AARHUS
UNIVERSITET

BUSINESS AND SOCIAL SCIENCES
CENTER FOR UNDERVISNING OG LÆRING (CUL)

# INTRODUCING PEER FEEDBACK TO FACULTY

EUNIS ELTF-meeting 28-29 April 2014

Dorte Sidelmann Rossen
Centre for Teaching and Learning
Aarhus University - Denmark

# BACKGROUND

- Educational developer at the Centre for Teaching and Learning,
  School of Business and Social Sciences, Aarhus University, Denmark

- Instructor at the in-service teacher training courses on Blended Learning

A few facts about Aarhus University:

- Approx. 45.000 students and 4300 academic staff

- Broad graduate research university

- 4 faculties: Arts, Business & Social Sciences, Health, Science &
  Technology

# WHY (PEER) FEEDBACK?

**The empirical argument:**

- Because feedback is one of the most efficient learning activities *(Hattie 2012)*

**The theoretical argument:**

- We consider the student to be the subject of his own learning process. In order to make deliberate choices, he needs information about his standings measured against the learning objectives. *(Biggs 2011)*

**The receivers' argument:**

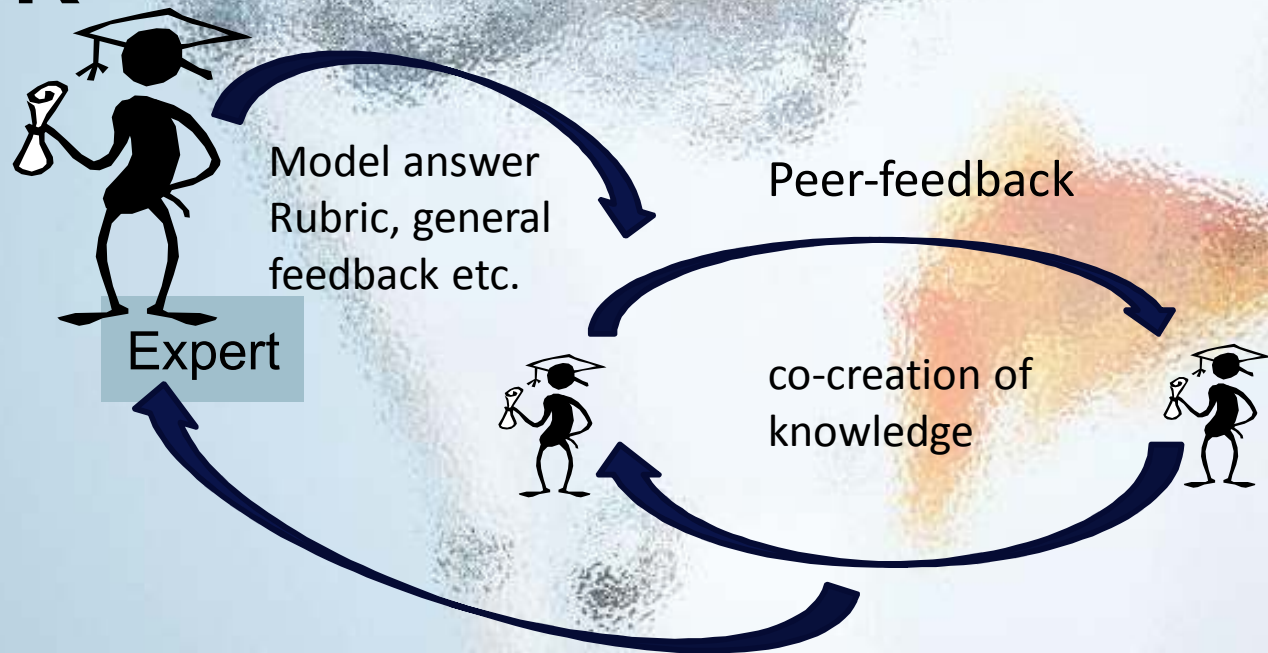- The students are calling for it *(Study Environment Report, Aarhus University 2011)*

***BUT HOW** when time is limited and teaching large classes*

# PEER FEEDBACK

*From something the teacher does, to something the students do:*

*Students assess or give each other feedback on course work as peers assisted by the expert*

Expert

Model answer
Rubric, general
feedback etc.

