

# Peer Feedback For Meaningful Student Learning in Online Teaching

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# Land Acknowledgement

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# Welcome and Introductions



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# Today's Agenda



Why use peer feedback?



One example: peer feedback in a social work class



Recommendations for using peer feedback



Group work: how to use peer feedback in your context

# Learning Objectives

By the end of this session, you will be able to:

- Articulate the benefits of peer feedback in online teaching
- Describe how peer feedback was used in a social work class
- Describe how peer feedback could be used in your context



# Evidence for Peer Feedback

- Students as active learners
- Develops student's evaluation skills
- Provides opportunities for students to give and receive feedback
- Promotes critical thinking and reflection skills

Butler and Winnie, 1995; Dochy, Segers, & Sluijsmans, 1999 Liu, & Carless, 2006



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# Formative vs Summative Peer Feedback

**Formative Feedback-**  
constructive feedback  
that students can use  
to revise or incorporate  
into their output

**Summative Feedback-**  
peer grading- student  
assessment of each  
other's output



# Peer Feedback in Online Teaching

- Less synchronous time for interaction between teacher and student (informal questions, observations)
- Less synchronous time for interaction among students (informal discussions)

= reduced monitoring of student learning toward learning objectives

= reduced sense of community

(Gikandi & Morrow, 2016, Covelli, 2017)





## Our Context: Communication in Social Work

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- Communication skills core course in BSW program
- 3 sections use lecture and simulation lab to teach skills
- **Triad work**- students give each other feedback on their developing skills



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# Anecdotal Evidence

feedback from my peers  
really helps in my  
developing skills


I learned a  
lot from my  
practice  
group

my classmates  
have really  
helped me to  
enhance my  
communication  
skills



I really value the  
triad work

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# Scholarship of Teaching and Learning (SoTL) Research Questions

- Does a peer feedback process enhance learning of communication skills for social work students?
- Does a formalized peer feedback process (CLAS assignment) have more of an impact on learning than informal verbal feedback? Why?
- What aspect of the peer feedback process (providing or receiving feedback) has the greatest impact on the learning?
- How did the students use the feedback to evaluate their own skill level?
- Were there any other benefits emerging from the peer feedback processes?

SOWK 310A

## Communication Skills in Social Work Practice

Guidelines for Giving Feedback

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Guidelines for  
Giving  
Feedback





# In the Guidelines for Giving Feedback



Qualities of constructive feedback



Tips for giving verbal feedback



Tips for receiving verbal feedback



Specific aspects of skills to comment on

# Peer Feedback Assignment Description

**Step #1** Tape practice session. Upload to CLAS.

**Step #2** Review your own video and make 5 annotations of feedback.

**Step #3.** Review and give 5 annotated comments for three of your peers.

**Step #4.** Review the feedback you received. Write a 2 page paper on how you will integrated this feedback into your communication skill development.

Quality of feedback to peers (5%)

Integration paper (5%)



# Marking Rubric

Criteria	Excellent 80-100%	Good 68-79%	Average 55%-67%	Poor Below 50%
Quality of Feedback (5)	There are three complete (5 annotations/review) peer reviews completed within timeframe; each annotation is specific, constructive feedback regarding skills and processes that were used well and include suggestions as to where the student could improve; feedback addresses both skills learned in term one and two	There are three complete (5 annotations/review) peer reviews completed within timeframe; most annotations are specific, constructive feedback regarding skills, and processes that were used well and include some suggestions as to where the student could improve; feedback is mostly targeted on skills from term one	There are three complete (5 annotations/review) peer review completed within timeframe; annotations lack specificity regarding skills or processes used; vague suggestions for improvement	Three peer reviews are not completed within timeframe
Description of Integration (5)	Thorough and succinct, summary of feedback and clear plan to integrate feedback into skill development including three strategies	Good summary of feedback given and mostly clear plan to integrate feedback into skill development including at least two strategies	Adequate summary of feedback, some identified steps to integrate feedback, but specific strategies are not well developed	Minimal summary of feedback received, vague plan if at all for integrating feedback

- Media
- Watch & Discuss
- Upload
- Library
- Private
- Shared
- Organize
- Playlists
- Assignments
- Groups
- Manage
- Help & Tour
- Logout

### Course

SOWK 310A 003 2019W - ALLISON

### Playlists - Assignments - Groups

All I can view in this course (16 items)

### Media

12 March 2020 20:53:12 Jamie Counselling Session



0:00/11:47

Click here and start typing to leave time-specific comments. Video will pause when you click and resume when you post the comment.

