

The background of the slide features a photograph of a tall, ornate Gothic building tower, likely part of the University of Glasgow, with multiple levels of arched windows and a pointed spire. The tower is partially obscured by trees with autumn foliage in shades of yellow, orange, and green. The sky is blue with light, wispy clouds.

Generating feedback from peer and self-review: “*It allowed me to question my own writing*”

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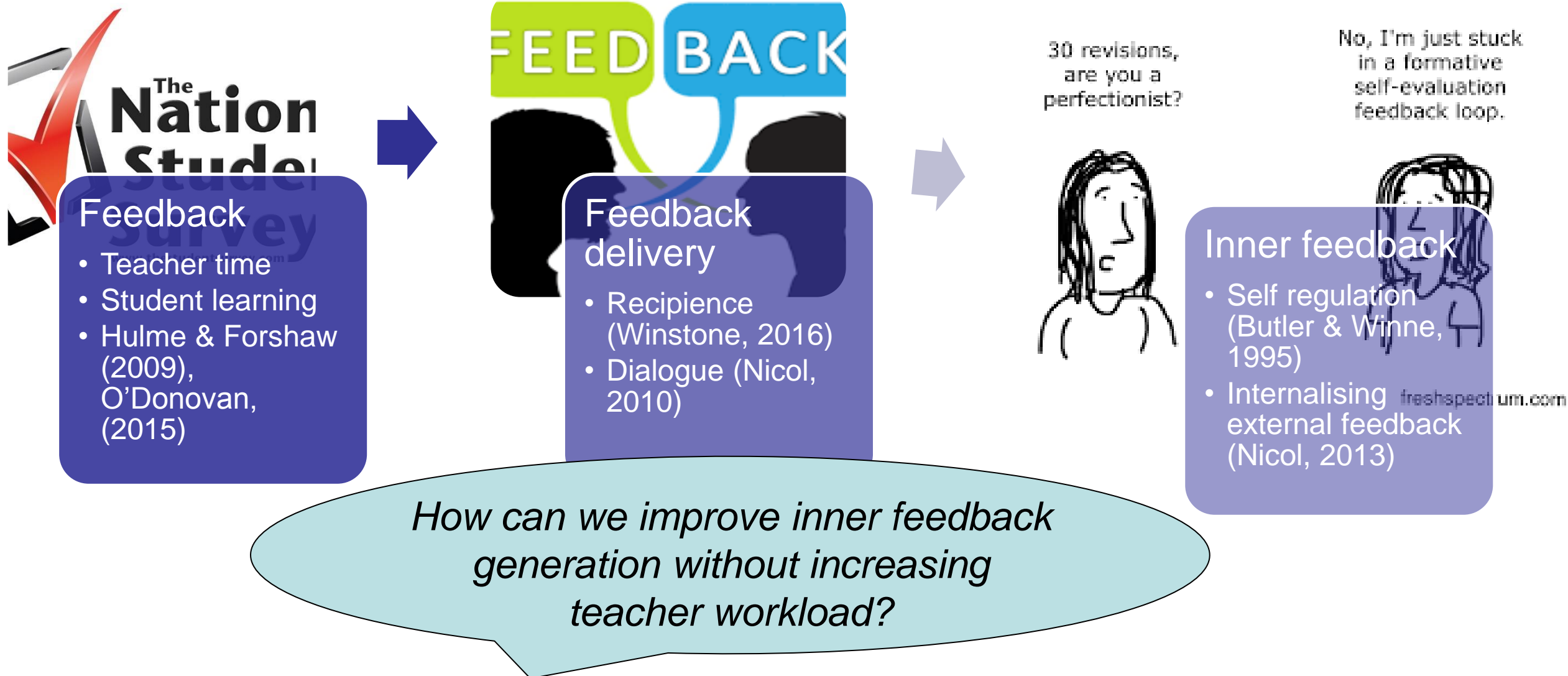
****School of Psychology***

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**INSPIRING
PEOPLE**





Key findings from research

- ❑ **Peer review – giving and receiving feedback (Liu & Carless, 2006)**
- ❑ **Most research on receipt of feedback but since 2010 increasing studies about value of reviewing and producing feedback (Cho and MacArthur, 2011; Cho and Cho, 2011)**
- ❑ **Key finding: when students review others' work they generate feedback on own work (Nicol et al, 2014)**
- ❑ **Two benefits of reviewing – students learn to make judgements of others work at same time activate inner feedback on own work from many different perspectives**



