Generating feedback from peer and self-review: *"It allowed me to question my own writing"*
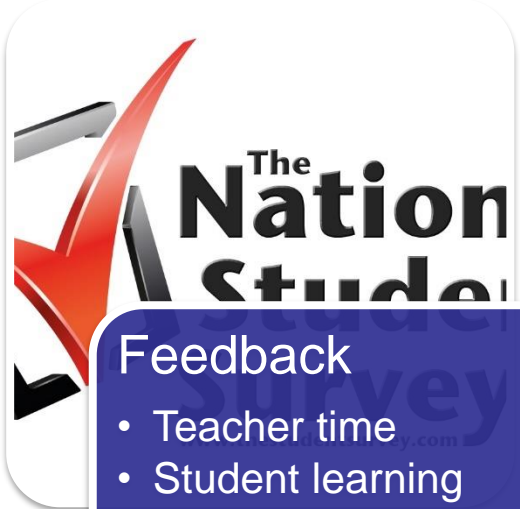
Maxine Swingler, Lorna Morrow* & David Nicol***

*School of Psychology

**Adam Smith Business School

University of Glasgow

12th Annual University of Glasgow Learning and Teaching Conference 2-3 April 2019
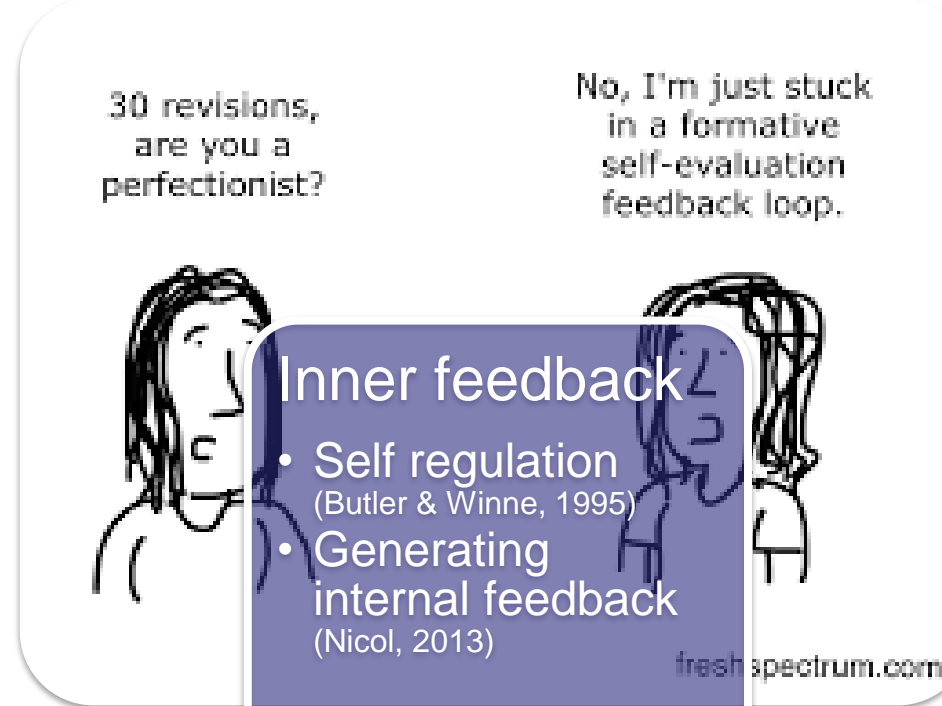
INSPIRING PEOPLE

Feedback

- Teacher time
- Student learning
- Hulme & Forshaw (2009), O'Donovan, (2015)

Feedback delivery

- Dialogue (Nicol, 2010)
- Recipience (Winstone, 2016)
- Feedback Literacy (Carless & Boud 2018)

Inner feedback

- Self regulation (Butler & Winne, 1995)
- Generating internal feedback (Nicol, 2013)

How can we improve inner feedback generation without increasing teacher workload?

- ❑ **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**

Research questions

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)

University of Glasgow
VIA VERITAS VITA

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.

