

The Effectiveness of Feedback among Peers

Educational Situation:

Students submitted an assignment for a course topic, and the course professor asked each student to evaluate the assignment of his peer anonymously. The professor expected the evaluations to be fair but was surprised to find that the evaluations were high despite clear differences in the quality of the assignments. This situation prompted the professor to think about why students did not evaluate their peers fairly, and he found that they had difficulty identifying criteria for evaluating the assignment.

The Issue:

Some students have difficulty evaluating their peers' assignments and providing useful feedback because they lack clear criteria to help them evaluate their peers' assignments. Some students may receive feedback negatively and feel frustrated by the negative impact of feedback, which often includes points that need improvement in their performance from their peers without considering their strengths. This may lead to them feeling inferior or failing compared to their academically distinguished peers. The situation of the student evaluating his peer and the situation of the peer reading his peer's evaluation motivates students to be self-motivated in the future to ask for examples from previous students or a form of expected performance prepared by the professor so that students would know what level expected from them to reach. This problem can be addressed by developing a culture of positive peer feedback and focusing on areas for improvement in a supportive way from peers to each other.

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Teaching Practice: Providing Feedback among Peers

Peer feedback has a significant impact on the learning process. It is a valuable tool for improvement, growth and development. Peer feedback contributes to several things in the educational process, including:

- Identifying strengths and areas for improvement from peer to peer. Through this, students know how to focus their efforts to enhance their knowledge and skills.
- Enhancing self-evaluation by having students look at feedback from their peers, and then evaluate themselves in the future before submitting any assignment or task based on previous feedback, this leads to students employing the skill of critical thinking in their research learning process.
- Continuing learning by learning from reading, listening to or discussing feedback provided by peers, this helps them to grow and continue learning.
- Building confidence and self-efficacy as they receive peer praise for their work, feel confident, and face new challenges with confidence.
- Correcting misunderstandings and errors in peer feedback which may be due to not understanding the topic well, Peer feedback is a way to correct these errors before presenting the student's assignment to the professor.
- Establishing peer feedback creates open communication among them, forming a collaborative learning environment, as some students may discuss the feedback with their peers after reading it.

Peer feedback is an important element of the educational process, as it provides students with valuable information, guidance and motivation from their peers to develop their knowledge and skills.

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Implementation Procedures:

Peer feedback enhances understanding among students. Here are some steps to implement peer feedback in the educational process:

- Clearly defining the objective of assignments or tasks for students.
- Utilizing a rubric that specifies the required performance criteria for peers to evaluate their classmates, with three levels of performance: high, medium, and low.
- Creating educational structures to assist students by dividing the assignment or task into several sections, submitting each section individually, providing peer feedback on it, and then submitting the complete assignment after receiving peer feedback for each section.
- Setting performance expectations, such as the expected time for completion compared to previous students, which will help students in evaluating their peers' work.
- Emphasizing the importance of balancing peer feedback by combining strengths and areas that need improvement.

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Resources:

Ambrose, Susan, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Translated by: Anas A. Maktabi, Kingdom of Saudi Arabia: King Saud University Press, 1439AH/2017A.

Irons, Alastair, and Sam Elkington. *Enhancing Learning through Formative Assessment and Feedback*. New York, New York, the United States: Routledge, 2021.

Nicol, David j., and Debra Macfarlane-Dick. "Formative Assessment and Self-regulated Learning: A Modal and Seven Principles of Good Feedback Practice." *Studies in Higher Education* 31.2 (2006): 199-218.

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