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19^E ONDERWIJSSEMINAR

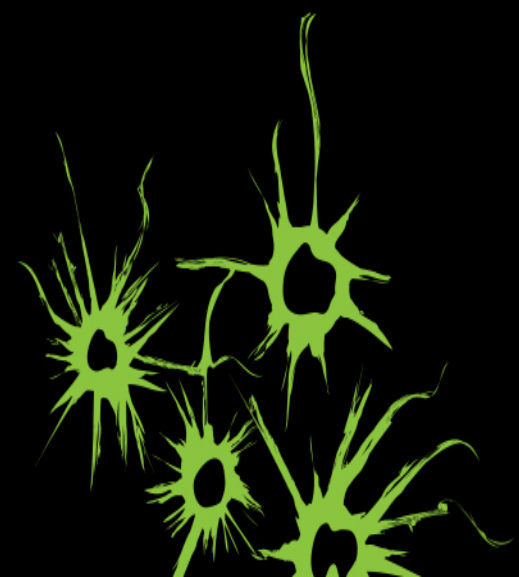
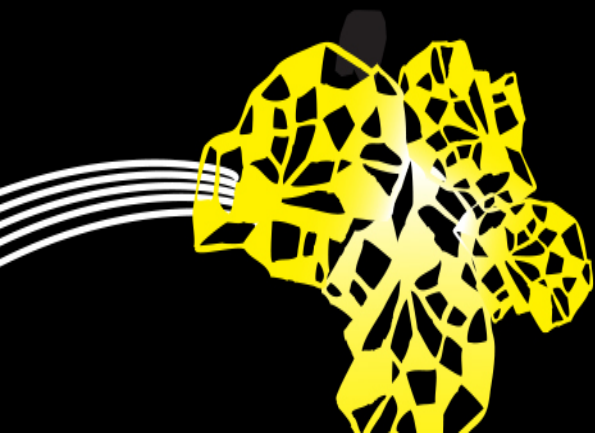
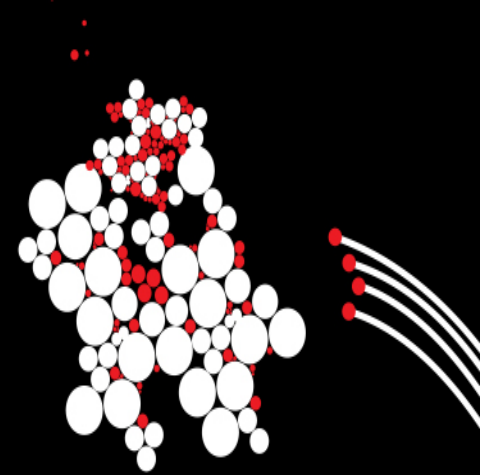
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**SURF PROJECT
GROUP-PEER-FEEDBACK**

TEACHERS:

ROBIN ALY
YURI ENGELHARDT

UNIVERSITEIT TWENTE



Two Courses within Create M8

- Data Visualization
 - Visualization techniques, use, criticizing
 - Individual & groups submission
- Data Driven Applications
 - Data modeling, SQL, Web application (-services)
 - Individual & group submissions

Why peer feedback?


- A lot of articles about the power of peer feedback (Gibbs, 1999; Wagner, 2016; Hattie, 2007; Ion, 2016;
- Transition from "assessment *of* learning" to "assessment *for* learning"
- Shift from teacher centered to more student centered learning (Twente Educational Model)
- Deeper learning (receiver & reviewer)
 - receiver -> peer feedback easier to accept
 - receiver -> more feedback
 - receiver and reviewer-> academic skill
 - reviewer -> new ideas
- Less workload for teachers (grading)

Group Feedback: Motivation & Goals

- Own previous experience: individual students not mature enough (quality of individual feedback too low)
- Move from individual feedback to group feedback
- => Group Feedback
 - Feedback done in groups
 - Hope: wisdom of the crowd => higher quality
 - But: more review load

(Gr)oup (f)eedback (t)ool y

- Requirement analysis existing software:
Growdgrader, Sparkplus, Turnitin, Calibrated Peer Review, PeerScholar, Annotietool, WebPA, CatMe, PeerWise, ...
- Existing software only allows feedback from student to student/group feedback only via detours

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- Development of Groufty through students
 - General schema (course unspecific)
 - Evaluated two developer teams
 - Most promising dev. team finished product during course grading

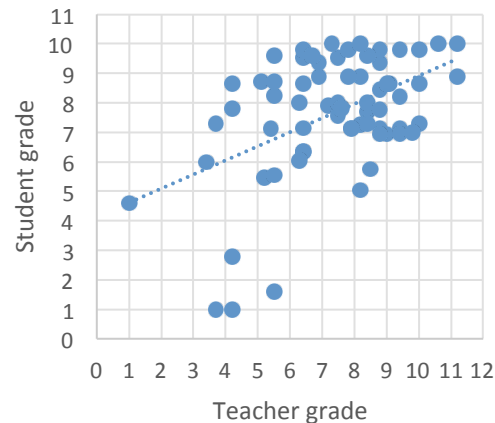
Process

- Individual / Group Submission
(homework, assignments, exam)
- Three groups are randomly assigned to review
(no self review)
- Students can flag inappropriate feedback
- Default: median grade, except:
 - Student flag
 - Grades to far apart

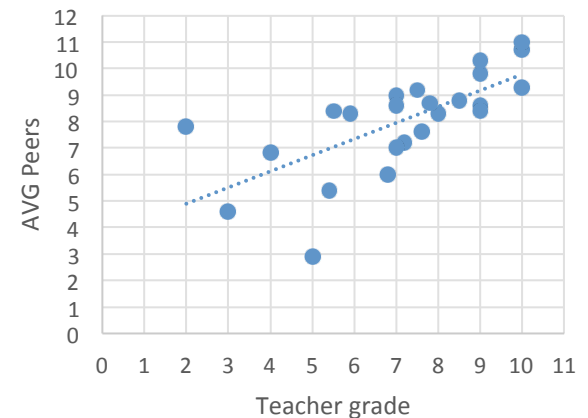
Findings

- Resistance to review "factual" assignments: "is this SQL statement correct"
- Review quality varies widely: from "good stuff / you suck" to multi paragraph constructive reviews
- Unfortunately low correlation to teacher grading (0,5-0,7)

DDA Tentamenvraag 3



Datavisualisatie team opdracht



Student Survey

	DDA %	DataVis %
easy to work with the system	78	78
easy to enter reviews	68	68
qualified to provide a meaningful reviews	22	87
I learned something by writing reviews	46	61
Peer reviewing other students helped me to get ideas how to improve my own submission	62	75
My groupmates were highly involved in the peer review debates	72	75
I received useful peer reviews	22	70

Student Survey

- Groufty easily accessible
- Layout could be optimized
- DDA:
 - *‘Please only use it on assignments where everyone is qualified, I did not study very well for the DDA exam and will focus on the resit, so I felt unqualified to judge others’ work.’*
- DataViz
 - Able to give feedback

Conclusion

- Two courses in Create Module 8: DataViz and Data Driven Apps
- Group feedback: deeper learning
- Groufty Software: first version, needs improvement (LISA?)
- Varying review quality, low correlation with teacher grade
- => Group peer feedback needs further research for frequent use in teaching

Discussion

- Should we implement more peer feedback in our modules/courses
- Should we teach how to give feedback?
- Do we need a digital tool for the organization of peer feedback?
- What next in Module 8?

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