University of Glasgow
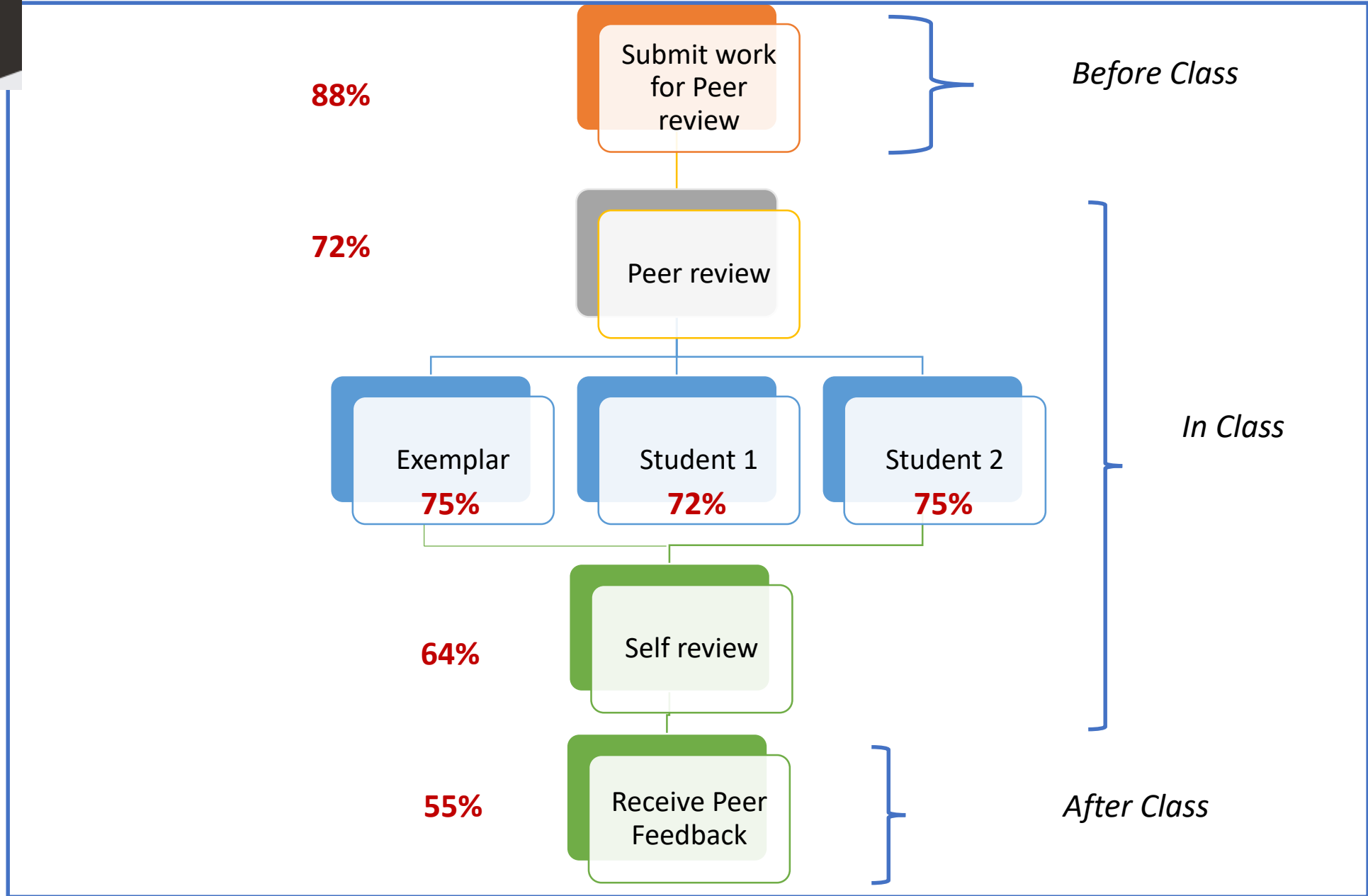
Questionnaire N = 28

Contribution of peer review process to learning; motivations; future plans; **concerns**.