1. How do different components of peer review (reviewing, self-review & receiving reviews) contribute to perceived learning? (Nicol, 2014)
2. How does the quality of the work reviewed contribute to perceived learning? (Sadler, 2010)
3. What are the challenges and concerns about peer review from the student perspective? (Hovardas et al, 2014; Purchase & Hamer, 2018)



Peer review & self review task

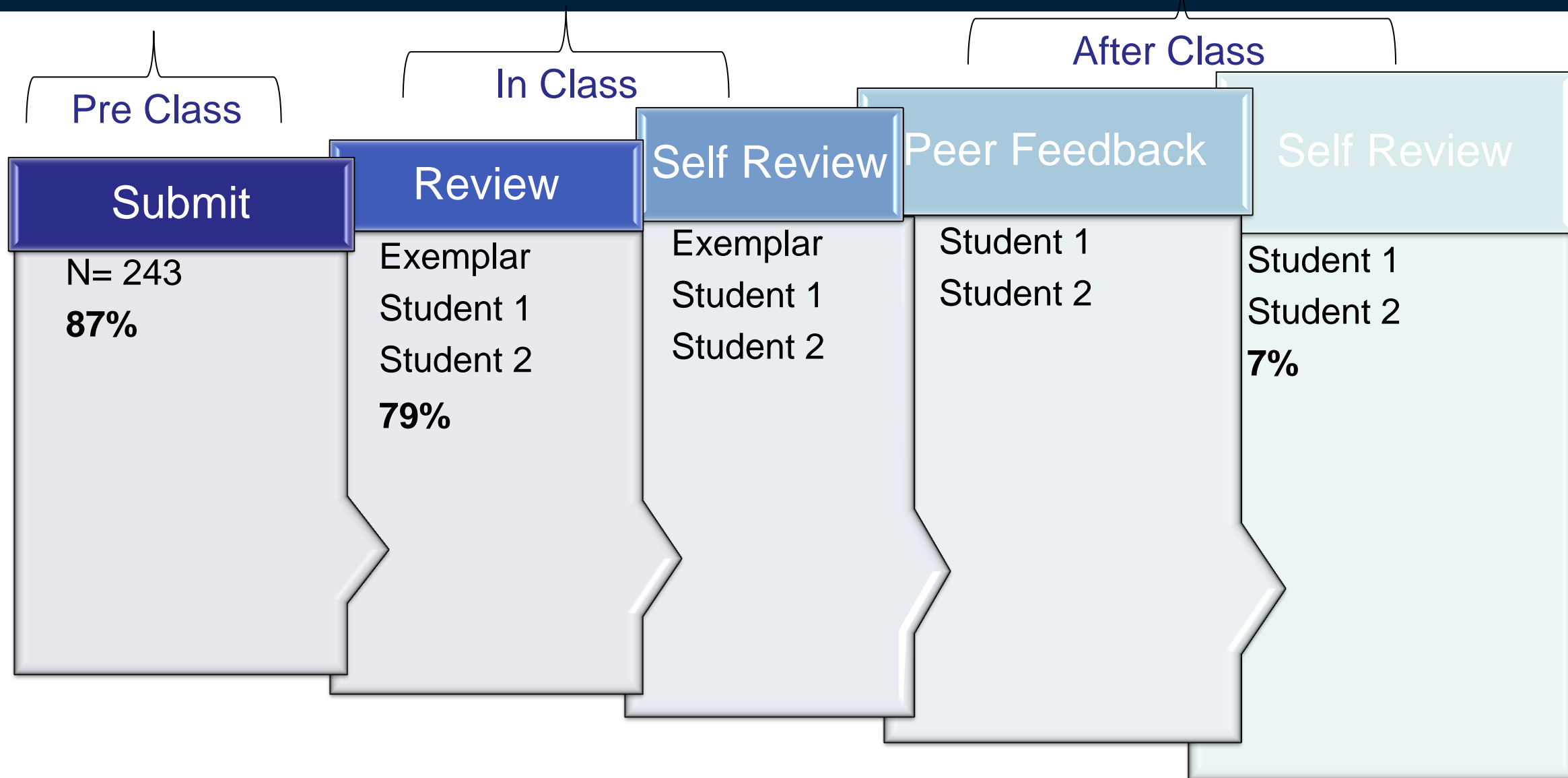
Thematic analysis and brief discussion

Criteria

- Themes and evidence
- Research question and prior literature
- Methodological limitations

- **Provide *one* feedback comment for each criteria**
- *Identify how the writer could improve their work, explain why you think this and how it could be achieved.*
- *Explain what is especially good about it.*

Review your own submission in the light of the peer review you have just completed using the same criteria.





