

Peer-to-peer feedback: a proposal for student engagement with the feedback process

Dr Elena Polisca

Italian Studies

The University of Manchester

Overview

- The e-FEP project
- Peer-to-peer feedback: where, when, and how
- Examples of peer-to-peer feedback
- Evaluation questionnaires: first findings
- Conclusions

The e-FEP project (1)

- The e-Feedback Evaluation project
- Collaborative JISC-funded project: OU & Manchester
- Evaluation of the use of spoken and written e-feedback
 - examine the ways in which students and tutors use spoken and written e-feedback
 - evaluate the perceptions and preferences of tutors and students in relation to spoken and written e-feedback
 - investigate the ways in which students engage with the written and spoken e-feedback that they receive



The e-FEP project (2)

- In Manchester...
 - Focus on e-feedback (all courses)
 - Focus on peer-to-peer feedback (2 courses)
 - Combination of written and audio-feedback

<http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessmentandfeedback/efep.aspx>



Research questions

- Are students engaging with feedback *enough*?
- Do students understand feedback jargon?
- Can we make students more interested in feedback *as a process*?
- Is getting a mark all that matters?



Why Peer-to-peer

Peer-Assisted Learning fosters:

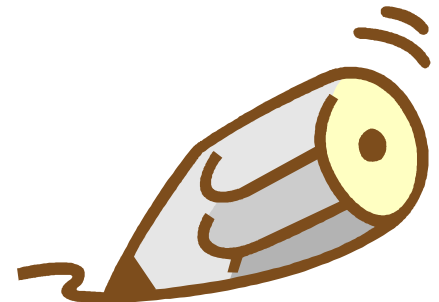
- Intellectual interaction
- Deeper understanding
- Greater openness
- Transferable skills
- Social interaction
- Enjoyment

(Donaldson & Topping 1996)



Where and when

- **ITAL10200 beginners course**
 - 2nd semester, last piece of ACW
 - PtP compulsory activity
- **ITAL30200 advanced course**
 - 2nd semester, week 4 & week 9
 - PtP recommended activity



How

- **ITAL10200**

- Group composition
- Groups exchange work: correct, assess and mark each other
- Tutor's mark 60%

- **ITAL30200**

- Individual compositions: one *tema*, one *parafrasi*
- Students exchange work: correct, assess and mark each other
- Tutor's comments

Examples of corrections (10200)

Senza velocità che normalmente avrebbe, dopo del tutto, questo non era differente di tutti le volte altre. Mentre l'ispettore guidava, diventò un po' arrabbiato perché seppe che sarà uno spreco da sua tempo. Ma non era...

Comment [SH1]: Word Order – altre volte

Comment [SH2]: Wrong spelling – arrabbiato

Comment [SH3]: Wrong gender – il suo

Mentre Pina Ravera si nascondeva, pieni di paura, iniziò a pensare della sua morte, e tutti che aveva a vivere per. Col passare del tempo, deciso che il rumore che ebbe sentito non era una cosa importante e stette in piedi. ...Andrò verso il telefono per chiamare l'ispettore, imbarazzato di avere detto la polizia qualcosa falsa. Improvvisamente, il soffitto di vetro frantumò e un ladro cadde dall'alto. Ravera gridò con spavento. "Aiuto!"

Comment [SH4]: Word Order –

Comment [SH5]: Agreement – imbarazzata

"Non abbia paura, solo sono io, Alberto!" Un uomo basso dai capelli scuri con gli occhi ... stava **distresso** sulla terra. Era il giardiniere! **Sciocatta**, Pina vedeva che si ha fatto male alla gamba e lo aiutò a alzarsi. Nervosamente, cominciò a spiegare che era stato **sulla tetto** per abbattere un ciliegio che gli dava fastidio da molto tempo. In quel momento, si sentì un tonfo provenire dal vestibolo. "Un ladro!" gridò. Impietrita, si precipitò dentro per cercare la domestica, chi stava raccogliendo i gioielli di Pina dal pavimento. Sconvolta dalle accuse, la donna le disse che voleva solamente lucidarli.

Comment [SH6]: Missing Word

Comment [SH7]: Wrong word – addolorato or angosciato

Comment [SH8]: Wrong word – sconvolto

Comment [SH9]: Grammar – passato remoto

Comment [SH10]: Grammar – sul

"Ma perché siete qui così tardi?" **ha chiesto**.

Comment [SH11]: Grammar – passato remoto

"Senora, Lei ci ha detto che dovevamo rimanere fino a (?) tardi stasera e finire tutti i nostri lavori," **ha detto** Alberto.

