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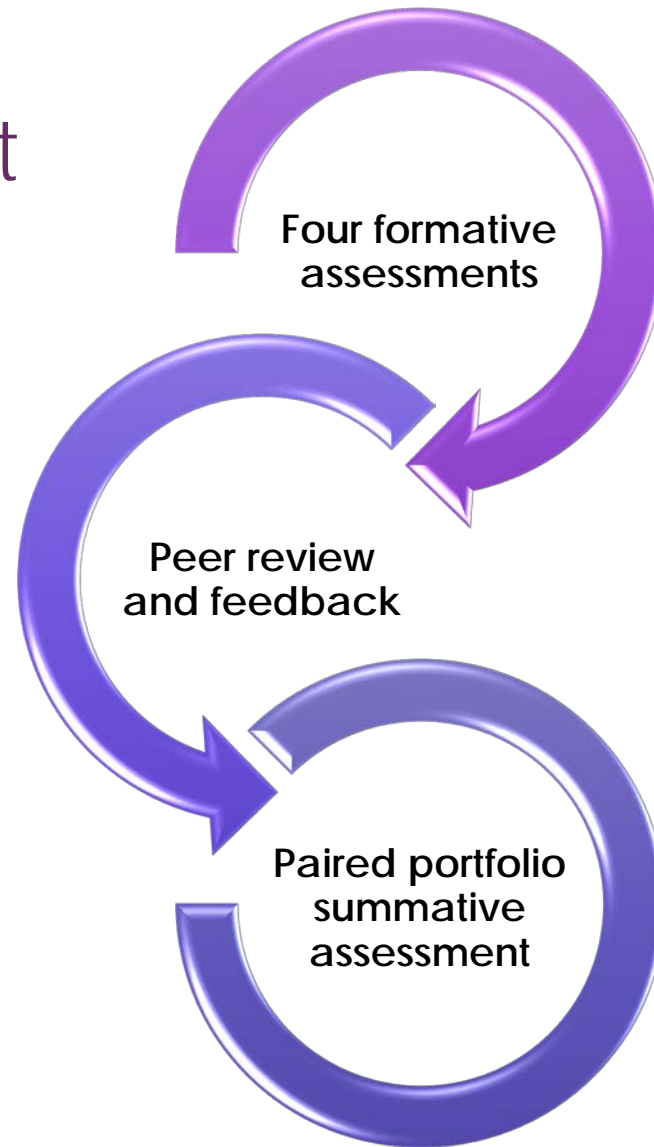
Building Peer Support: Developing Peer Feedback Opportunities with Level 4 Students

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June 28th & 29th 2017

HEA believes that attention to the methods of assessment and feedback, and the use of self-assessment and peer-assessment is fundamental to student learning.
HEA (2016)

My action research project



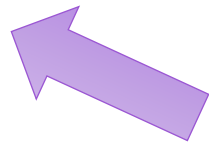
Why conduct this research project?



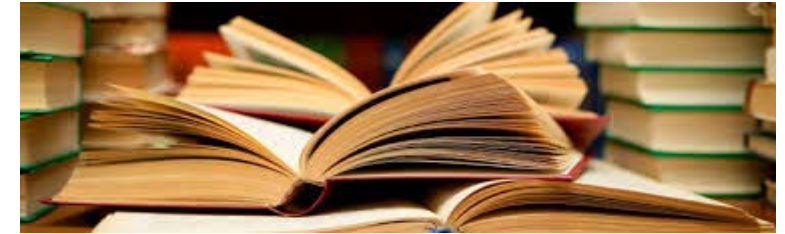
“I don't like to read!”



