Practical tips to make peer feedback quicker, more effective, and....maybe even enjoyable?!

CLT Symposium: Shift & Share
10 Mar 2021
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Use Zoom annotation to share your opinion and/or experience with peer feedback...

Don’t use it or don’t like it at all

Use it and love it!
or...

How I learned to stop worrying and love peer feedback!
Importance of Peer Feedback

– Peer feedback provides “opportunities for [students] to discover and negotiate meaning, to explore effective ways of expressing meaning, to practice a wide range of language and writing skills, and to assume a more active role in the language process” (Hu, 2005, p. 322)

– Learning communities

– Independent learning

– Metacognition (Nguyen, 2016) & reflective learning practices
Previous Research

- Not always effective (Connor & Asenavage, 1994; Paulus, 1999)
- Low rate of feedback uptake (Nelson & Schunn, 2009; Patchan, Schunn, & Correnti, 2016; Wichmann, Funk, & Rummel 2015)
  - But, this may not be such a problem (Lundstrom & Baker, 2009)
- Some students are uncomfortable with the process (Mangelsdorf, 1992; Nguyen, 2016)
- Students may be unconvinced of the value exercises; this reduces effectiveness of peer feedback (Hislop & Stracke, 2017)
Previous Research

- Improves student writing (Cai-jing et al., 2015; Huisman et al., 2019; Hyland & Hyland, 2006; Lundstrom & Baker, 2009; Rollinson, 2005)
- Develops positive attitudes towards writing (Min, 2006)
- Fosters students’ self-awareness of their writing (Saito & Fujita, 2004)
- Develops a sense of audience (Tsui & Ng, 2000)
- Instills a sense of ownership of the text (Tsui & Ng, 2000)
- Promotes independent learning (Nicol & Macfarlane-Dick, 2006)
So... what can we do?
1. “Sell It” to Students

❖ Tell students about the research.
❖ Benefits not only for the writer, but also improve reviewer’s own writing, revising, and editing.
❖ Connect to future experiences (workplace, graduate school, etc.)
❖ The more students buy-in, the more they benefit! (Kurihara, 2017)
2. Give Students the Tools to Succeed

❖ Training is important (Berg, 1999; Cahyono & Amrina, 2016; Min, 2006)

❖ Model peer feedback (Min, 2006)
  a) Share sample with student and model with think-aloud method, modeling best practices
  b) Teacher can also model the revision process if needed

❖ Stress goal of helping peer to improve, not judging ‘good’ or ‘bad’

❖ Provide specific guidelines for the peer feedback activity
3. Start Simple...

- Start with feedback that is easier for students to give and increase complexity over the semester.
  - Start with one section of the assignment
  - Use a checklist format or yes/no questions that reflect what you’ve taught
Peer Review
Writer name: __________________
Reviewer name (that’s you!): __________________

Format
1. Did the writer skip lines?
2. Did the writer indent at the beginning of each paragraph?

Body Paragraph 1
1. Is the subtopic of the paragraph relevant to the main idea of the essay (succeeding at university)?
2. Is the paragraph focused on one subtopic (one factor that leads to success at university)?
3. Does the topic sentence (T) express the main idea of the paragraph?
4. Is the explanation (E) clear and meaningful?
5. Is the explanation (E) at least 3 sentences?
6. Is the example (X) described clearly?
7. Does the example (X) support the main idea of the paragraph?
8. Is the point and importance of the example explained (A)?
9. Is the analysis (A) at least 3 sentences?
10. Is there a conclusion sentence (S)?
11. Are there any parts of the paragraph that don’t directly support the main idea/topic sentence? (Mark them IRR)
12. Are there any parts of the paragraph that are repetitive? (Mark them REP)
4. Get a little help from your friends...

- Have students give feedback in pairs or small groups
- Students read one text together and decide what feedback to give
- Less proficient/experienced benefit from classmates
- Confidence of students who are hesitant to give feedback
- Quality of peer feedback improves
5. Bite Off What You Can Chew

- Students don’t need to give feedback on every aspect of a text!
- Saves time and focuses feedback
- Target rubric criterion, key structures, or common challenges

- Development of ideas
- Organization and cohesive devices
- Strength of logical reasoning
- Integration of sources
5. Bite Off What You Can Chew

Treasure Hunt

❖ Ask students to read one or more peer works to look for a specific element.

❖ For example:

1. Write ★ next to claims strongly supported with evidence
2. Write ? next to claims that need stronger evidence
6. Let Students Lead!

- Writer shares document (share screen or projects) with whole class or in groups
- Writer reads paragraph out loud elicits feedback from the class.
- As student writer receives feedback:
  - Edits simple concerns directly
  - Takes notes for revision later
- Instructor joins reviewers and can provide guidance or reassurance when needed.
7. Develop Reflective Practices

Step 1: Feedback

❖ Students work in pairs and give feedback in the form of a conversation
  – Writer discusses writing process and shares Qs
  – Writer and reviewer read the text together and discuss Qs
  – Writer takes notes on key points and sets goals for revision
7. Develop Reflective Practices

Step 2: Revision & Reflection

❖ Writer works on revision and submits new document including:
  – Original draft
  – Short paragraph reflecting on feedback from reviewer and setting goals for revision
  – Revised draft
  – Short paragraph reflecting on how well student achieved his/her own goals
8. Tips with Technology

- There are a number of online platforms that make peer review quick and easy.
- Allows instructor to see the feedback that students have given and received (and can even be graded!)
8. Tips with Technology

❖ Turnitin.com allows you to create PeerMark assignments
❖ Blackboard option for Self and Peer Assessments
❖ Peergrade.io is an online platform specifically for peer feedback; it’s very easy to set up (intro video) and integrates with Google Classroom, Blackboard, Moodle, Canvas, and others
❖ Google Docs
  – Create a Google Drive folder for peer feedback assignment (edit)
  – Create Google Doc with directions/questions (view only)
Paper #3 Peer Review Sheet

Writer’s name: ____________________ Reviewer’s name (=your name): ____________________

Instructions:
1. Follow the steps below and answer the questions fully and to the best of your ability.
2. Make sure to type your comments in any color you choose.
3. If you need to refer to a specific paragraph, please use Intro, BP1, BP2, BP3, BP4, and Concl to make sure it is clear to your reader which paragraph you are referring to.
4. Make a copy of this Google Doc with the file name [My name] review of [Writer name] and make sure it is saved to our Google Drive Paper #3 Peer Editing folder (it should be saved there automatically when you copy it, but please check to make sure!)
5. Completing this peer review fully and to the best of your ability by 11:59 pm on Friday, May 8 will count as 5 points of the 40 points assigned to the Process Grade for Paper #3.

Step 1: Read the entire essay once and answer the following questions:
   1. What are the strengths of this paper?
   2. Is there any part of the essay that evoked a strong reaction in you? Mention any statement that you found strongly convincing or that you strongly objected to.

Step 2:
Respond to the questions below, re-reading the paper as needed.
   A. Introduction:
      a. Does the opening capture your attention and make you want to read more? Why or why not? Mention any suggestions for improvement.
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<tr>
<th>Name</th>
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<td>Omar's review of Mo'men</td>
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<td>Yasmine's Review of Carla</td>
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9. Put it into Action!
Thank you