Comment [SH12]: Grammar – passato remoto

Pina **era confuso**, non riusciva a ricordare dire questo. Infatti, sembrava dimenticare un sacco di cose di recente. Era preoccupata che stava impazzendo con lo stress e la preoccupazione di vivere da sola in una grande casa isolata. Tante cose strane **era** successo recentemente: sentì delle voci che non erano lì, sentì la riproduzione di musica in stanze vuote e qualche volta le sembrò di sentire dei passi quando era da sola. In quel momento l'ispettore è arrivato. Pina si scusò per sprecare il tempo dell'ispettore ancora una volta. Lui era molto simpatico e si offrì di sedersi con la signora Ravera fino a quando lei era calma. Si versò un bicchiere di vino, ha detto alla cameriera e giardiniere che potevano andare a casa e chiacchierava con l'ispettore.

Comment [SH13]: Grammar – confusa

Comment [SH14]:

Examples of corrections (30200)

Jennie Arnold.

Immigrazione e integrazione sociale.


Questo brano ha lo scopo di ~~considerare~~ ^{indaginare} i fenomeni di immigrazione e integrazione sociale in Italia ed in Inghilterra.

Storicamente, l'Italia ~~fu~~ ^è un paese di emigrazione, soprattutto nell'Ottocento durante ~~quale~~ ^{il quale} un grande numero d'italiani emigrò negli Stati Uniti a causa delle miserevoli ^{miserere} condizioni di vita in Italia. Nello stesso periodo, l'Inghilterra ebbe l'impero più grande del mondo, e benché ~~vi~~ ^{non} fosse una grande esportazione ^{see comments} d'inglesi all'estero, ~~vi~~ ^{era} ~~fosse~~ ^{fosse} anche una notevole importazione di gente straniera. ^{see comments}

Nonostante ^{good place} queste differenze storiche, negli anni più recenti la situazione, sia in Italia che in Inghilterra, ha cambiato. Attualmente, ~~in~~ l'Italia ha visto una crescita ^{dei} nei numeri di immigrati, particolarmente ^{proprio} quelli che ~~veggono~~ ^{vengono} dai paesi del Maghreb. Contemporaneamente, in Inghilterra vi è stato ^{un} aumento ^{dei} nei numeri di immigrati dai paesi dell'~~est~~ ^{Europa orientale dell'Est} Europa. In entrambi i paesi tali cambiamenti non sono stati visti bene. Per esempio, oggi l'Inghilterra ~~non~~ ^{politico} ha un partito ^{political}, ~~lo~~ il cosiddetto BNP (Partito Nazionale Britannico), il quale è chiaramente razzista e nazionalista. In Italia, invece, si trova la Lega Nord, la quale, oltre ad essere ^a in favore della cosiddetta «Padania», è esplicitamente razzista.

The feedback form

University of Manchester



MANCHESTER
1824

Feedback Sheet for
Composition in the Target
Language

School of Languages, Linguistics and Cultures
Italian Studies

Reg N°

First Marker

Course Code

Second Marker

Date

Agreed Mark

Indicators of high quality	>86	76-85	70-75	60-69	50-59	40-49	30-39	0-29	Indicators of poor quality
Excellent command of morphology and syntax				✓					No real command of morphology or syntax
Excellent use of appropriate lexis, register and idiom				✓					No use of appropriate lexis, register or idiom
Addresses the question set explicitly and directly				✓					Fails to address the set question
Supports argument effectively with examples				✓					No examples given or not deployed effectively
Other comments									

Examples of feedback & mark

Feedback Sheet for Composition in the Target Language

ITAL10200 – Week / coursework 1 / 2 / 3 / 4 (EP)

Student:

Mark: 69

Indicators of high quality	88+	76-85	70-75	60-69	50-59	40-49	30-39	0-29	Indicators of poor quality
Excellent command of morphology and syntax				✓					No real command of morphology and syntax
<p>Firenze, we thought that the language flowed very well, the sentences mostly made sense (only one that was a little confusing). The morphology and agreements were good, we thought 'earrings' may be more appropriate than just one 'earring'.</p>									
Excellent use of appropriate lexis, register and idiom					✓				No use of appropriate lexis, register or idiom
<p>The vocabulary used was good, thought perhaps 'chiamare' instead of 'suonare' in the first line and there was a little confusion between sometimes speaking in the passato prossimo sometimes speaking in the passato remoto - perhaps easier just to stick in one.</p>									
Coherent, logical structure with main points clearly expressed			✓						No evident structure and main points not clear
<p>Good structure, good story and plot development, kept us on the edge of our seats with an explosive finish.</p>									
<p>Other comments :</p> <p>The work was good, we were impressed with the vocab and the story - next time just try work on the tenses and maybe the sentence syntax that at times could be a little clearer. Otherwise, well done! Bellissimo, ragazzi!!</p>									

