?   *Research says:*

- ❏ Co-constructing knowledge

- ❏ Develop skills and dispositions for professional practice

- ❏ Gain critical insights

- ❏ Examine work in relation to task objectives

- ❏ Students gain specific skills – self-regulation, judgement

Peer review of assignments – process & product

DEVELOPING CRITICAL THINKING THROUGH PEER REVIEW

Typically done for written tasks but can be done with non-traditional or authentic assessments - a way to scaffold toward success.
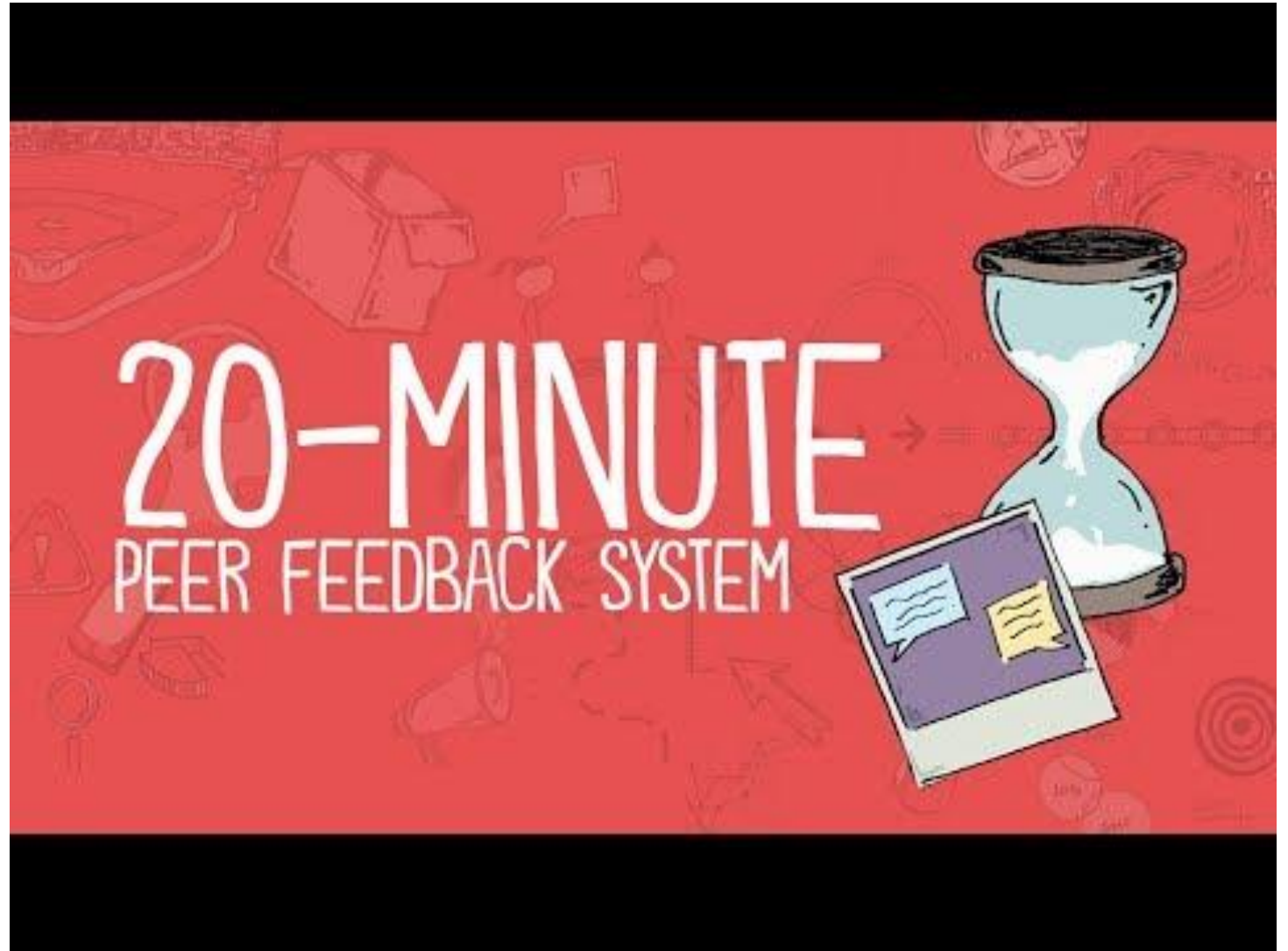
Use low barrier, non-graded tasks to introduce the process, practices, and strategies.