Open questions

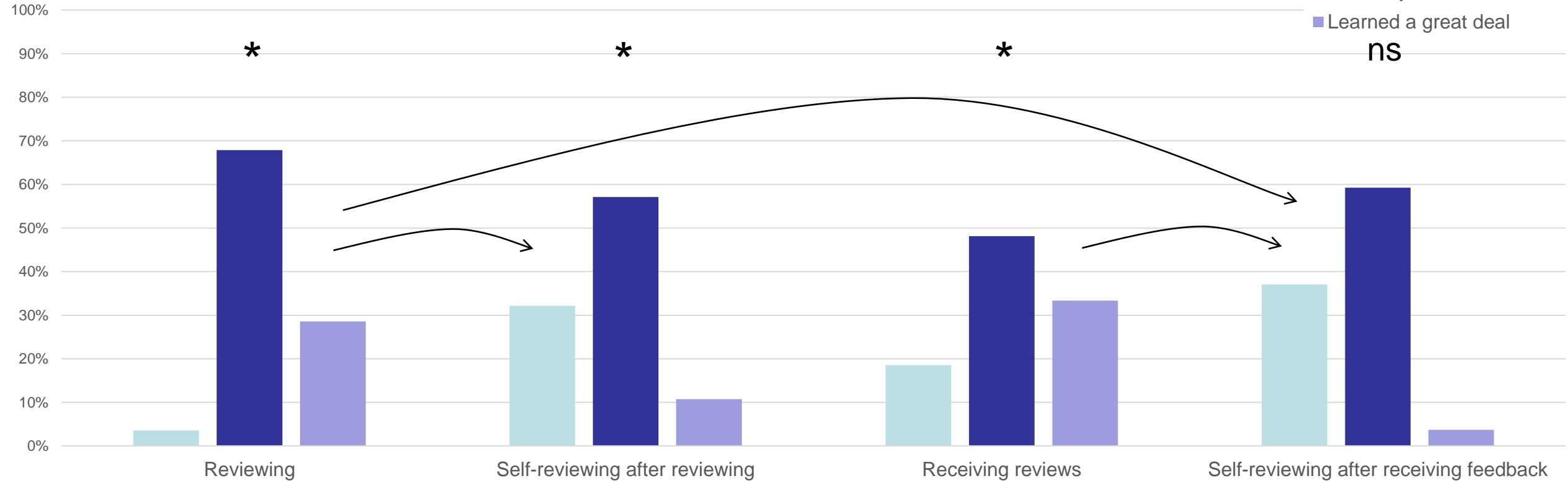*Comment on answers*

Focus Group N = 4

"..can you say more about…"

Contribution of each aspect of the peer review process to learning

- Learned little or nothing
- Definitely learned something
- Learned a great deal

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%

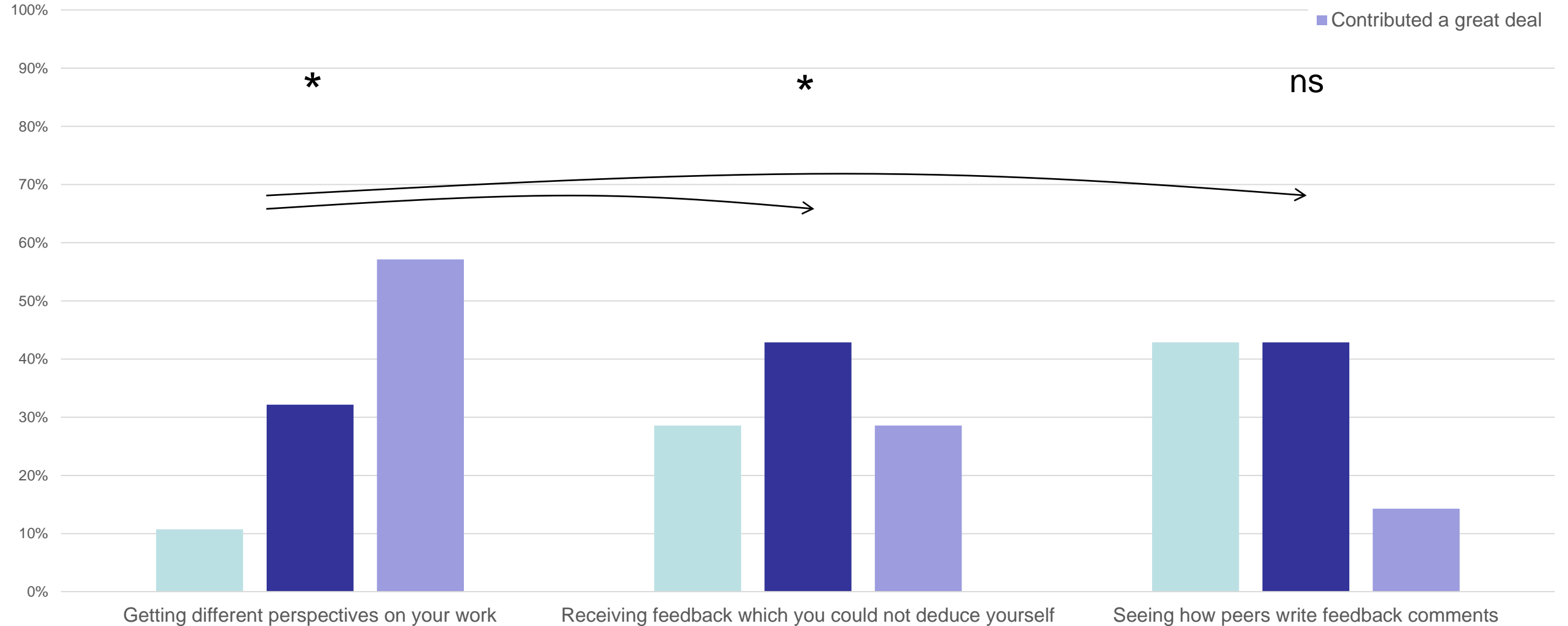1. How do different components of peer review contribute to perceived learning?