Examples of feedback & mark

Feedback Sheet for Composition in the Target Language

School of Languages, Linguistics and Cultures
Italian Studies

Reg N°	Fran	Course Code	ITAL30200	Date	Feb 2012
First Marker	Reuben	Second Marker		Agreed Mark	68 %

Indicators of high quality	>86	76-85	70-75	60-69	50-59	40-49	30-39	0-29	Indicators of poor quality
Excellent command of morphology and syntax				✓					No real command of morphology or syntax
This is a strong composition that demonstrates good syntax and clear sentence structures. It reads very well in Italian and makes effective use of connectives which create good, high-level constructions. There are a couple of instances where some terminologies are slightly incorrect – for example, 'in person' is better translated in Italian as 'di persona'. Otherwise, morphologically very sound.									
Excellent use of appropriate lexis, register and idiom				✓					No use of appropriate lexis, register or idiom
There is clear evidence of appropriate lexis for the task. The vocabulary used in this composition is of a satisfactorily high level, being specific, refined, and suited to the topic. Consequently, this is a highly expressive piece which is pitched at the right register and displays a confidence with the Italian language.									
Addresses the question set explicitly and directly				✓					Fails to address the set question
The question was answered well, in a very interesting and engaging manner, with plenty of valid and insightful personal interpretation of the question. There are strong arguments put forward in favour of 'super-tecnologia', yet comparatively little is said about its disadvantages, meaning that the piece is a little imbalanced. Perhaps also try to highlight clear sections in future (such as a clear intro) with visible text markers to make the text, and your argument, read more effectively.									
Supports argument effectively with examples				✓					No examples given or not deployed effectively
There are a number of engaging and well-considered arguments in the text which make it greatly engaging and a pleasure to read.									
Other comments									
A very strong piece of work, which demonstrates a very good ability to create high-level phrases and structures in Italian, as well as evidencing a distinct capacity to interpret the question and develop clear argumentation.									

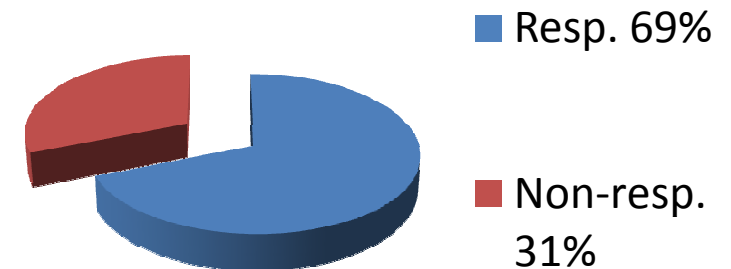
Excellent comments.
I would give a higher mark
given the time constraints !!
71

Evaluation questionnaires

- **Distributed at the end of year**

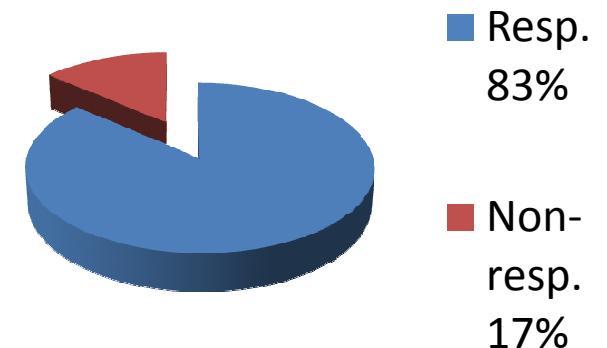
- **ITAL10200: 27/39** responses
 - 2 did not take part in PtP

ITAL10200



- **ITAL30200: 35/42** responses
 - 3 did not take part in PtP

ITAL30200



Questionnaire format

- **Q1: Did you take part in PtP?**
 - If not, explain why
- **Q2: Did you find taking part in PtP feedback activities useful?**
 - Tick to dis/agree with 19 statements
- **Q3: Any other comments**



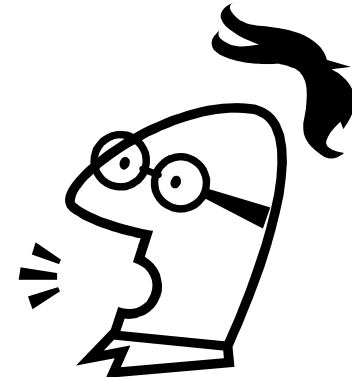
Why didn't you take part?

