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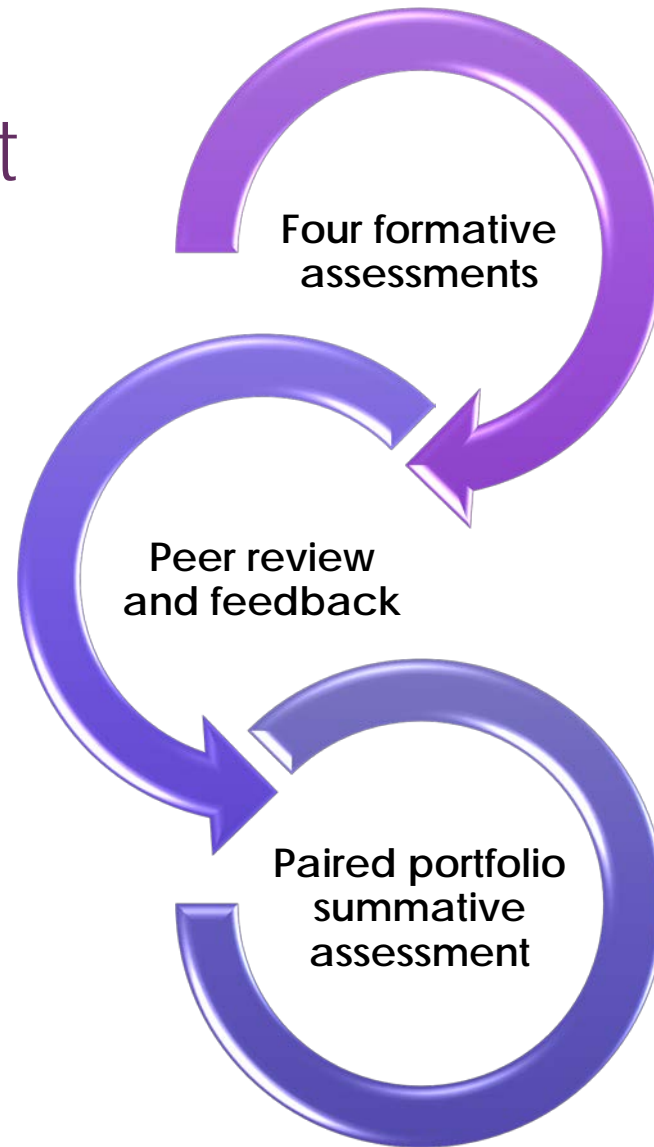
# Building Peer Support: Developing Peer Feedback Opportunities with Level 4 Students

Tina Harvey  
[tina.harvey@cumbria.ac.uk](mailto:tina.harvey@cumbria.ac.uk)

6<sup>th</sup> International AHE Conference, Manchester  
June 28<sup>th</sup> & 29<sup>th</sup> 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)

