



FeedbackFruits

Peer Review



Why to organise (Peer) Feedback?



For students (didactic)

- Activation technique
- Student responsibility for own learning process
- Cultivating 21st century skills (Critical thinking/Collaboration)
- Reflection is key in learning



For teachers (pragmatic)

- Significant time saver for faculty
- Potential workload reducer for faculty
- Actionable insights into learning process of students

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How to build a proper (Peer) Feedback solution?



Group use-cases



Student progress visualizations (learning analytics)



Feedback on deliverables & skills



Allow for in-line feedback



Constructive feedback through criteria & rubrics



Quantitative & qualitative feedback



Feedback on feedback



Relevance of feedback



Extensive grading options



Reviewer & submitter anonymity

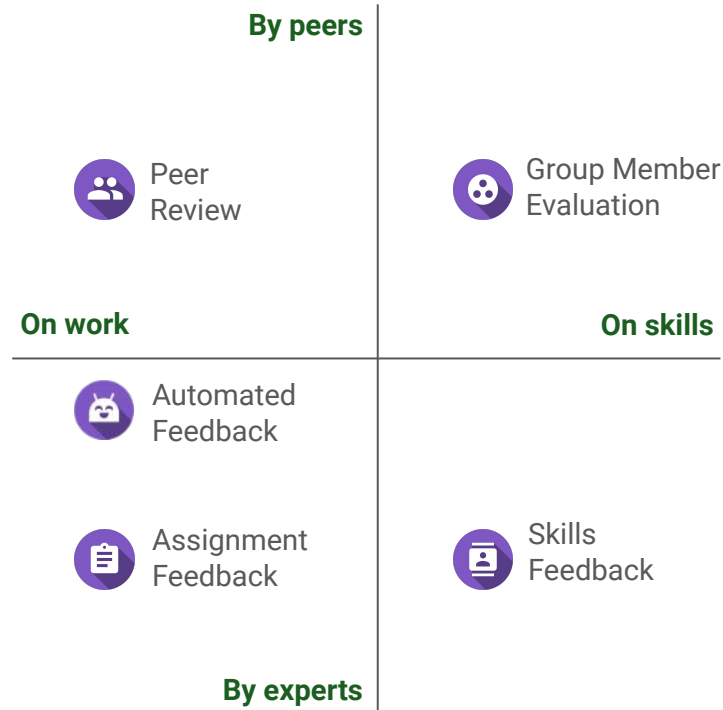


Reflection moment

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What did FeedbackFruits build for (Peer) Feedback



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Feedback on collaboration skills/deliverables/ both?



Peer Review

Pedagogical challenge:
Organizing effective peer
feedback on work



Group Member Evaluation

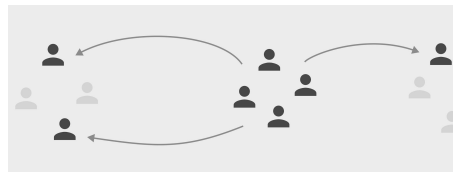
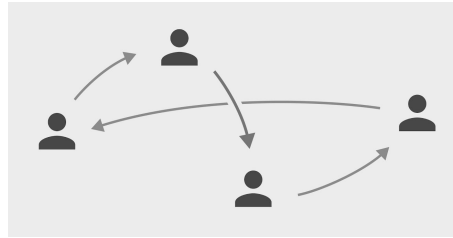
Pedagogical challenge:
Evaluating contributions in
groups

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Elements our partners love

- Work individually and review within groups
- or work as groups and review individually

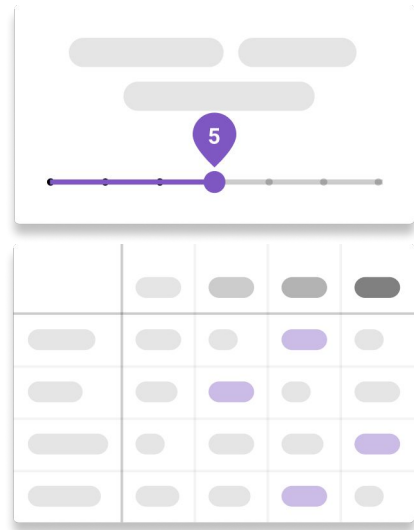


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Elements our partners love

- Quantitative and qualitative feedback through:
- rubric & criteria
 - and mandatory comments



Unique
Whats unique about this protein?

Improvement needed ————— Excellent

2 comments [READ](#)

Lara Wilkens 3 months ago
The mutant embryos migration in the segmental fashion are fascinating

Conclusion

Unsatisfactory 0 points Needs Improve... 1 point Good 2 points

Rating selected by...

C Connor Murphy

Requirements for Needs Improvement (1 point)
The conclusion does not adequately restate the topic.