John Spencer's Tip

This 20-minute peer feedback system could work in a live classroom session, or as an asynchronous learning event.

Read more about this and review the instructions on John's web site.

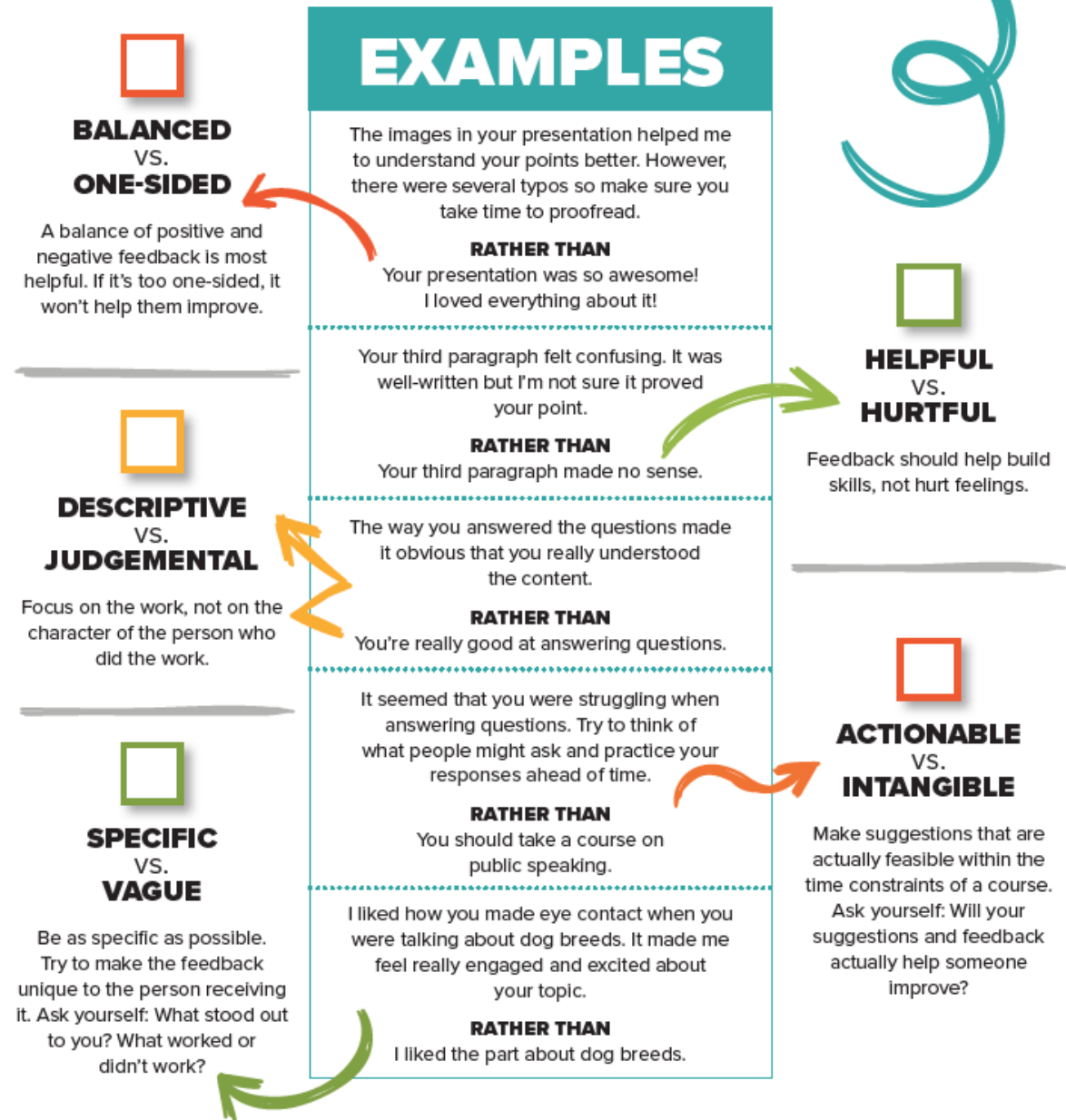**The 20-Minute Peer Feedback System**

Giving awesome feedback that goes beyond the 'sandwich model'

This graphic is Creative Commons licensed CC BY NC SA so it can be integrated into your course design to provide feedback to students on how to provide feedback.