Click the post icon or press shift-enter to post the comment

Comment Map (click to unfold for more detail)

Mine 0 Instructor 0 Other 28

1. My body Language is open and relaxed (0:00-2:00) I am showcasing a confident posture with appropriate eye contact. and I am utilizing attending Behaviour by using head nods and body gestures to e ...

REPLY

My body Language is open and relaxed (0:00-2:00) I am showcasing a confident posture with appropriate eye contact and I am utilizing attending Behaviour by using head nods and body gestures to encoura ...

REPLY

I noticed that you were very open, held appropriate eye contact with your client. I also liked that you paraphrased what Jamie had said and had inquired more about the divorce by asking how long ago i ...

REPLY

Effective use of paraphrasing to connect with what she had just stated.

REPLY

I noticed you showed attentive listening with the appropriate use of head nodding and eye contact. You also paraphrased nicely, while asking the question of "how long ago did you find out about ...

REPLY

The paraphrase effectively demonstrated that the counsellor understood the client's perspective, while usage of a closed question directed and encouraged the client to continue opening up. As the clie ...



# Tools for Incorporating Peer Feedback

	Canvas	CLAS	ComPAIR	iPeer	PeerScholar
Assignment Suitability	text, images, video	text, images, video, audio	text, images, formula	group evaluations	text, images, video, audio
Types of Feedback	text	text, video, audio	text	text	text
Evaluation Configuration	individual	group/class	individual	self, individual, group	self, individual, group
Anonymous Feedback	!	✘	✓	✓	✓
Annotations	✓	✓	✘	✘	✓
Rubrics	✓	✘	✓	✓	✓
Stages of Assessment	✘	✘	✓	✘	✓
Summative Feedback	✓	✘	✘	✓	✓
Canvas Gradebook Integration	✓	✘	✘	✓	✓
Analytics Report	✓	✓	✓	✓	✓



SOTL  
Research

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The process of receiving feedback was helpful in improving my communication skills	33.3%	51.8%	7.4%	7.4%	0%
The process of providing feedback was helpful in improving my communication skills	18.5%	48.1%	25.9%	7.4%	0%
The process of self reflecting on how to integrate the feedback was helpful in improving my communication skills	14.8%	62.9%	11.1%	11.1%	0%

#	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	CLAS assisted in connecting the feedback to specific skills demonstrated	44.44%	44.44%	11.11%	0.00%	0.00%
2	CLAS allowed me time to reflect on the feedback I gave to my peers	40.74%	44.44%	14.81%	0.00%	0.00%
3	CLAS allowed me time to reflect on the written feedback I received from peers	51.85%	40.74%	7.41%	0.00%	0.00%
4	CLAS allowed me to be more honest in the constructive feedback I gave compared to face to face feedback (triad practice)	22.22%	40.74%	14.81%	18.52%	3.70%
5	CLAS feedback was a useful process to have in addition to verbal feedback from classroom triads in learning communication skills	40.74%	48.15%	11.11%	0.00%	0.00%
6	CLAS feedback processes overall are more advantageous than verbal face-to-face feedback	25.93%	14.81%	37.04%	22.22%	0.00%

# How did the peer feedback help?

Q: As the receiver of feedback, how did this peer feedback process help you in identifying and evaluating your skills?

Basic active listening skills (attending, paraphrasing, summarizing, empathy, asking questions, using silence)



Conveying the core conditions of unconditional positive regard, empathy and genuineness



Action phase skills (ie. empowerment skills, assessing stages of change, MI, CBT, Brief Solution Focused, Crisis intervention skills)