1 comment [1 unread](#) [READ](#)

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Elements our partners love

Constructive feedback through:

- insights on how students score per criteria
- and quickly finding examples of common mistakes

	Poor 1 point	Sufficient 3 points	Proficient 4 points	Excellent 6 points
Criteria category General				
Writing quality	Sentences are incoherent, meaning is unclear, spelling and grammar obfuscates content too much	Hypatia concept of the number one as a patch of light Sea of Tranquility courage of our questions	The ash of stellar alchemy with pretty stories for which there's little good evidence light years the sky	Great turbulent clouds Jean-Francois Champollion, at the edge of forever
Average points 11 of 24 (46%)				
Spelling and grammar	Sentences are incoherent, meaning is unclear, spelling and grammar obfuscates content too much	Hypatia concept of the number one as a patch of light Sea of Tranquility courage of our questions	The ash of stellar alchemy with pretty stories for which there's little good evidence light years the sky	Great turbulent clouds Jean-Francois Champollion, at the edge of forever
Average points 18 of 24 (75%)				
Criteria category Story telling				
Narrative flow	Sentences are incoherent, meaning is unclear, spelling and grammar obfuscates content too much	Hypatia concept of the number one as a patch of light Sea of Tranquility courage of our questions	The ash of stellar alchemy with pretty stories for which there's little good evidence light years the sky	Great turbulent clouds Jean-Francois Champollion, at the edge of forever
Average points 8 of 24 (30%)				
Argumentation	Sentences are incoherent, meaning is unclear, spelling and grammar obfuscates content too much	Hypatia concept of the number one as a patch of light Sea of Tranquility courage of our questions	The ash of stellar alchemy with pretty stories for which there's little good evidence light years the sky	Great turbulent clouds Jean-Francois Champollion, at the edge of forever
Average points 16 of 24 (67%)				

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Elements our partners love

Monitoring:

- Overview for teachers
- and real-time progress learning analytics

Overall student progress

4 of 6
students have completed this

8
average number of comments per reviewer

8 min
average time spent per review

Statistics per active student

DOWNLOAD

Name	Overall grade out of 100 %	Read instructions	Handed in	Give feedback	Average time per rev ¹
Group A		✓	✓	Progress bar	3 min
Ash Fisher	77.9 pp	✓	✓	Progress bar	3 min
Liz Bennett	77.9 pp	✓	✓	Progress bar	5 min
Emily Collins	67.9 pp	✓	✓	Progress bar	< 1 min
Group B		✓	✓	Progress bar	2 min

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Elements our partners love

Extended grading through:

- turning formative in to summative assessment
- assigning weights to partial grades
- and final grade syncing with your LMS Gradebook

Grading

Generate a grade based on how you weigh each step in your grading.

What to include in the grade

100 %

<u>0</u> %	Handed in everything on time
<u>10</u> %	Handed in everything on time
<u>20</u> %	Completed giving feedback
<u>60</u> %	▼ Ratings received on work in total
<u>0</u> %	Has provided at least 10 comments
<u>0</u> %	Has submitted a completed written reflection
<u>10</u> %	Has read all received feedback before the deadline
<u>0</u> %	Teacher grade
	4 inactive HIDE

100 %


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Elements our partners love

Ensure anonymity through:

- making sure feedback is given anonymously and only the teacher can see the real names
- and holding feedback and release after deadline

 Feedback

@page1 The argument you make here could be more convincing if you would support it with a source.

Posting as Orange Raspberry. Only the teacher will be able to see it's you.

Compliment Critique

POST

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Case study

- Peer Review

The Netherlands

2019



WAGENINGEN
UNIVERSITY & RESEARCH

SITUATION

PROBLEM

INTERVENTION

PILOT

Faculty: Education and Learning Sciences

Course: Introduction to Molecular Life Sciences
and Biotechnology

Instructor: L (Luuk) Huijgen MSc
(+2 WG instructors)

Instructional designer: Chris Blom

Course size: 60 students | 2 WGs

SITUATION

PROBLEM

INTERVENTION

PILOT

“Lack of student motivation
and lack of awareness
by which criteria laboratory skills will be
assessed.”



SITUATION

PROBLEM

INTERVENTION

PILOT



Chris

Educational
consultant

1. Provided students with assessment criteria of laboratory work
2. Set up a laboratory activity for students to work in groups
3. Configured the FeedbackFruits Peer Review tool to organize a new type of assignment in Blackboard
4. Made sure both a video recording of the experiment as draft report were reviewed by students
5. Included a summative assessment (incentive) and published feedback grades to Blackboard grade-center



1

2

3

4

time



TEACHER



Create Assignment



CLASS

Hand-in Assignment



Review Assignment



Reflect on Feedback



STUDENT



SITUATION

PROBLEM

INTERVENTION

OUTCOME

The pilot results were inspiring:

- Students were more motivated knowing their peers would evaluate & grade their skills
- Students better reflected on their laboratory skills
- Instructors could better address common misconceptions
- 90% of students engaged in activity + higher survey results