Google

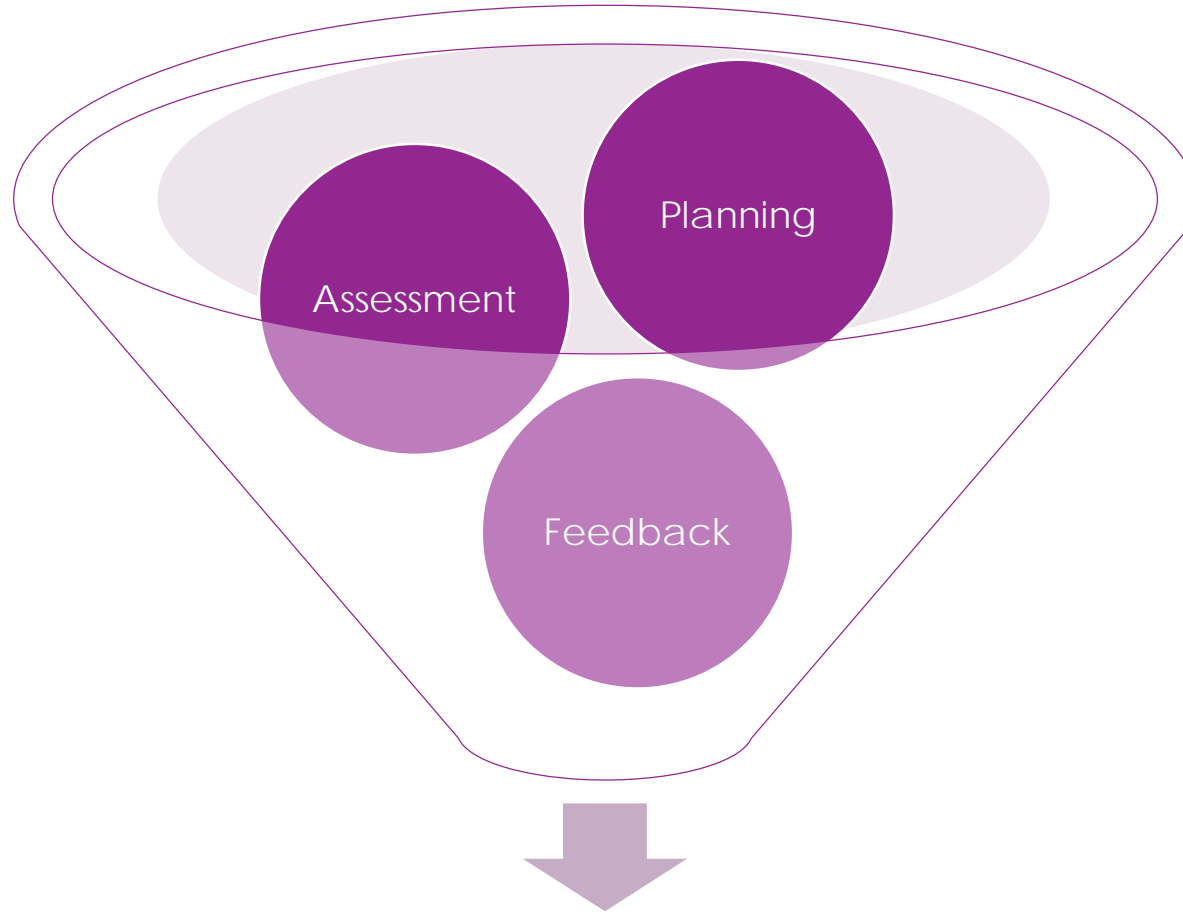


I wanted to encourage a bit of this



'Peer assessment is an important component in the design of learning environments implementing a more participatory culture of learning.'
(Kollar & Fischer, 2010: 345)

As we all know and appreciate



Black &
William
(1998)

Hattie &
Timperley
(2007)