Sandwich Model of Feedback:
https://www.forbes.com/sites/alisacohn/2017/06/20/please-stop-using-the-feedback-sandwich/?sh=481534bd7945

How to Give Awesome Feedback

EXAMPLES

BALANCED VS. ONE-SIDED

A balance of positive and negative feedback is most helpful. If it's too one-sided, it won't help them improve.

The images in your presentation helped me to understand your points better. However, there were several typos so make sure you take time to proofread.

RATHER THAN
Your presentation was so awesome! I loved everything about it!

Your third paragraph felt confusing. It was well-written but I'm not sure it proved your point.

RATHER THAN
Your third paragraph made no sense.

HELPFUL VS. HURTFUL

Feedback should help build skills, not hurt feelings.

DESCRIPTIVE VS. JUDGEMENTAL

Focus on the work, not on the character of the person who did the work.

The way you answered the questions made it obvious that you really understood the content.

RATHER THAN
You're really good at answering questions.

It seemed that you were struggling when answering questions. Try to think of what people might ask and practice your responses ahead of time.

RATHER THAN
You should take a course on public speaking.

ACTIONABLE VS. INTANGIBLE

Make suggestions that are actually feasible within the time constraints of a course. Ask yourself: Will your suggestions and feedback actually help someone improve?

SPECIFIC VS. VAGUE

Be as specific as possible. Try to make the feedback unique to the person receiving it. Ask yourself: What stood out to you? What worked or didn't work?

I liked how you made eye contact when you were talking about dog breeds. It made me feel really engaged and excited about your topic.

RATHER THAN
I liked the part about dog breeds.

Goal-directed feedback
It's not just what you say but when you say it

- Feedback is most effective when it is provided at the right time for the student as they work towards a goal

- Peer-review gives students the opportunity to offer each other relevant, actionable 'just in time' feedback

- 'Just in time' peer-feedback can serve as low-stakes prompts to connect students to bigger goals without raising anxiety

Goal-directed feedback helps scaffold students toward the end goal by allowing them to discover for themselves how well they are doing and how they can improve in particular areas

Peer-feedback and metacognition

How is peer-feedback particularly useful in supporting metacognition?

• Students rarely question instructor feedback and often take them as they are. Peer-feedback is less authoritative and more likely to cause students to question whether an answer is reasonable

• By 'pausing to think' and learning to craft helpful feedback, students learn to consciously identify and articulate the choices their peers are making, and by doing so, reflect on their own choices

Deliberately placed peer-feedback serves as useful checkpoints of learning in supporting metacognition

