Helping students build subject matter knowledge with formative group feedback

CONSTRUCTIVE ALIGNMENT

Learning objectives
- Learning objectives for this thesis project were related to course subject matter rather than the feedback activities.

Learning activities
Students worked in groups of roughly 15 throughout the whole course. They used a step-diagram process to produce a written assignment dealing with a mobility disorder or disease, and used Peer Review to provide feedback on other groups’ assignments. This feedback activity was formative and voluntary, but still offered a sizable portion of the students the chance to give and receive feedback on their work and their peers. Understanding common points and issues from groups’ assignments.

Assessment of learning outcomes
- The Peer Review activity was a purely formative and voluntary exercise, and students give reviews were not counted towards final grades.

The role of the instructor
- The instructor noted that they saved time using Peer Review, particularly through making use of the automated randomized group allocation feature.

Notable outcomes
- The reviewer noted that previous years saw an average of 0.5 full grades higher on final exams.

Possible variation
- The students were satisfied with the feedback they received from their peers and the instructor.

A platform to let students review each other.

Instructor workload
- The instructor noted that they saved time using Peer Review, particularly through making use of the automated randomized group allocation feature.

Additional value of technology
Using Peer Review to enable and manage group feedback saves instructors a large amount of time, especially in courses with student cohorts. Students not only develop subject matter knowledge, but also collaborative and interpersonal communication skills through participating in these activities, skills which remain vital in the working world. Furthermore, the student activity was aligned with formal feedback activities within the institution’s policy and procedures and provides students with insights into their progress in one interface, which helps to eliminate problems like free-riding and better understand what the teacher expected of them.

Metadata from the activity was shared in a response lecture the week after, before making it available to students in week 6. This activity took place in week 6 of the course, and was implemented as a voluntary, formative exercise.

Learning activities, according to Bloom’s Taxonomy, were mainly at the level of:
- Analyzing
- Evaluating
- Creating

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I think FeedbackFruits is the ideal platform to let students review each other.

Surround
Understand
App
Apr
Dsc
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550
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