Peer-feedback

co-creation of
knowledge

# HOW DO WE INTRODUCE PEER FEEDBACK

Since Spring 2013 at the School of Business & Social Sciences, Aarhus University:

- [Go Online](#) – mandatory 1 year in-service training course introducing 'Blended Learning'
- for all assistant professors, associate professors and full professors at the School of BSS
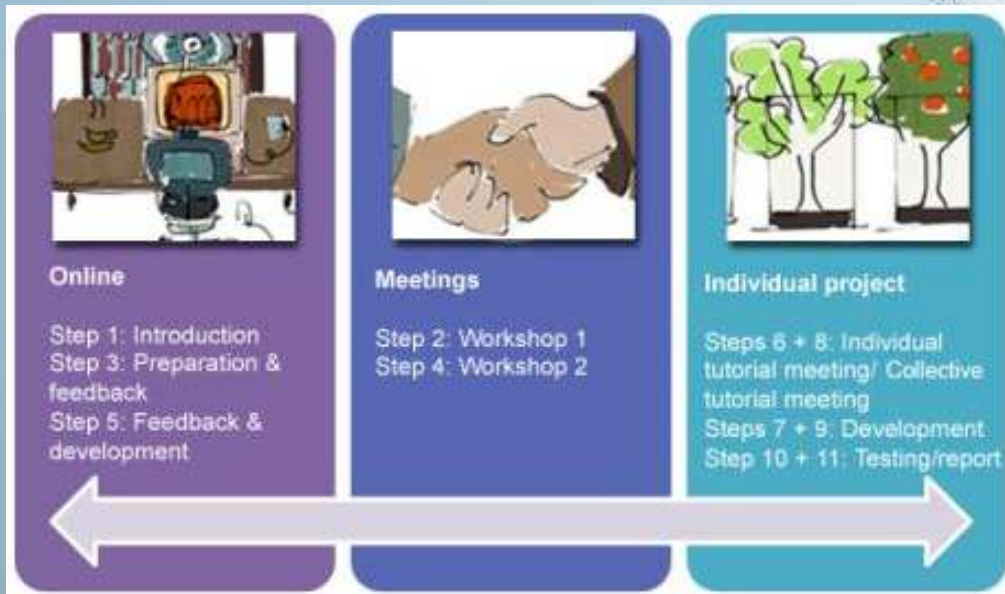- *(Already from Spring 2011 as an optional course)*


**The goal:**

*to enable participants to plan their own teaching*

*with the proper use of online learning activities, among others feedback activities*

# FEEDBACK ACTIVITIES ONLINE

**Self assessment**: multiple choice test and surveys

**Peer assessment:** text feedback on assignments using a rubric (in a discussion forum),

blinded peer feedback (peer assessment tool in LMS)

**About this e-tivity**

The peer feedback e-tivity is based on the e-tivity which you have planned. In this e-tivity, you must give a participant in your group feedback on his or her assignment. To ensure a uniform evaluation, your feedback on the assignment must be based on Go Online rubric. It is up to you how you want to formulate your feedback as long as it is based on this model and the different elements in it. Before posting your feedback, reflect on how the group member will benefit from your feedback.

**Objective**: To give online peer feedback, to analyse online activities, to test an online feedback activity.

**Assignment**: In this e-tivity, you must give feedback to a group member. Select the group member who has not yet received feedback. If all group members have received feedback, you can give feedback to a group member of your own choice. This is what you must do:

1. Look at the Go Online rubric
2. Create a 'reply' to the group member's contribution to e-tivity SA in your group's discussion forum.
3. Write your feedback. Remember that the feedback must be based on the rubric.

**Answer**: Look through the feedback you receive on your e-tivity, and acknowledge the feedback to the person who has given it.

**Deadline**: 10. March 2014

**Instructors' feedback**: We include your contribution in our preparation for the supervisory session.

Example:
*In this e-tivity you must give feedback to a group member on his or her assignment.*

*Your feedback on the assignment must be based on the **Go Online rubric**.*

# GO ONLINE - RUBRIC

A rubric is:

*"a document that articulates the expectations for an assignment by listing the criteria or what counts, and describing levels of quality from excellent to poor"*
Reddy, Y. Malini & Andrade, Heidi (2009)