Peer Scholar

1. Create

2. Assess
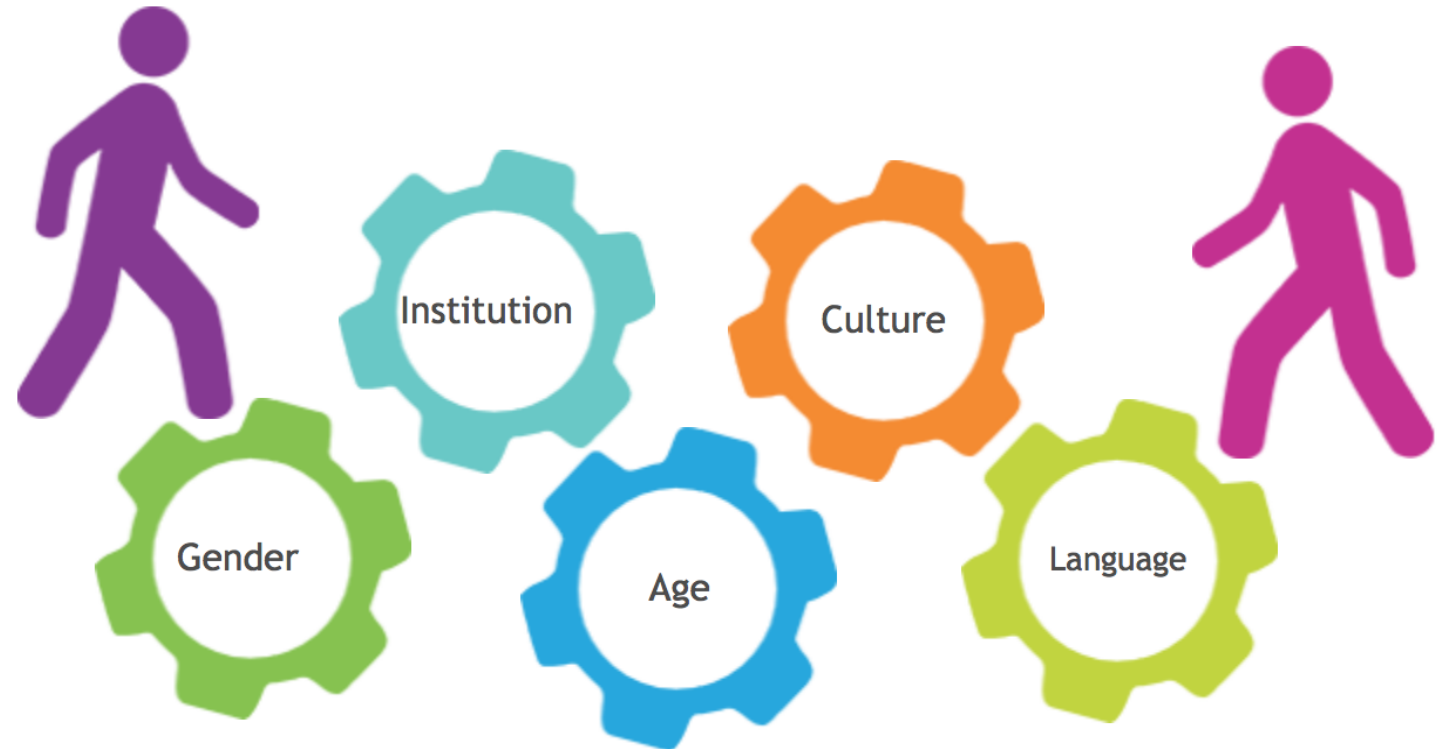
3. Reflect

Alternative Tools

o Canvas Peer Review

o ComPAIR – more commonly used in other faculties but still accessible

TIPS: Pedagogical

Bias in Peer Review

Bias can be influenced by the characteristics of both the reviewer and the applicant as well as the nature of the application.

TIPS: Technical

- Complete your activity set up before publishing the activity.
Changes made to an activity after students have submitted work can lead to some technical complications. In order to avoid this it's best to complete your activity set up, including grading details, before your assignment is published. If you do need to make any changes to the activity after publishing, please contact ETS at ets.educ@ubc.ca

Peer Review Assignment
PeerScholar Exploration

OVERVIEW   STUDENT PROGRESS & GRADING   ANALYTICS

Show Activity

References and Resources

Peer Scholar Guides on LT HUB: https://lthub.ubc.ca/guides/peerscholar/

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Carless, D. (2019). Feedback loops and the longer-term: towards feedback spirals. *Assessment & Evaluation in Higher Education*, *44*(5), 705–714. https://doi.org/10.1080/02602938.2018.1531108

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Lai, M., & Law, N. (2006). Peer scaffolding of knowledge building through collaborative groups with differential learning experiences. *Journal of Educational Computing Research, 35*(2), 123–144.

Lowell, V. L., & Ashby, I. V. (2018). Supporting the development of collaboration and feedback skills in instructional designers. *Journal of Computing in Higher Education*, *30*(1), 72–92. https://doi.org/10.1007/s12528-018-9170-8

Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, *39*(1), 102–122. https://doi.org/10.1080/02602938.2013.795518

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