Learning from the processes of receiving feedback

- Contributed little or nothing
- Contributed moderately
- Contributed a great deal

*   *   ns

Getting different perspectives on your work   Receiving feedback which you could not deduce yourself   Seeing how peers write feedback comments

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.

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.
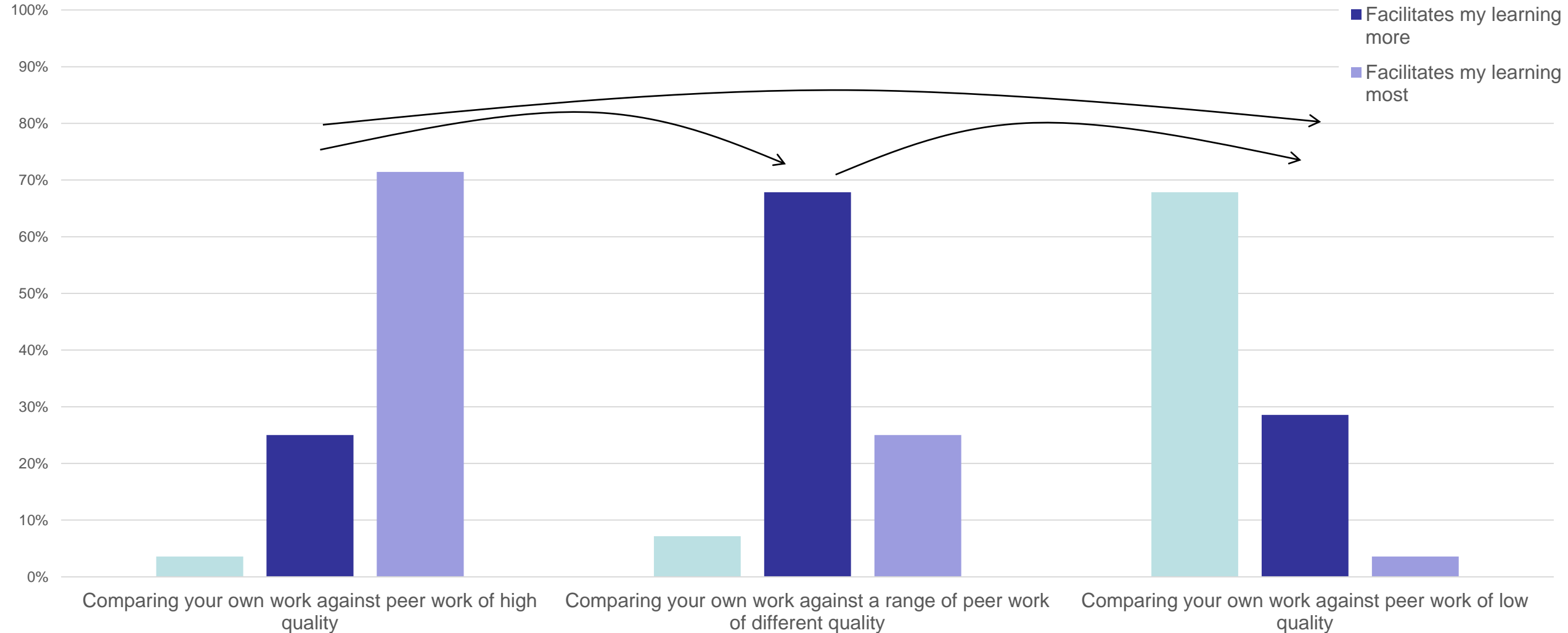
Quality of work: setting a standard