Improves the learning process

Benefits to the homework tasks

Encourages involvement with research

Promotes academic reading

Furthers engagement and understanding of ILO's

Gathers evidence required for summative assessment

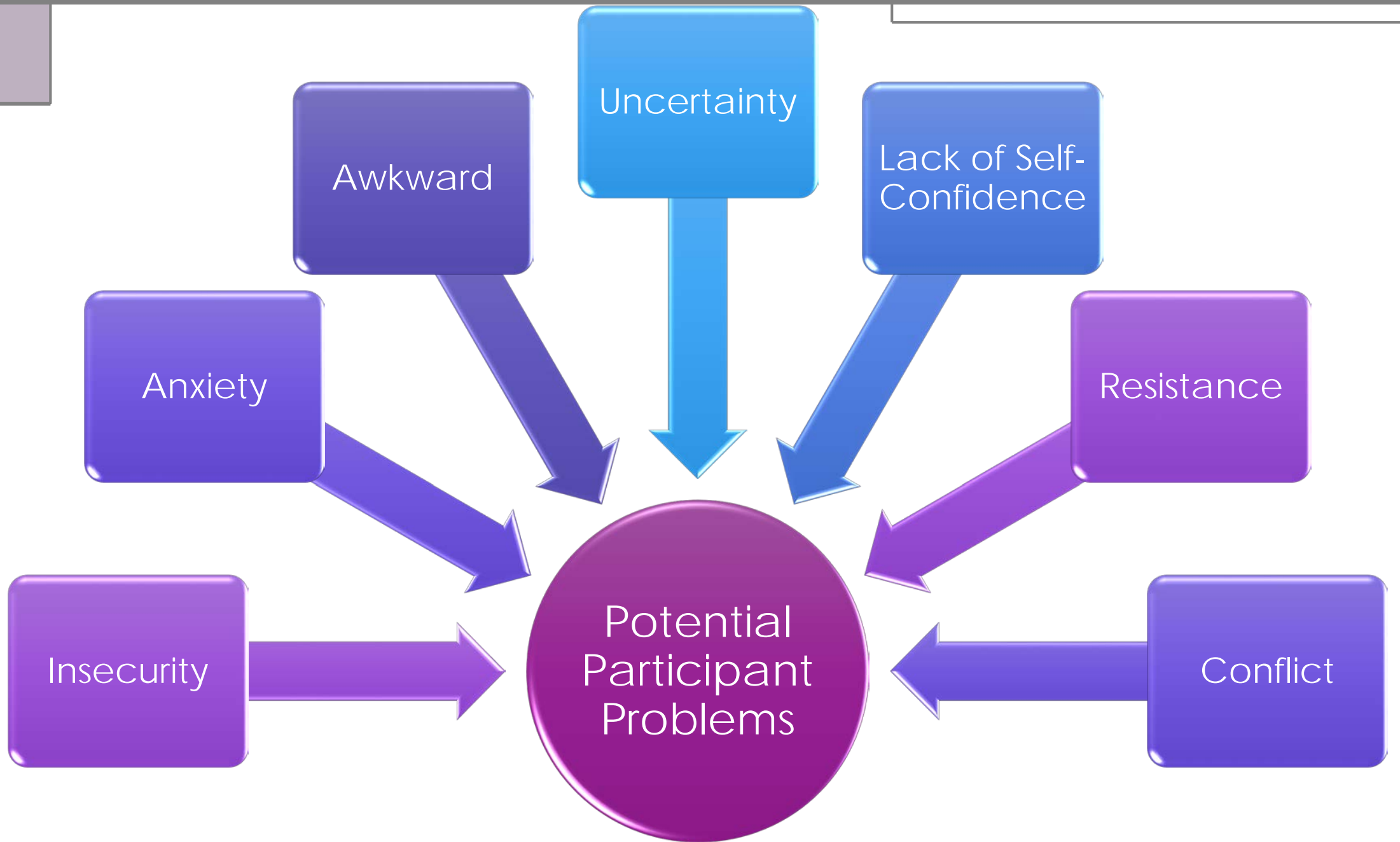
Benefits to providing peer feedback and interpreting the work of others

- Improves proof-reading skills
- Develops the ability to recognising areas for improvement
- Identifying examples of good academic practice
- Encourages peer relationships in a safe environment
- Nurtures constructive critical feedback skills



Benefits to receiving peer feedback

(Douchy & McDowell, 1997; Toppins et al, 2000, Liu & Carless, 2006)



Initial student response

- “I really did not like the idea of this, but having gone through the process it was actually not as bad as I thought.”
- “I understand now what it is you are trying to do. It makes sense and I think it is going to really help with the portfolio.”
- “This is a good idea as it is easier to see where to develop your work once someone points it out. But I felt awkward pointing out errors on someone else’s work. I don’t want them to hate me for being critical.”
- “I do not feel confident in my own ability and so do not feel as though I should be commenting on people’s work.”
- “I know what you mean. I am not very confident either, but I think if we help each other it will get easier. She wouldn’t ask us to do it if she thought it wouldn’t help.”
- “We need to keep doing this as I think it will get better and easier, but the feedback template needs changing.”

Tweaking here and there

- At student request, the following 'tweaks' were made:
 1. The feedback template was amended.
 2. Additional tutor input to feedback.
 3. Individual feedback was discussed to whole group.

Black & William (1998) strongly advocate the benefits of student involvement in the assessment process.

Final Official Results



- In the meantime



Adapting teaching practice further for 2017/18: Sustainable Assessment (Boud & Sloer, 2015)

- **So I asked myself 'Is my current teaching practice effectively preparing students for life in the workplace?'**
- 'As lifelong learning is becoming an aspect of work, there is a need for education to align assessment practice to the requirements for learning in the workplace.' Dysthe (2008: 30)



Next steps

How are students using their feedback?

- A study by Walker (2015) suggests that more research is required into how students are actually using their feedback, rather than how students give feedback to their peers.
- This is also a question raised from my own study.

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