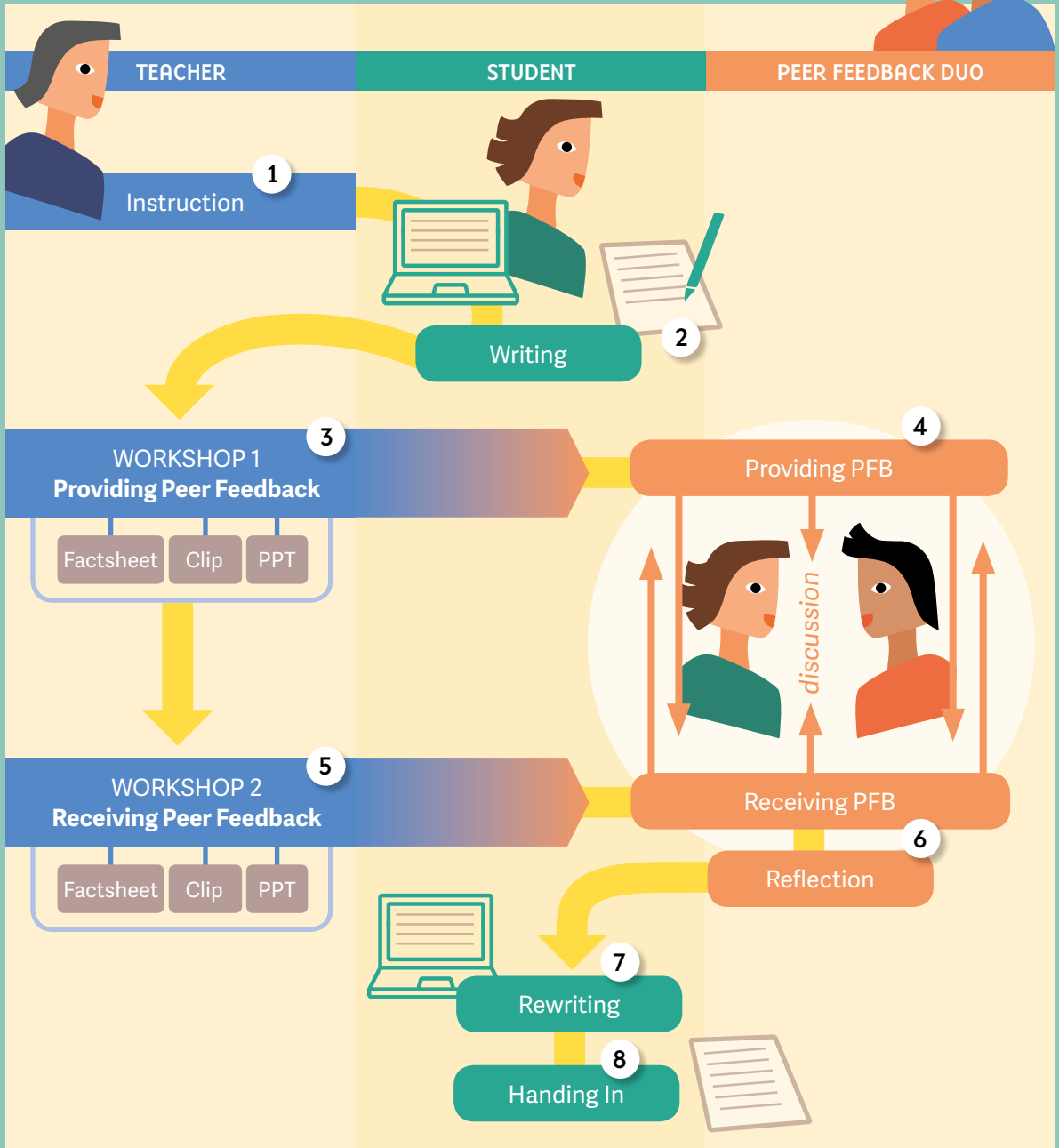


# Deep Learning through Peer Feedback



Universiteit Utrecht



## 2) Short explanation of Dialogic Peer-feedback

For this peer-feedback intervention we have designed an infographic that helps visualizing the steps. As you can see, there are three actors: the teacher, the student and the peer-groups. Now each of these actors have specific roles during the intervention.

The process of the intervention can be described in three different phases, although these phases contain small steps.

Phase 1: The feedback training + writing

Phase 2: Workshop peer-feedback + Providing peer-feedback\*

Phase 3: Workshop receiving peer-feedback + discussing the peer-feedback + rewriting

\* When necessary, phase 2 can be repeated several times.

### Phase 1:

In this phase, teachers need to provide clarity on the learning objectives of the writing assessment. However, we have to acknowledge that every course is different. In our project we have seen Bachelor-1 courses that paid a lot of attention to explaining the assignment and Master courses where only a short outline of the assessment was given.