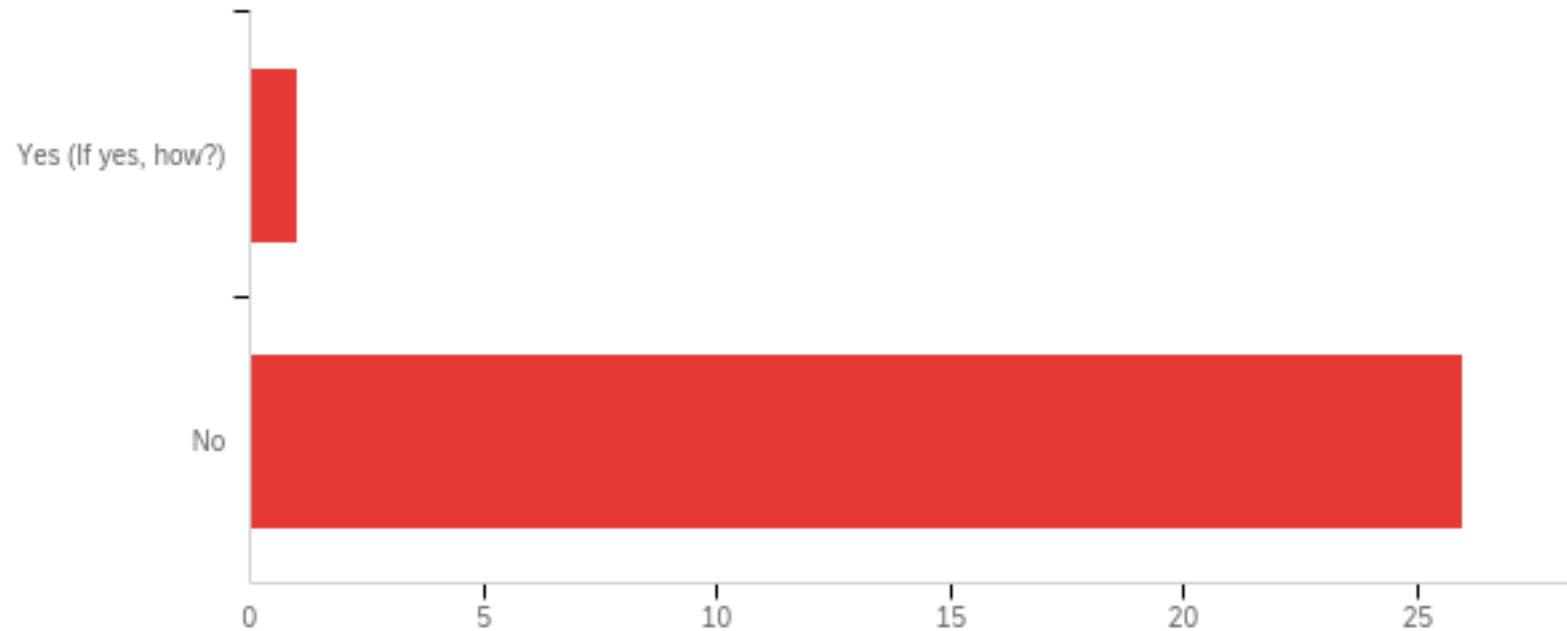


Increasing self awareness in my professional communication





# Did learning a new technology hinder your learning from this assignment?



# What we Learned:



STUDENTS APPRECIATE THE  
FACE TO FACE INFORMAL  
FEEDBACK



A FORMALIZED FEEDBACK  
PROCESS WAS USEFUL *IN*  
*ADDITION*, NOT AS A  
REPLACEMENT FOR FACE TO  
FACE FEEDBACK



LEARNING NEW  
TECHNOLOGY WAS NOT A  
PROBLEM

# Student Quote

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“Prior to the feedback [assignment], I felt uncomfortable with the idea of having my classmates watching me and judging how I counsel a client. Once I provided feedback to others, and received it from my peers, I now know the intentions of it is to help my communication skills and social work practice. Being able to receive feedback is the first step to understanding what others may see and where I could improve.”



# What we would do differently:

## Move

Move this assignment to 1st term as 10 min practice does not address 2nd term skills

## Ask

Ask students about their learning about giving feedback as this seemed to be additional learning that was valued

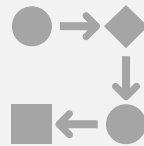
## Ask

Ask students what specifically they like about face to face

# Our Recommendations for using Peer Feedback



Teach students how to give feedback and demonstrate how to give feedback!



Give clear instructions for the process.



Provide a way for students to incorporate or apply feedback.



