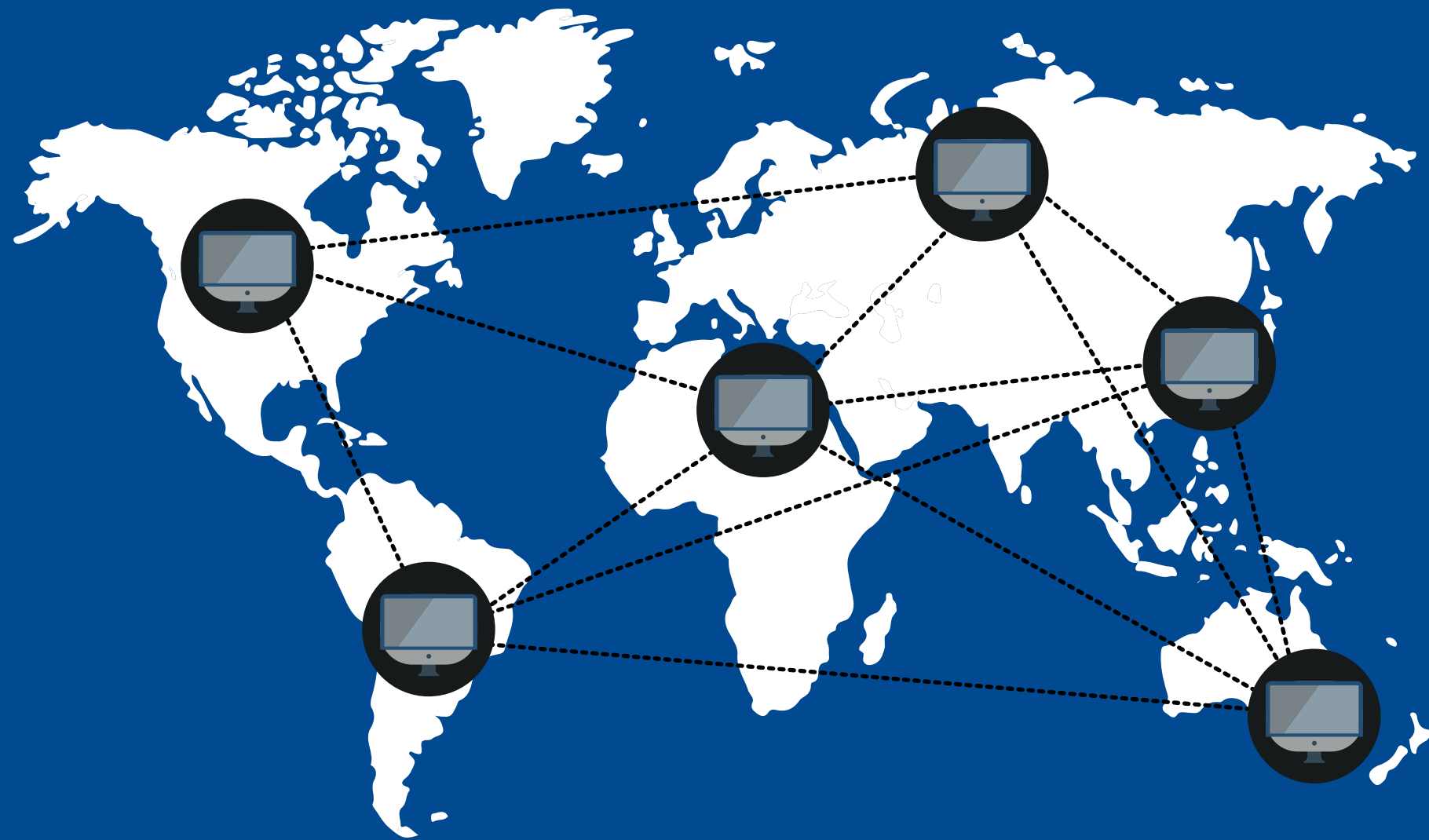


Ask Your Peer

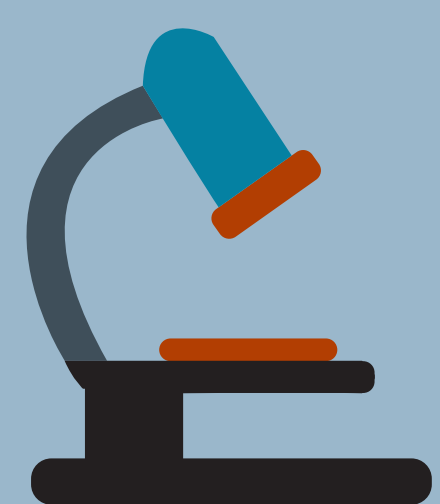
Learning a transferable skill: online self-regulated peer feedback in master study programs