- **ITAL10200**

- I wasn't bothered
- I don't actually know what it is

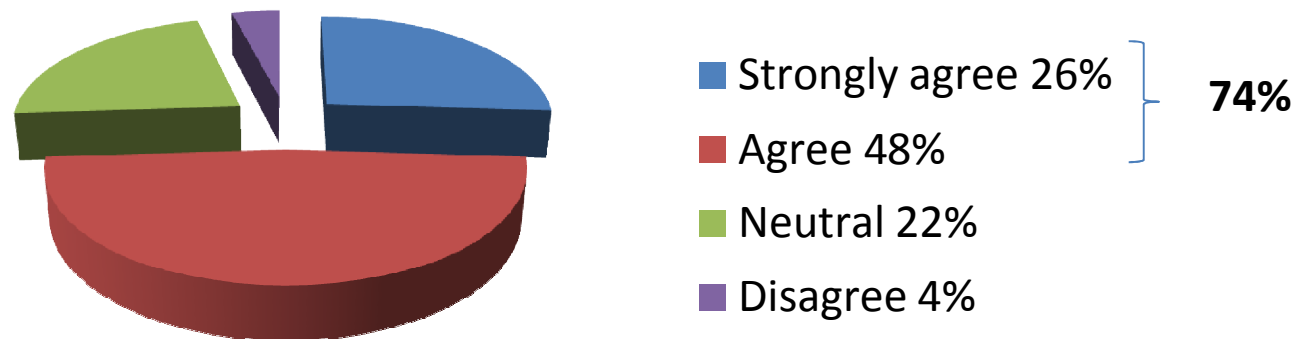
- **ITAL30200**

- Was unaware...
- Too much of a commitment
- Lack of attendance / time. I would have liked to at other opportunity