# Breakout and Discuss:

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- 1) How might you use peer feedback in your context?
  - 2) What technology would be useful to facilitate peer feedback?
  - 3) What challenges do you foresee in incorporating peer feedback?

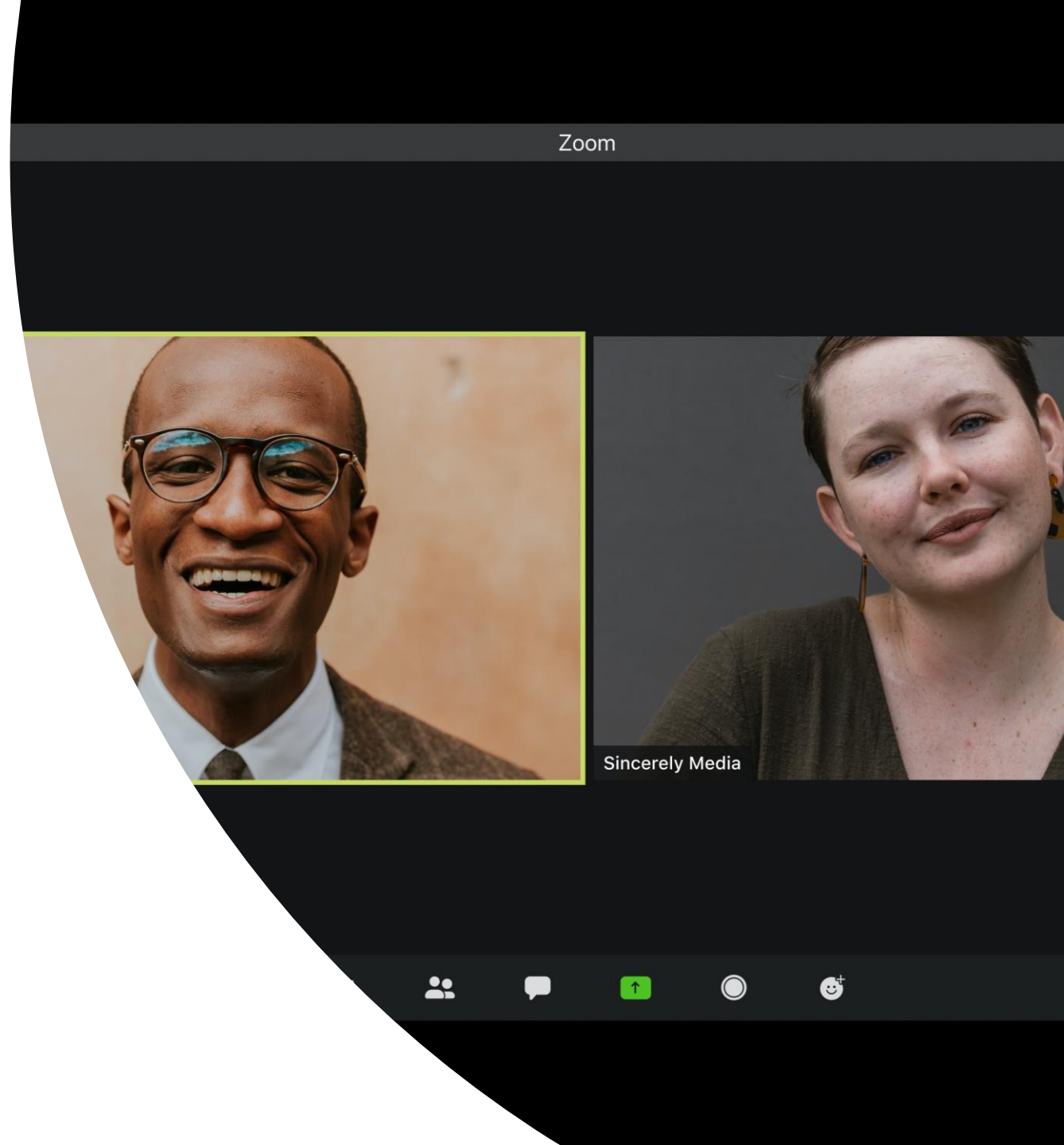




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# Debrief Breakout Discussions |



# Questions

Thank you!

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