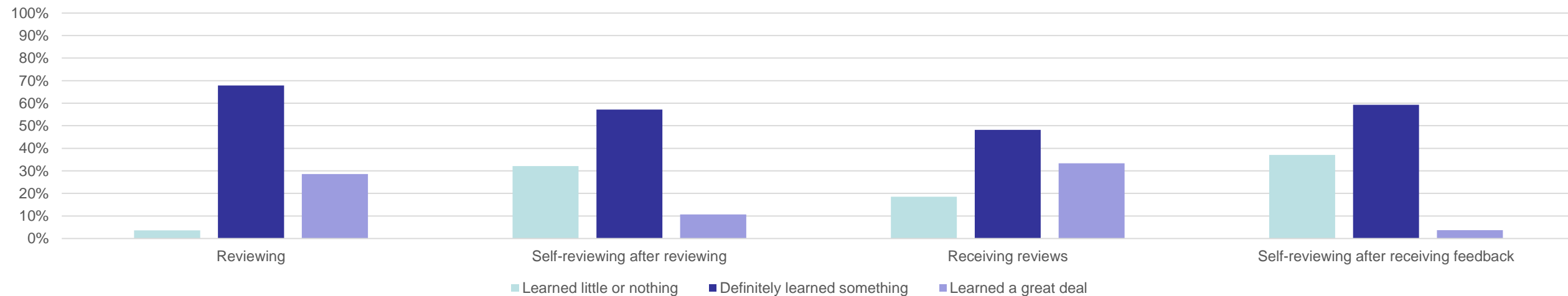
Peer Review Questionnaire administered post-class

- 16 open-ended questions, 56 forced-choice questions, e.g.
- *During reviewing, the following processes are involved. To what extent do you think each of the processes outlined below contributed to your learning, if at all?*
- Reading/evaluating three different peer reports
- 1: Contributed little or nothing
2: Contributed moderately
3: Contributed a great deal

Focus Group

1. *How do different components of peer review contribute to perceived learning?*