Context

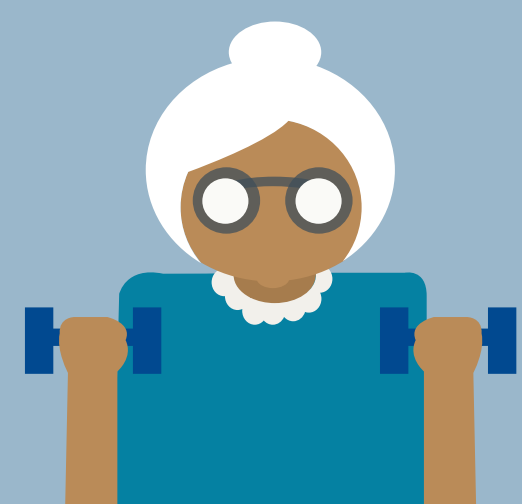


Scientific internships scattered over the world
Students writing their master thesis
Limited teaching staff available

Target groups



Master
Biomedical Sciences
N = 73



Master
Vitality and Aging
N = 30



Master
Pharmacy
N = 28

Goals / challenges

Students learn a transferable skill: self-regulated peer feedback.
Students only used to teacher-guided feedback.
Students receive sufficient guidance during the writing process.

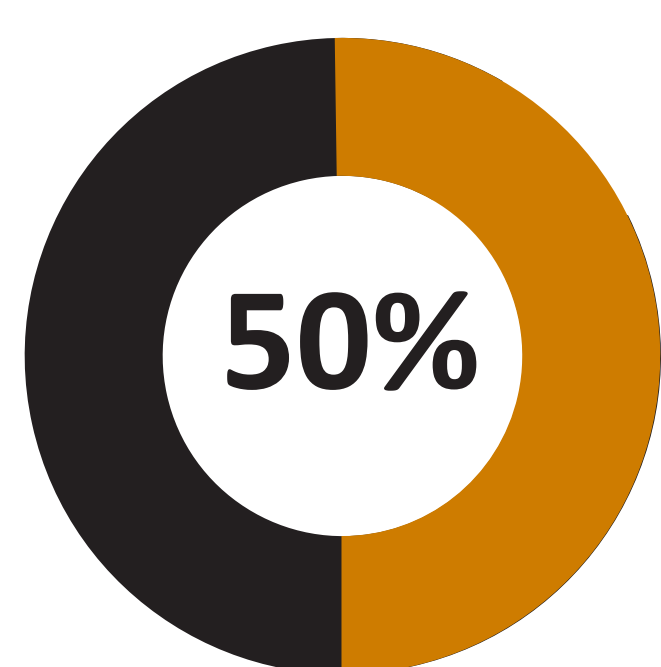
Intervention: self-regulated peer feedback cycle



Result 1 | Peer feedback skills

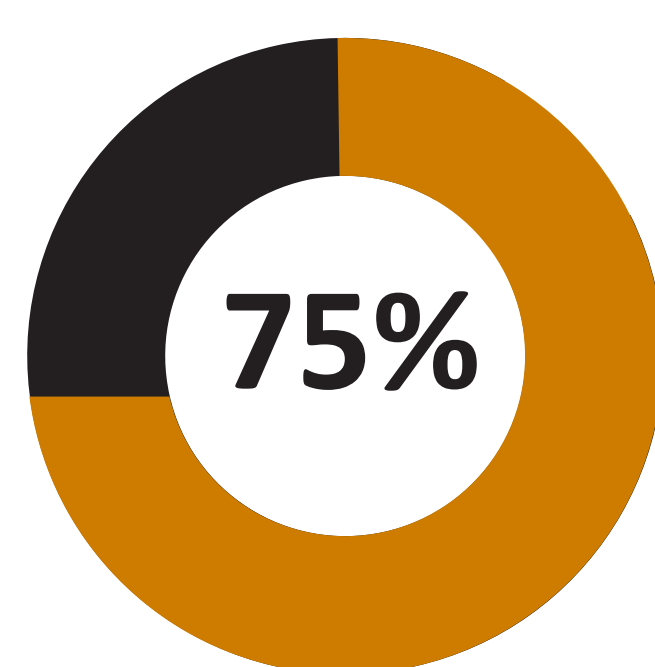
A random sample of feedback questions (n = 18 students) with received peer feedback (n = 36 reviews) were analysed.

In total, the students asked **46 questions** and received **372 comments**.