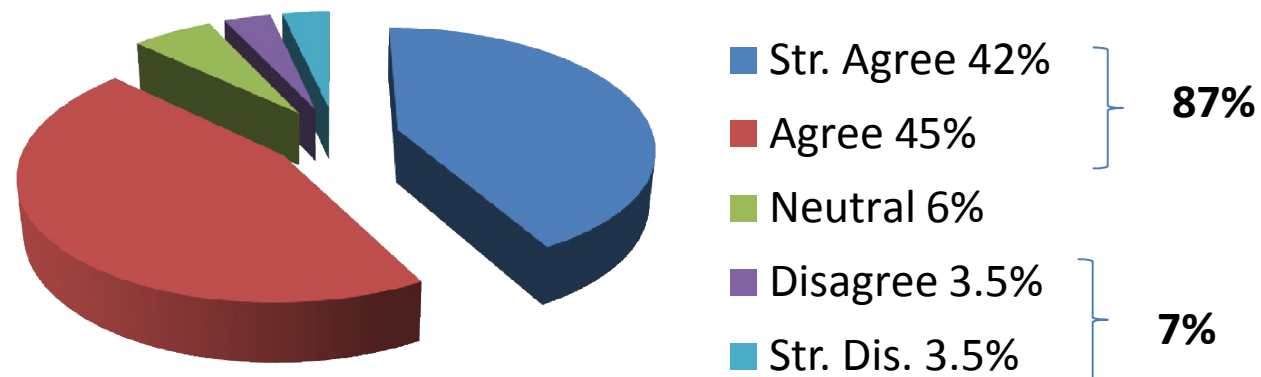


PtP has helped me understand how giving feedback works

ITAL10200

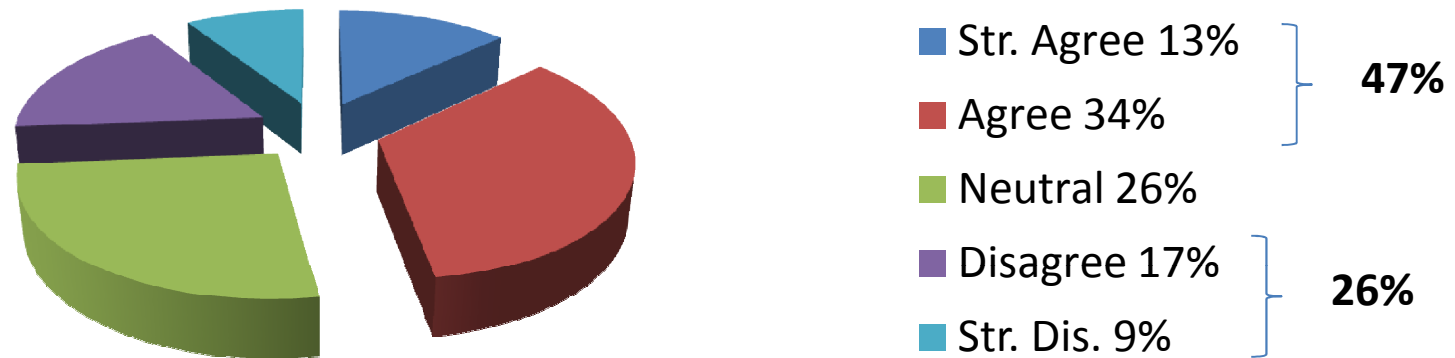


ITAL30200

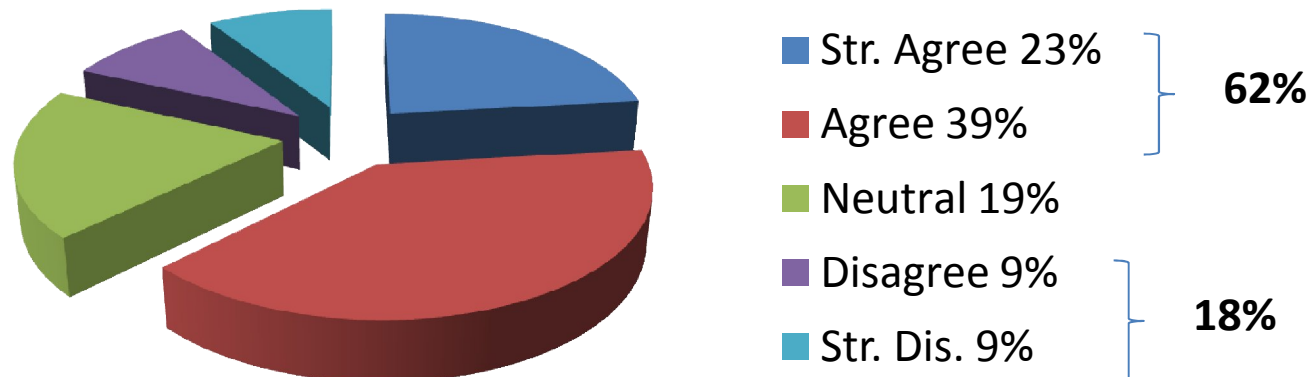