Contribution of each aspect of the peer review process to learning

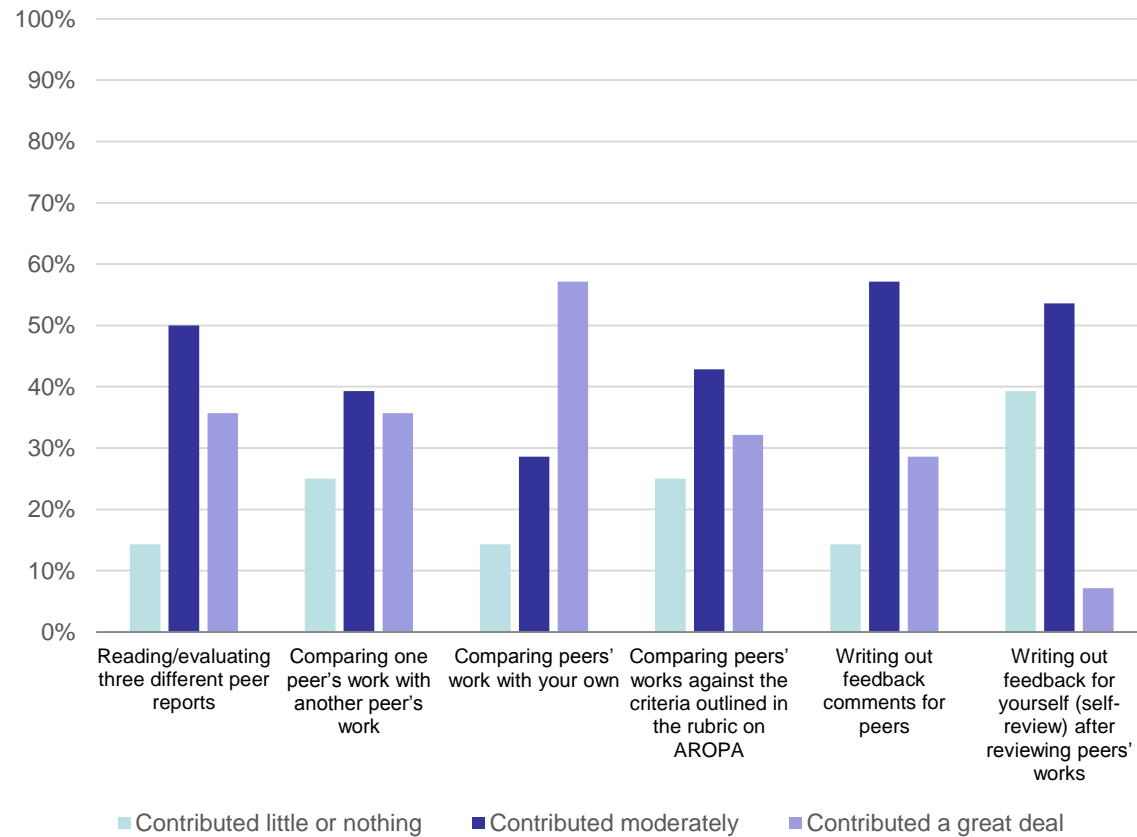


Question	Review	Self Review	Receiving reviews	ALL
Most positive learning experience	64%	6%	20%	10%
Which is most effective for learning?	48%	N/A	35%	17%

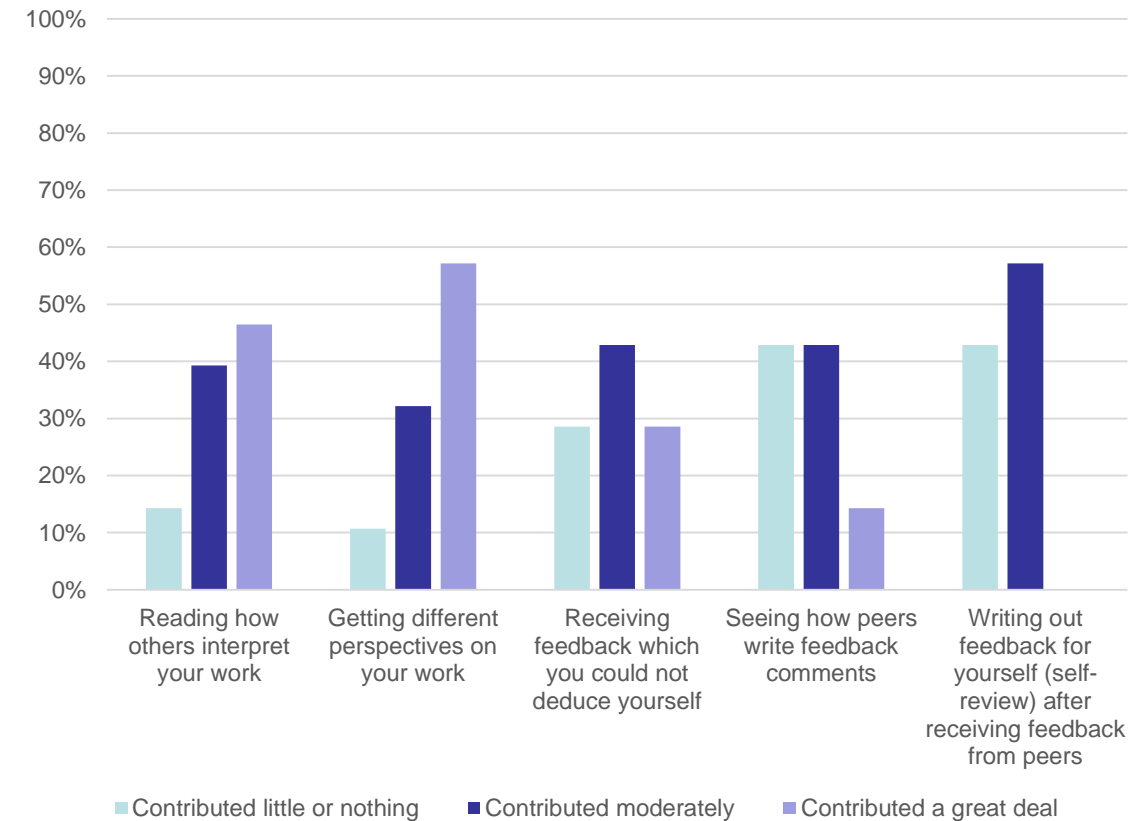


1. *How do different components of peer review contribute to perceived learning?*

Learning from the reviewing processes



Learning from the processes of receiving feedback





1. *How do different components of peer review contribute to perceived learning?*

Reviewing: Benchmarking

This was brilliant in letting me see the extent of the referencing required and how to structure arguments for the need for our work to address questions raised or tackled by others.