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."
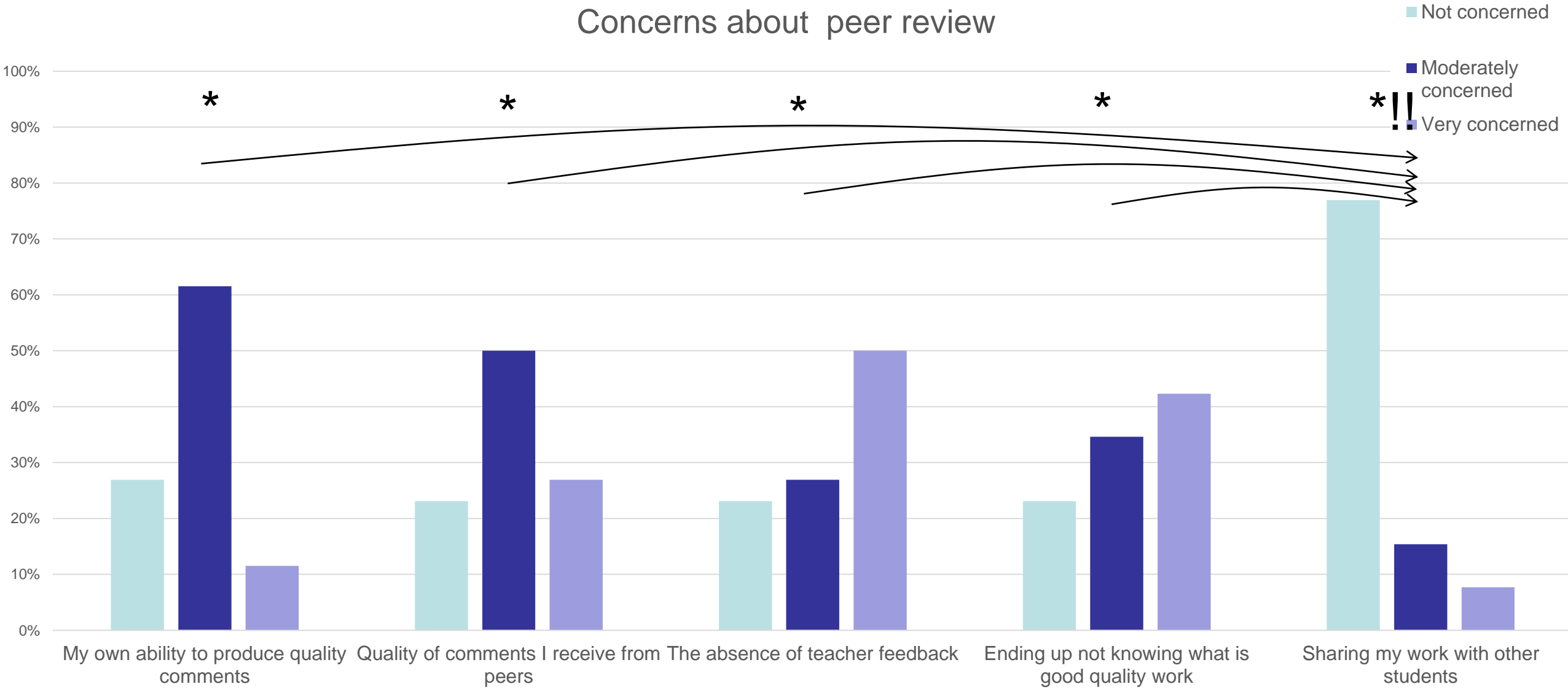
Concerns about peer review

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: Non-graded assessment

"-it wasn't an actual piece of coursework, it was this extra thing"

"..It should be formal, it should be submitted."

Challenges & Concerns: Teacher input

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

1. Contribution of peer review to learning

- Reviewing and receiving reviews both helpful
- All aspects of reviewing and getting different perspectives on your work (receiving) :d*eveloping critical thinking.*
- Writing out self review comments less helpful*: self-review more useful after reflection*

2. Quality

- Reviewing high quality work most helpful, range of quality work is moderately helpful : s*etting standards*
- Low quality reviewing built confidence.