PtP has made me more interested in the feedback process

ITAL10200

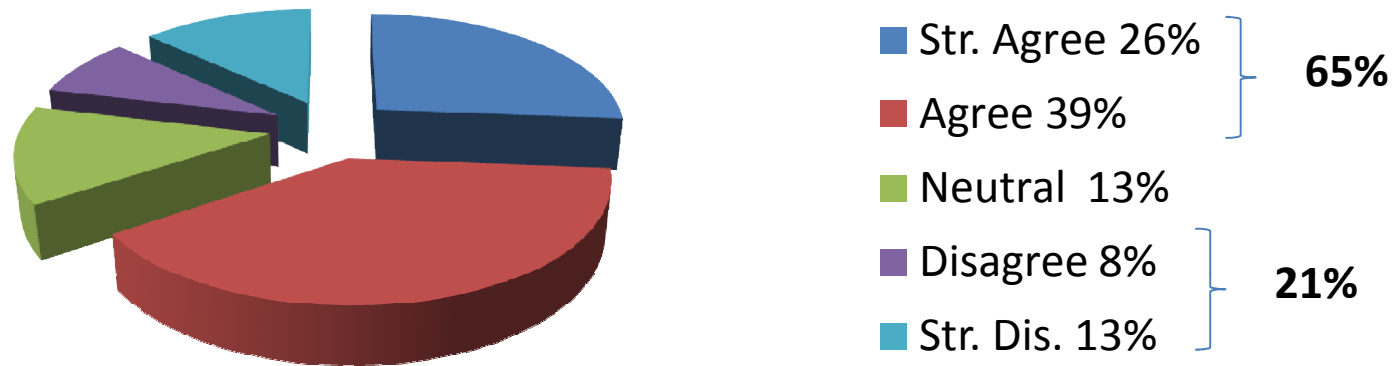


ITAL30200

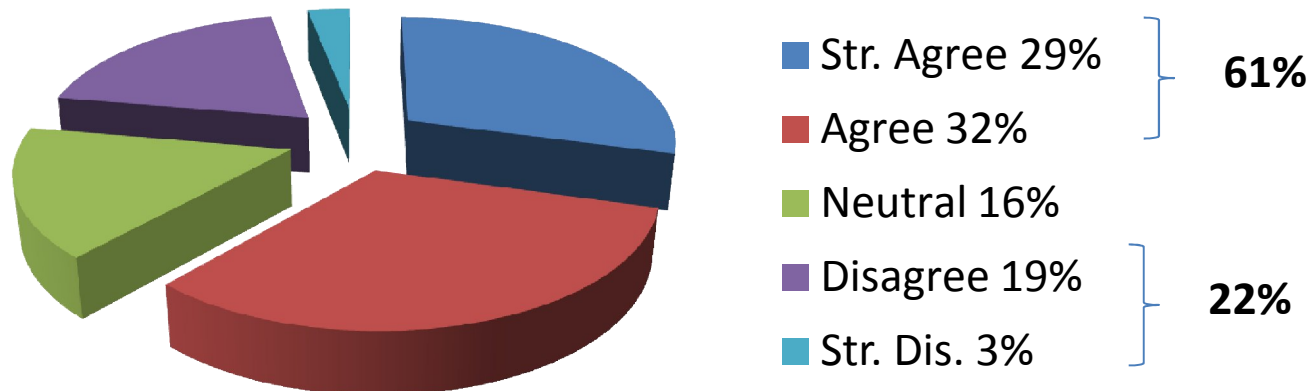


PtP has helped me understand the language of feedback better (e.g. syntax)