Do: Understand your audience. What do students need in order to feel competent to do the assignment and motivated to start working on it? Maybe you need to spend some of your lecture time explaining *why* peer-feedback is useful and what kind of things you expect as a teacher. Maybe your students have a lot of experience with peer-feedback and deep learning, so you can only provide your objectives and the fact sheet.

Don't: Overestimate what students know about written assignments. Every assignment is different and the more clarity you give on the final objective (via *feed forward*). The more equipped they are to write a first draft.

### Phase 2:

In this phase, teachers need to provide clarity on how to provide peer-feedback (in relation to deep learning). We have developed materials to help you with this: a short knowledge clip, a powerpoint presentation and a factsheet (see below for more explanation). These can help to shape student's understanding of why peer-feedback and deep learning is important.

Afterwards they can provide peer-feedback via an online platform.

Do: Give the information in multiple formats. Students tend to appreciate the fact that they can watch or read the (already given) information, just before or during peer-feedback.

Don't: Overestimate students' experience. Most students have had some experience with providing peer-feedback, but might not have taken the process into account. As a teacher, it is extremely powerful to explain students what it is they can gain, while providing peerfeedback.

### Phase 3:

Receiving and responding to the feedback. This final step is crucial in order to reach the full benefit for the receiver. Only when required to react will the receiver think critically about whether or not the suggested improvements are really meaningful and worthwhile to implement. The receiver should also be able to ask for clarification to which the provider can then respond. This may encourage an academic dialogue.

To prepare this important step it can be useful to prepare students for reflection and reaction to the feedback received with some additional information. This is explained in short powerpoint presentation and knowledge clip (see below). Here we have illustrated with some clarifying examples on how to react to peer-feedback, ask for additional information and finally implement the peer-feedback to improve your assignment.

Do: Encourage to seek the dialogue. Research shows that dialogic feedback is a powerful tool for deep learning (For more information, see Appendix C).

Don't: Underestimate the difference between anonymous and non-anonymous peer-feedback. Depending on the tool that you have chosen, students might need to provide non-anonymous feedback. From our focus groups, we have heard that bachelor students in their first year(s) can feel anxious about that.

### **3). An overview and/or short description of Workshops**

In order to cater to your needs we have provided important information for the students about the process in different formats. We strongly suggest using the powerpoints provided during your course. This way you will be able to better connect the assignment to the rest of the course. However, we have also developed a knowledge clip that you can share on your learning platform and that students can watch at home. Also, we have provided factsheets and links to useful Clips to facilitate the process of Dialogic Peer-feedback.

#### **3a). Workshop/werkcollege 1: How to provide peer-feedback**

This short workshop provides students a reason why they need to learn how to give peer-feedback, what we mean with deep learning and how they need to provide peer-feedback. Tips are given on providing feedback on structure, specific parts of the assignment and details. Plus, students get tips on using the right tone of voice in their peer-feedback.

Available materials:

1. Powerpoint with comments for the teacher,
2. a knowledge clip generally explaining the powerpoint
3. a factsheet on providing peerfeedback and deep learning.

Meanwhile, if you want to provide students with other sources, you could look at the sources below.

Videopitch Renée Filius about research on deep learning via peer-feedback  
<https://www.youtube.com/watch?v=2ILPzLOtFKQ&t=1s>

Improving learning via peerfeedback – Uitgeverij Deviant  
<https://www.youtube.com/watch?v=K6lwCIiDz0A>

Knowledge Clip Peerfeedback  
<https://www.youtube.com/watch?v=EgQIq7Fds4g>

Interview Esther van Popta, on the benefits of online-peerfeedback.  
<https://lerenvaotoetsen.nl/de-kracht-van-online-peer-feedback-interview-met-esther-van-popta/>

#### **3b). Workshop/werkcollege 2: How to receive peer-feedback and start an academic discussion about it**

This short workshop provides students tools to receive peer-feedback. Receiving feedback is never easy, and students can become quite scared. However, we have provided students with tools to be calmer and take more distance. We help them realise how important emotion management is, in order not to lose the focus: It is possible that the tone of the feedback is somewhat invalid, but the message behind the feedback is true.

Therefore, we give tools to critically analyse the given feedback and make a plan for communicating with your peer.

After the discussion students are asked to make a plan to start working on their final draft: what feedback do they need to do first, what are they going to do last and what feedback they won't use to improve their work.

Available materials:

1. Powerpoint with comments for the teacher,
2. a knowledge clip generally explaining the powerpoint

We have experienced that this type of exercise is quite difficult for first year students. Therefore we have provided you a Good Practice from our project, where students are helped with every step of the way, with very good results!