..having seen other people in my cohort and what they've written, you know the angles and perspectives that they've you know—viewing it from an entirely different lens is definitely very helpful.

Reviewing: Developing a skill

having to do that for the first time and kind of being thrown into the deep end because having to criticise someone without really knowing what you're doing at first then having a few goes at it, you kind of pick out things that, like, where you're good and you've to be critical

Reviewing: Critical Thinking

Learned more from reviewing others, easier to critique others and then apply that to my own work than to just critique mine normally.



1. *How do different components of peer review contribute to perceived learning?*

Self Review: Encouraged reflection at different time points

in the moment when I was writing the self-review, I was thinking, "It not help much", [sic]...But then..later...when I was looking again at my—at my report, I remember what I kind of had to write and what I was missing, and I think then it helped me..

Oh even giving feedback to someone saying 'oh you could improve this by doing that"', I would think, "Oh actually I could do that as well". So, I already knew kind of the points that I wanted to improve.

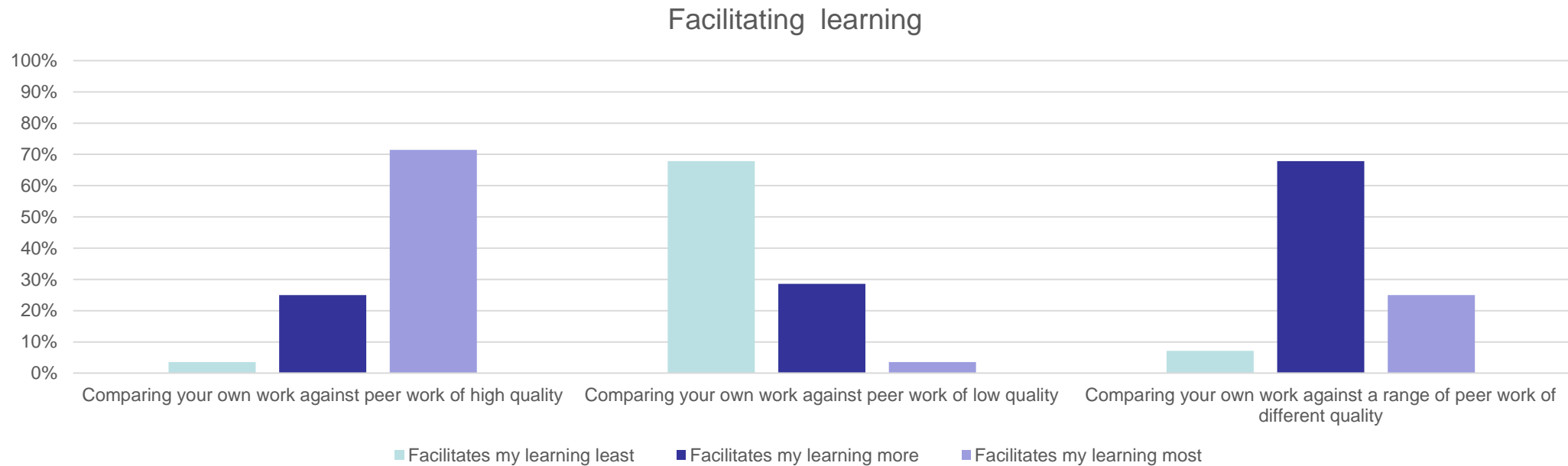
Receiving Reviews: Reassurance: was this helpful?

Sometimes when you constantly are looking at your own work it's hard to see mistakes, so it's good to get an outside opinion

the only reply I got was, "Good work." [laughs] Whereas I spent like—the—the biggest input I got, or the good thing I got from it was how to articulate what is actually wrong with something.



2. *How does the quality of the work reviewed influence the perceived contribution to learning?*





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Quality of work: setting a standard

It set a standard for the other peer reviewing tasks. Without it I would have only judged work of others by my own standards, which are very unclear.