ITAL10200

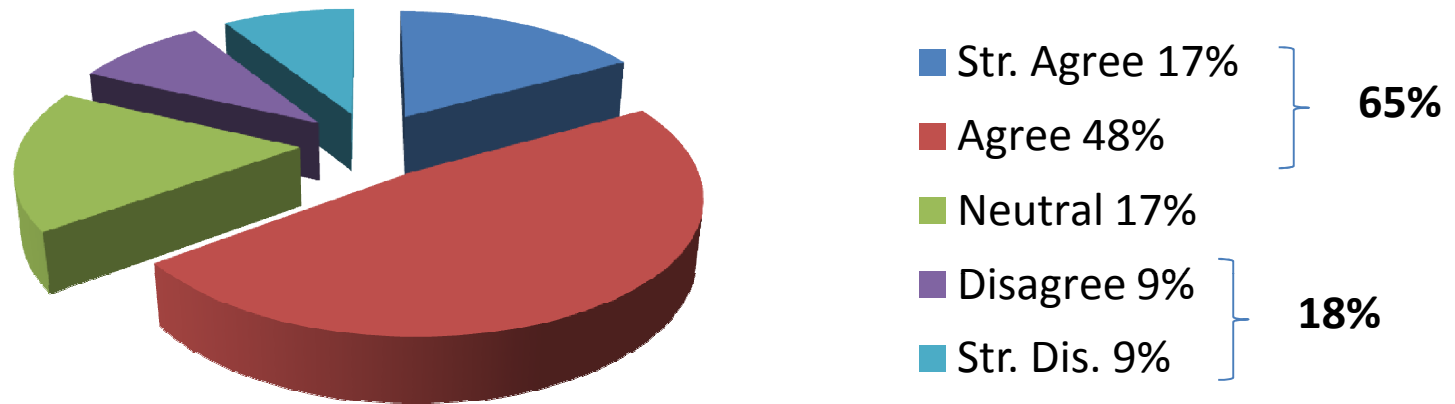


ITAL30200

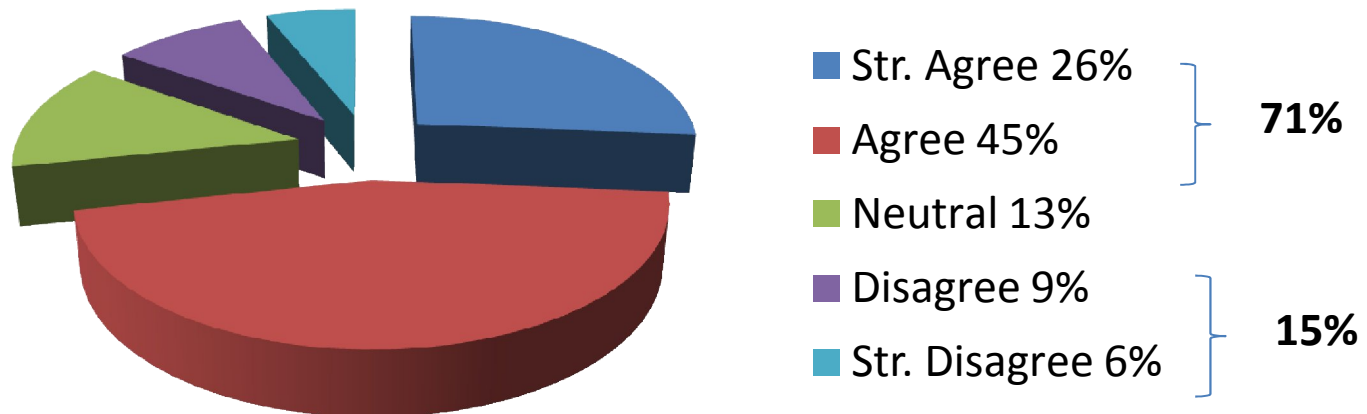


PtP has made me more aware of the tutor feedback I receive

ITAL10200

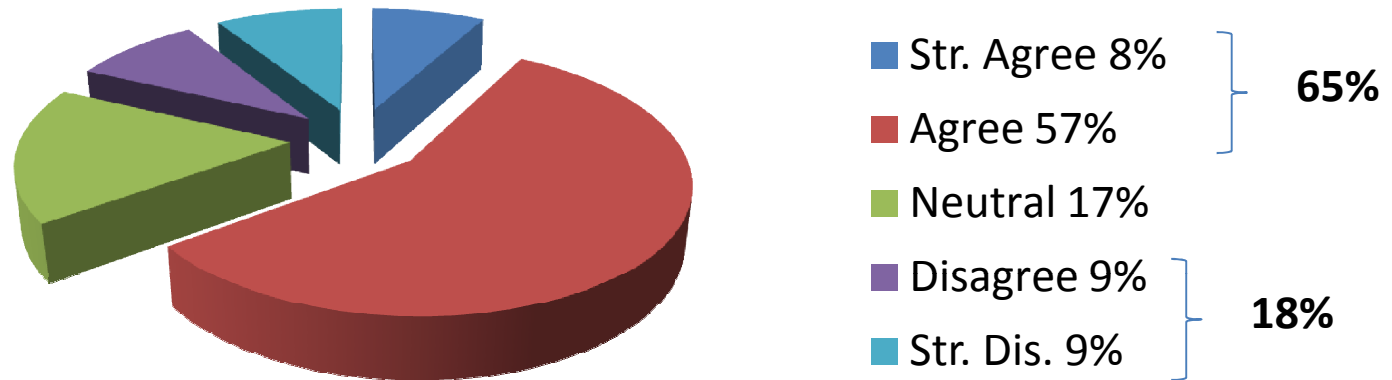


ITAL30200

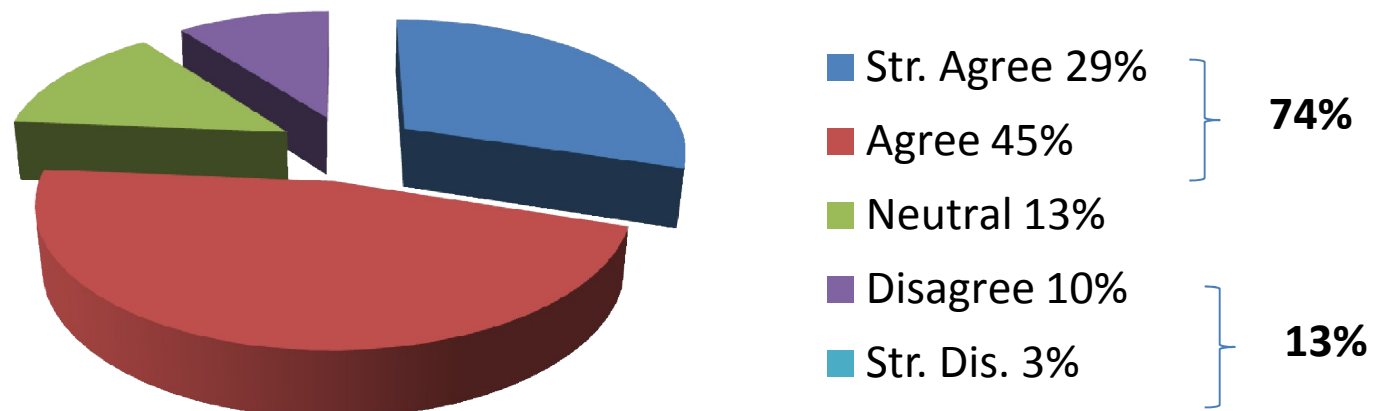


PtP has helped me become more objective about my own work

ITAL10200



ITAL30200



Any other comments? (ITAL10200)