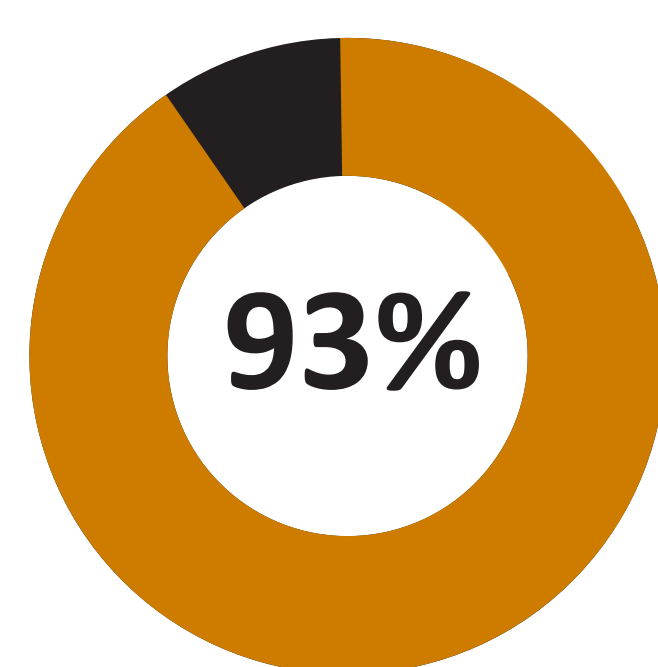
Focus on content

50% of the questions was about the content of the text. Students focused less on writing style (13%), structure (13%) or spelling and grammar (9%).



Constructive feedback

75% of the comments was constructive: aimed at improvement. 14% of the comments was positive and 1% was unclear.



Concrete suggestions

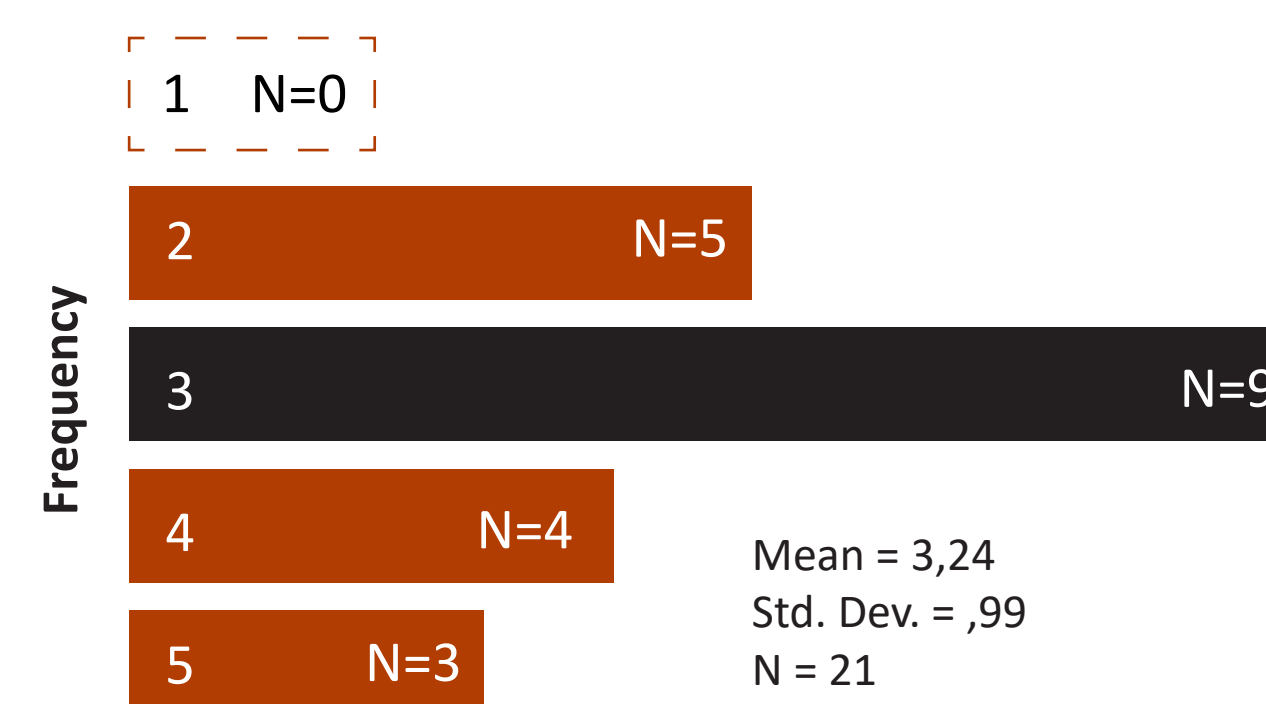
93% of the constructive comments included concrete suggestions for improvement. The other constructive comments didn't include any suggestions.