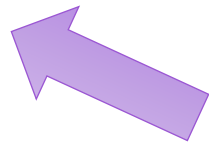
# My action research project



# Why conduct this research project?

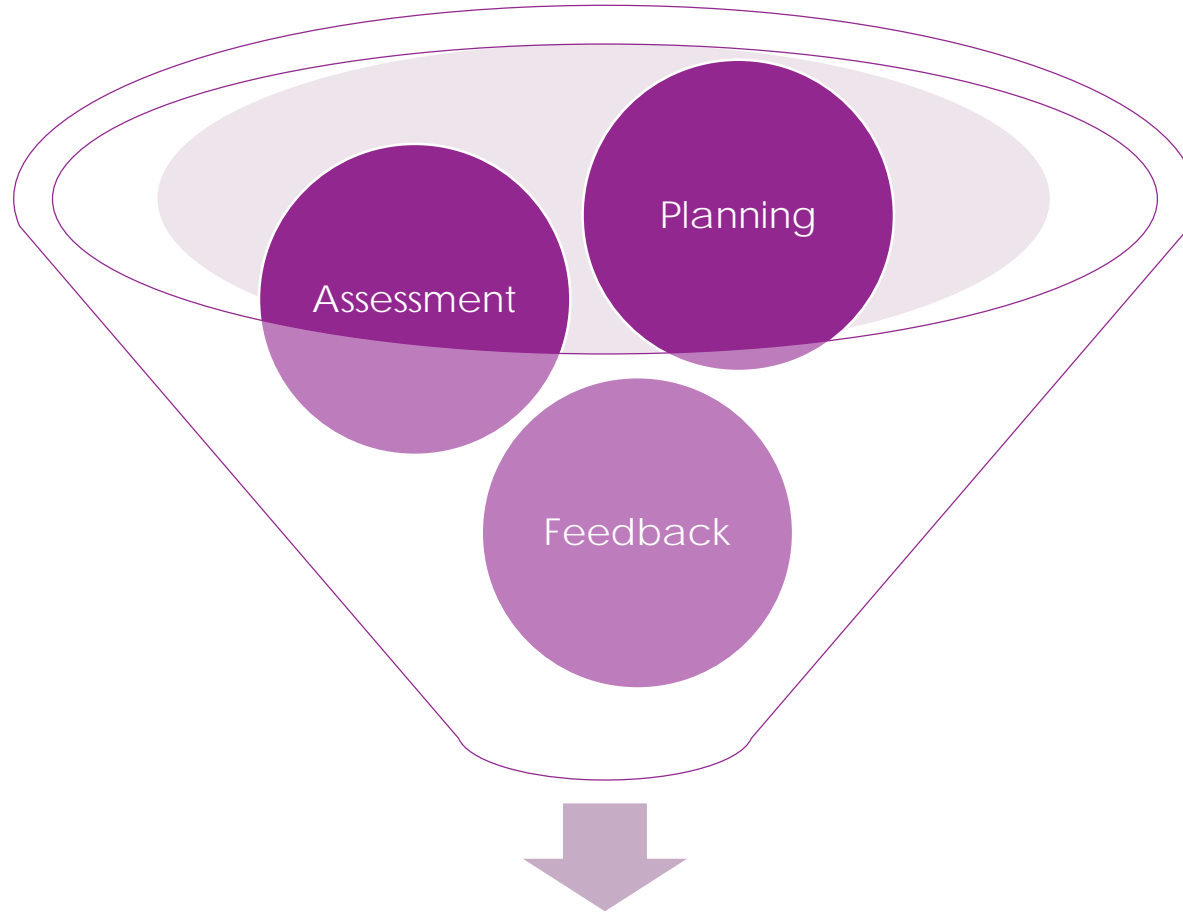


“I don't like to read!”





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

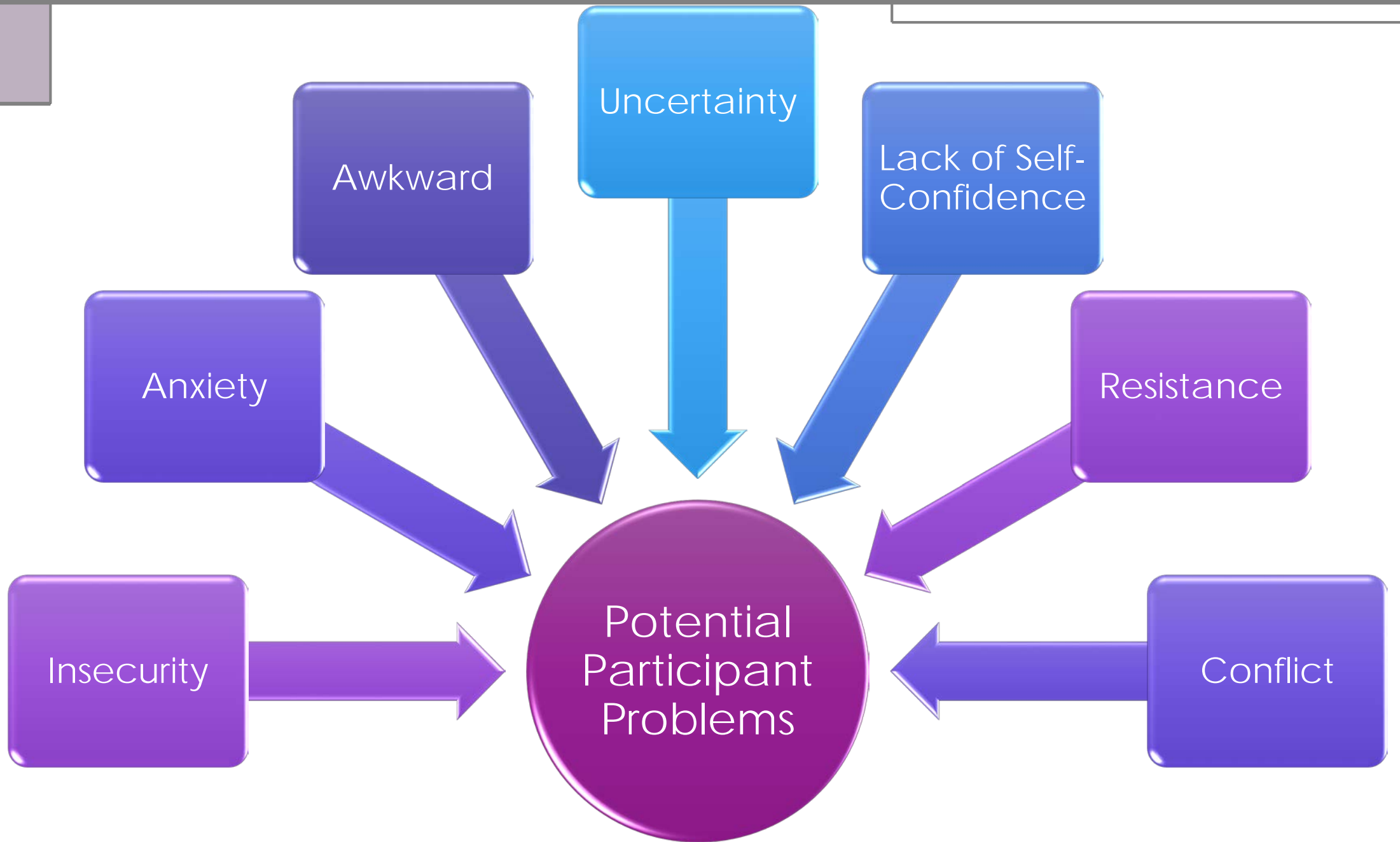
Nurtures constructive critical feedback skills





## 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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