**Rubric for e-tivities 5A and 5B.**

| | Insufficient | Sufficient | Convincing |
|---|---|---|---|
| **Description of learning outcomes and objectives** | Objectives and learning outcomes are not stated. It is unclear – or not described – what the students must do and which taxonomic level they must work at. | Objectives and learning outcomes are stated. It is clear what the students must do, but not necessarily which taxonomic level they must work at. | Objectives and learning outcomes are clearly described. It is clear from the e-tivity what the students must do and which taxonomic level they must work at. |
| **Description of feedback and follow-up on the e-tivity as well as integration** | It is not clear from the e-tivity how and when the students receive feedback and/or how and when the instructor follows up on the assignment.<br><br>The e-tivity is not an integrated part of the course but is presented as an unconnected learning activity. | It is clear from the e-tivity how and when the students receive feedback, and/or how and when the instructor follows up on the assignment.<br><br>The e-tivity is not an integrated part of the course but is presented as a parallel learning activity. | It is clear from the e-tivity how and when the students receive feedback, and/or how and when the instructor follows up on the assignment.<br><br> The e-tivity is an integrated part of the course and is presented as a logical learning activity. |
| **Structure of e-tivity** | The e-tivity is without any structure. The material contains errors such as poor audio or video quality, or illogical progression.<br><br>It is short of materials, or there is too much unnecessary material in relation to the objective, learning outcomes and expected time consumption. | The e-tivity has a structure. The material is of acceptable quality, has some progression, and is without any significant mistakes that distort the meaning.<br><br> The material is suitable in relation to the objective, learning outcomes and expected time consumption. | The e-tivity has a clear and recognisable structure. The material is of a high quality, contains no errors and has a logical progression.<br><br> The material is appropriate in relation to the objective, learning outcomes and expected time consumption. |

# PEER FEEDBACK USING A RUBRIC

Kim's assignment

### e-learning activity

I will describe an e-learning activity that I plan for the course **Production Planning & Control**. I expect that about 120-150 students will attend the course. It varies quite a bit from year to year. The course runs in the first seven weeks in each Fall semester. This year the course will run in the weeks 36-42.

The course requires that the students learn some specific techniques. The lectures will concentrate on the description on these techniques. I may decide to use a screencast sometimes for some of the more "difficult" techniques, that is the techniques that I have experienced that the students have problems with.

Normally, every week I hand out a number of problems to the students which they are

**Our experience:**
The use of rubrics for peer feedback in our training courses results in better feedback quality

Hartanto's feedback

*Hi Kim,*

*I think it is an interesting idea to use e-tivity in helping your students solve problems in your course. Moreover, I believe that the idea of using peer review/assessment (between groups) would encourage your students to become more-active learners.*

*As one of your peers in the Go-Online course, I can understand the objectives of your e-tivity and it is clear that the proposed e-tivity is an integral part of the course. Furthermore, I can also see that your e-tivity has a clear structure.*

*But I think there should be some modifications of how you structure and write this e-tivity if you want to target your students as the audience. For example, it might be necessary to write more explicitly (using taxonomic level) what students (group of students) must do.*

*Best Regards, Hartanto.*

# FACULTY USING PEER FEEDBACK

Draft, version 1, February 2014

**Organisational Behavior: Rubric for oral presentations (tutorials).**

A rubric is a scoring tool that explicitly represents the instructor's performance expectations for an assignment or piece of work. The rubric divides the assigned work into component parts and provides descriptions of different levels of quality associated with each component. The rubric should be used to provide formative feedback to support and guide ongoing learning efforts.

| | Insufficient | Sufficient | Convincing |
|---|---|---|---|
| Argument for including specific theories and/or models | Does not articulate arguments or only few arguments. Arguments/claims reflect little/weak independent understanding of key theories and/or models. | Articulates arguments that are incomplete and/or ambiguous. Arguments and claims reflect some independent understanding of theories and/or models. | Clearly articulates arguments. Arguments and claims reflect a robust, nuanced and independent understanding of theories and/or models. |
| Evidence from case to support the point/the answer | Presents mainly inaccurate and/or irrelevant evidence. Doesn't present enough evidence to support potential argument. No or few quotations and/or illustrations from the case are highlighted effectively or explicated. | Presents evidence that is mainly relevant and/or mainly plausible. Presents limited evidence to support argument. Quotations and /or illustrations are not highlighted effectively or explicated appropriately. | Presents evidence that is relevant and plausible. Presents sufficient amount of evidence to support the argument. Quotations and/or illustrations are highlighted effectively and explicated appropriately. |
| Focus on implications and/or consequences | Doesn't discuss the implications/consequences of the argument or discusses minor implications (missing the major ones) or does not discuss major implications adequately. | Adequately discusses some of the major implications/consequences of the arguments | Fully discusses the implications/consequences of the argument |
| Overall understanding | Shows no or a superficial understanding of the course (arguments not developed enough per the categories above). | Shows a limited understanding of the course (arguments not quite fully developed per the categories above). | Shows a deep/robust understanding of the course (fully developed arguments per the categories above). |

**Our experience:**
*Introducing peer feedback to teaching staff make some teachers test and use it in their own teaching online/campus …*

*… but a change in teaching habits and student culture is needed for large scale implementation!*

AARHUS
UNIVERSITET

BUSINESS AND SOCIAL SCIENCES
CENTER FOR UNDERVISNING OG LÆRING (CUL)

Dorte Sidelmann Rossen
dsr@clu.au.dk