Result 2 | Student perspective

Students (n = 21) answered a questionnaire at the end of the peer feedback cycle.

Usefulness of peer feedback

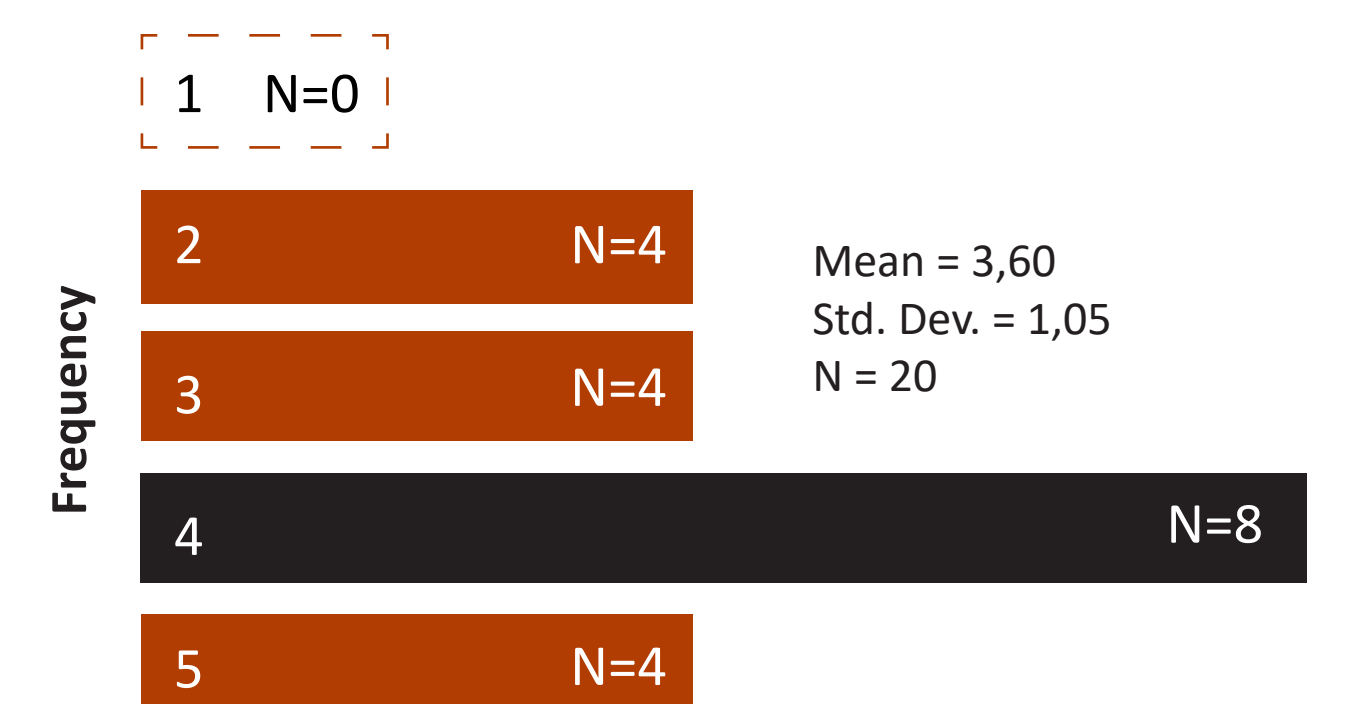
The peer feedback was useful.



On a scale from 1 to 5 ('strongly disagree to strongly agree'), students were fairly positive about the peer feedback that they received.

Peer feedback as important skill

Being capable of giving peer feedback is an important skill.



On a scale from 1 to 5 ('strongly disagree to strongly agree'), students were positive about peer feedback as a generic skill.

Result 3 | Teacher perspective

"Based on the success of the project, we had students pose specific questions to teachers as well. This improved the students engagement with their text and has focused our feedback."

Students became more and more skilled in asking feedback

Students' feedback questions to teachers became more focused.
Students spent a lot of time on giving peer feedback.
Ask your Peer is being scaled-up in other parts of the curriculum.

Lessons learned

- ▶ Students need fixed deadlines.
- ▶ Self-regulated peer feedback is most effective if the cycle is implemented throughout the entire curriculum so that students can really develop these skills.
- ▶ Dedicated teacher time for development has a spillover effect into other programs: teachers work more with self-guided feedback questions from students.