1. *A fantastic idea that adds **fun** to the course!*
2. Need **guidance** on it first
3. *Perhaps do this earlier in the year (oral exams)*
4. I don't like it because how would they know if the corrections are **right**?
5. *I didn't think we were at the stage that we were able to give each other **accurate and fair** feedback on our language skills*
6. I don't take comments to peers seriously. I would prefer to get comments from the **expert** tutors which I act on and trust



Any other comments? (ITAL10200)

7. *It is good to help learning grammar mistakes (sic) and working in groups, however it's not great when a group member contributes nothing & still gets the mark*
8. I didn't like giving feedback, I found **confusing** [...] I feel slightly awful!
9. *I really, really **disagree** with PtP feedback. It can never be a fraction as useful as feedback from a **qualified** tutor & I completely fail to see how a better understanding of how to give feedback supersedes a better marking standard!*



Any other comments? (ITAL30200)

1. PtP was a **useful** and **interesting** experience (x2 – ‘but not too often’)
2. It was **fun**, but...
 - Not sure how well students can **advise** me on how to improve
 - Some students are not **objective** [...]; confusion
3. It was **good**, but...
 - It's not done **seriously** enough by students
 - Feedback from **tutor** is better
 - It depends too much on level of **commitment** put in by partner
 - Many were too **generous** [...], difficult to grade without offending [...] looking at someone else's work gave me good ideas and tips



Any other comments? (ITAL30200)

- *Good to see other people's work but hard to give feedback when you are at the same level*
- Feedback in any form is a positive
- *This should be optional*
- Can be different (meant: difficult?) if the person is your friend – less harsh!
- *This was the only part that I really did not like, the feedback is too **subjective***



Any other comments? (ITAL30200)

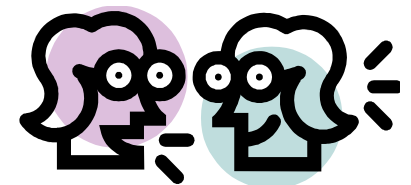
- *It felt a bit **pointless** [...] peers don't want to give friends a bad mark and cannot spot all the grammatical **errors**. Fun but not useful for language. I would rather have the **teacher** gave the feedback*
- What's the point of having work marked by someone who will not recognise all **errors** or have a clear understanding of benchmark standards? Only slightly useful for better **objective understanding** of feedback process
- *You guys are so supportive, keep it up! All the best!*



First conclusions (1)

A few months into the project...

- Students don't seem to trust each other that much
- Too much dependence on tutor: cultural change?
- Mark more important than actual feedback process?
- Most students liked it
- May contribute to change in tutor-oriented feedback culture and dependence

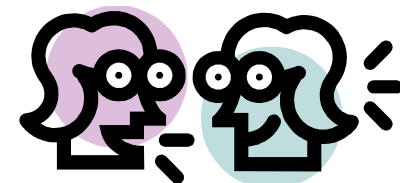


Conclusions (2)

Question	ITAL10200	ITAL30200
Understand how fb works	74%	87%
More interested in fb process	47%	62%
Understand language of fb better	65%	61%
More awareness of tutor fb	65%	71%
More objective about own work	65%	74%

Worth doing with beginners

Worth doing with finalists



Bibliography

- Boud D (1986). *Implementing Student Self-Assessment*. Sydney: Higher Education Research and Development Society of Australia.
- Donaldson AJM & KJ Topping (1996). *Promoting Peer Assisted Learning Amongst Students in Higher and Further Education*. SEDA papers.
- Ehrman ME & Z Dörnyei (1998). *Interpersonal Dynamics in Second Language Education. The Visible and Invisible Classroom*. London, SAGE.
- Guénette D (2007). 'Is feedback pedagogically correct? Research design issues in studies of feedback on writing'. *Journal of Second Language Writing*. 16, 40-53.
- Hunt M (2001). 'Checking on progress: developing approaches to giving formal and informal feedback'. In L Arthur & S Hurd, eds. *Supporting Lifelong Language Learning: Theoretical and Practical Approaches*. London, CILT / The Open University. 165-176.
- Hyland K & F Hyland (2006), eds. *Feedback in Second Language Writing. Contexts and Issues*. Cambridge, CUP.
- Juwah C et al. (2004). *Enhancing Student Learning Through Formative Feedback*. The Higher Education Academy. Available at http://www.heacademy.ac.uk/assets/documents/resources/resourcedatabase/id353/senlef_guide.pdf
- Walker M (2009). 'An investigation into written comments on assignments: do students find them usable?'. *Assessment & Evaluation in Higher Education*. 34 (1), 67-78.

Dr Elena Polisca
Italian Studies,
The University of Manchester



Elena.polisca@manchester.ac.uk