3. Challenges

- Quality of comments (both ways)
- Absence of teacher feedback
- Non-graded

Acknowledgements

- We would like to thank Dr Alex McConnachie from the Robertson Centre for Biostatistics for statistics advice, and Dr Helen Purchase from Computing Science and John Hamer for their support with AROPA; also all the students who gave their time to participate in this evaluation

Changes in 2018-19

- Reduced and simplified the submission & review rubric
- Peer review done in own time
- Extended review period
- Self review Qs changed to encourage more detailed answers

Peer & Self review 2017-18

1) Themes and Evidence   Are there some clear themes identified and proposed based on the data analysis?   Are the themes convincingly supported by evidence from the transcript? (e.g. in a way that conveys some aspects of the lived experience of the participants in the study).

2) Research Question and Prior Literature Have the main and subsidiary research questions been outlined clearly?   Do you explain how the thematic analysis addresses the research questions?   Do you explain how the analysis relates to and/or informs existing theory and research in this area?

3) Methodological Limitations   Have any methodological limitations and improvements been identified?

Explain why this aspect of your work needs improved and what could be done to improve it OR explain what is especially good about it and how you will continue this practice.

1)   Analysis: Overall the analysis should demonstrate an understanding of the purpose and implications of a qualitative methodology. Evaluate this section using the following criteria.

- Themes are identified and clearly presented

- Themes are supported by verbatim evidence from the transcript (e.g., in a way that conveys some aspect(s) of the lived experience of the chosen phenomenon).

- Themes are described and interpreted within a narrative

- Clear headings/sub-headings outlining themes. Balance between narrative and quotes.

2)   Discussion: Overall the discussion should demonstrate evaluation of relevant theory, research and methodology. Evaluate this section using the following criteria.

- Explains how the analysis addresses the research question(s) and beyond to contribute to understanding of social and psychological phenomena

- Explains how the analysis relates to and/or informs existing theory and research in the topic area.

*Consider these criteria in your review and explain why **one** aspect of the analysis needs improved and say what could be done to improve it OR explain what is especially good about it.*

Self review 2018-19

– What are the key differences between the thematic analysis you just reviewed and your own thematic analysis? **Note two key differences and clearly explain clearly what they are.**

– What did you learn about your own thematic analysis by reviewing this peer's thematic analysis and from the differences you noted in question 1? **Please give a reason for your answer in a few sentences.** [Remember, you can learn from a poor as well as a good thematic analysis].

– Overall, which thematic analysis is better, yours or this one? **Please give a clear explanation for your decision.**

Student engagement 2018-19

Cohort	Submissions	Student peer & self-review	Exemplar peer & self-review
L3H	95.4 %	54.6 %	40.8 %
Msc	96.4 %	63.4 %	58.9 %

Nicol, D. and Macfarlane-Dick, D. (2006), Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218

Nicol, D (2010) From monologue to dialogue: improving written feedback in mass higher education, *Assessment and Evaluation in Higher Education*, 35:5, 501-517

Nicol, D (2010) The foundation for graduate attributes: developing self-regulation through self and peer assessment, QAA Scotland, Enhancement Themes. Available at: http://www.enhancementthemes.ac.uk/resources/publications/graduates-for-the-21st-century

Nicol, D (2011) Developing students' ability to construct feedback, QAA Scotland, Enhancement Themes. Available at http://www.enhancementthemes.ac.uk/resources/publications/graduates-for-the-21st-century

Nicol, D (2013), Resituating feedback from the reactive to the proactive. In D. Boud and L. Malloy (Eds) *Effective Feedback in Higher and Professional Education: understanding it and doing it well*, Routledge UK

Nicol, D., Thomson, A. and Breslin, C. (2014) Rethinking feedback practices in higher education: A peer review perspective, Assessment and Evaluation in Higher Education, 39(1), 102-122

Nicol, D. (2014) Guiding principles of peer review: unlocking learners' evaluative skills. In Advances and Innovations in University Assessment and Feedback. Eds C. Kreber, C. Anderson, N. Entwistle and J. McArthur. Edinburgh University Press.

Sadler, D.R (2010) Beyond feedback: Developing student capability in complex appraisal, *Assessment and Evaluation in Higher Education*, 35:5, 535-550