



Enhancing Student Practice Through Peer Feedback

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UH IFP Two Routes

English Focus (IFPEF)

- IELTS 4.5 overall
- 12 hours weekly English & 8 hours Subject

Subject Focus (IFPSF)

- IELTS 5.5 overall
- 6 hours weekly English & 12 hours subject
- Academic Study Strategies
- Student demographic

IFPSF Module details

3 strands

- Reading & Project
- Writing skills
- Speaking & listening Skills
- Before & after – planning, abilities, research – no experience of extensive in-depth academic reading/note-taking/researching/synthesising & putting it all together academically

Assessment Structure

- 100% coursework.
- Consists of:
- Project (40%)
- Listening and Reading/Writing tests (40%)
- Essay writing (20%)

Literature review

- Evans (2013): overview of assessment
- Black et al (2003) how positive peer assessment feedback improves student confidence
- Juwah et al (2004) – 7 principles of good feedback practice: helping ss to become more reflective learners and considering what constitutes ‘good’ work
- NUS (2010): peer reviewing is an essential skill for transferrable work skills
- Carillo-de-la-Pena (2009): positive for ss – leading to development of skills
- Crossman & Kite (2012): effectiveness of use for drafts

Process

- First, peer essay evaluation sheet from Sem A final written assessment from 2 weeks previously – beginning of routine?
- Difficulties:
 - a) understanding the questions
 - b) how they fit in with marking criteria
- Forced ss to review areas such as thesis statements, intros
- Aim: ss to consider questions re: quality of work & helped remind them of these & reflection

Process of first in-class essay: first 6 weeks

- Initial reading on topic done in class, note-taking & summarising at home
- NT & summaries brought to class & used 'Peer notes & Summary evaluation' sheet in class
- Further reading at home on topic, plus note-taking
- In class – plan for essay begun, completed at home
- Next class – 'Peer Plan Evaluation Sheet'- T feedback on plan given out after peer fb complete
- Following week using plan & title, essay is written in class
- T Feedback provided after 'Peer Essay Evaluation Sheet'
- Intensive process

Final 4 weeks

- Initial part of course – learning how to use the system, next few writing classes:
 - ‘Cause & Effect Essay’ – done for h/w, peer editing done in class
 - 2nd in-class essay – ‘Problem/Solution’ own topic – own research & notes – no peer evaluation as unable to read all texts
- Plan brought to class with relevant texts and essay written with reference to them
- Peer evaluation of essays done

Notes and Summary Feedback Focus:

Considers:

- Accurate interpretation of content leading to cohesive, appropriately referenced shorter version of original
- Attempt to minimise/prevent copying

Notes samples (out of 6)

- Have all the main points been identified? _____

Write them here

- Is the note-taking method used appropriate? _____

If not, suggest an alternative and give reasons

Summarising samples (out of 8)

- Are the sentences connected appropriately within the summary? _____
If not, what can be done to improve this?
-

- Has the summary retained the meaning of the original text? _____
If not, what has changed?
-
-

Plan Feedback Focus:

- Main ideas with evidence
- Clear breakdown of support
- Logical cohesion

Plan samples (out of 10)

- How many supporting points are there per paragraph? _____
- Is there an equal number of points across all the paragraphs? _____
- Are the full references shown next to each point? _____
- Are the points organised in a logical manner? _____
If not, suggest how they could be improved.

Essay Feedback Focus:

- Cohesion
- Organisation
- Linkers b/w sentences & paragraphs
- Referencing

Essay samples (out of 15)

- Does each topic sentence connect to the thesis statement? _____ Write here the ones which don't. _____
- Read the rest of each paragraph. Do the supporting sentences connect to the topic sentence? _____
Circle those which connect and underline any which don't connect.
- Are there examples of in-text referencing? _____
Is in-text referencing used appropriately? _____
If not, suggest how it could be improved. _____

Project class

- Reading & research – 2 drafts
- Topic chosen based on follow-on subjects & teacher approved
- Peer evaluation of first draft – formative – ‘Peer Project Evaluation Sheet’

Project Feedback Focus:

- Cohesion
- Organisation
- Linkers b/w sentences & paragraphs
- Referencing

Project samples (out of 17)

- How many sections is the project divided in? _____
Does this number match the structure offered above?
_____ If no, why not? _____
- Are there any sections which seem too short? _____
What seems to be missing?

Evaluation

- Slow start – ss unused to editing, unsure as to ability, sometimes inadequate
- Ss questioned need for adapting previous styles of learning at start
- Some ss perceptive comments from start
- More practice – became more adept at focussing on key areas & confident at critiquing
- Only 1 cohort /SF groups
- Requires a level of maturity and engagement

Further plans

SF

- Use with current cohort
- Yes/no questions need to be expanded – Why? How many? etc
- Perhaps move to doing more peer feedback with speaking in terms of Seminar discussion in Sem A & Presentations in Sem B

EF

- Presentations in Sem B
- Reading, Listening & Vocabulary Logs Sem B – with first 2(6) – assess feasibility?

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