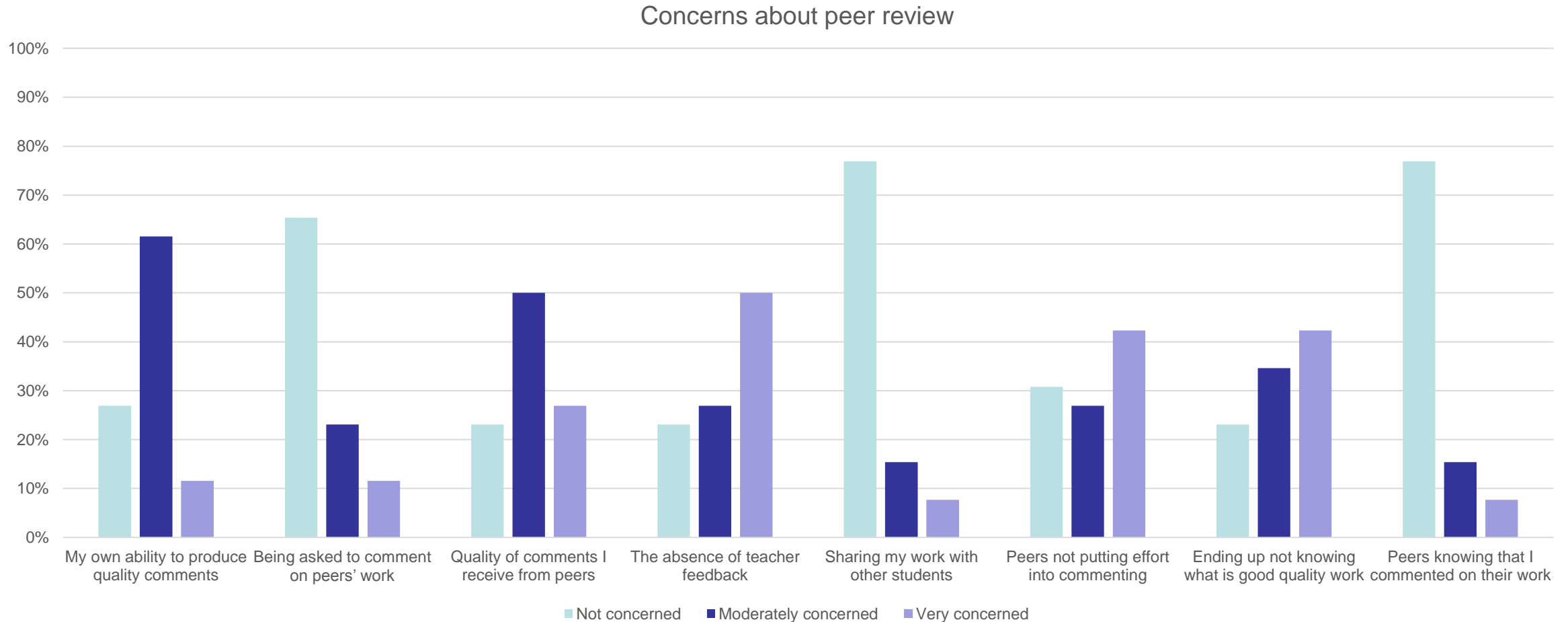
...when you see something that's good, you know it's good..... But it was the most helpful bit of the whole thing because there was—there was nothing negative we could say about it and we were like, "Ah that's—that's what we need to—that's the level we need to aim for",

Quality of work: building confidence

Cause I thought, "Oh I'm not so good, like I know there's things wrong with my writing", and then when I saw the—what other people had produced, I was like, "No I'm fine."



3. *What are the challenges and concerns about peer review from the student perspective?*





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Challenges & Concerns: Quality of comments

I was giving them advice on what they should do to improve it. What if I give them bad advice?

generally people were just like, "Yeah, this is great," or, "Yeah, maybe improve this", but not—it wasn't very in-depth.

...it felt like I had put in more effort and given better stuff than I received

Challenges & Concerns: Formative assessment

..formative assessment just kind of falls through the cracks.

Challenges & Concerns: Teacher input

I would have benefitted from comments by someone who knows exactly what they are doing



Summary

1. Components of peer review

- Reviewing: comparison & critical thinking
- Self Review: encouraged reflection

2. Quality

- High: set standards
- Low: built confidence

3. Challenges

- Quality of comments
- Formative



- ❑ Feedback should help develop the students' capacity to make **evaluative judgements** about their own and others work (Boud and Associates, 2010: Cowan, 2010; Sadler, 2010)
- ❑ Feedback should serve the function of progressively enabling students to better **monitor, evaluate and regulate their own learning**, independently of the teacher (Nicol and Macfarlane-Dick, 2006: Nicol, 2009)



*Assessment is the making of judgements about how students' work meets appropriate standards. Teachers, markers and examiners have traditionally been charged with that responsibility. However, **students themselves need to develop the capacity to make judgements** about both their own work and that of others in order to become effective continuing learners and practitioners.*

Boud and Associates (2020)

https://www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf