FeedbackFruits

Group Member Evaluation

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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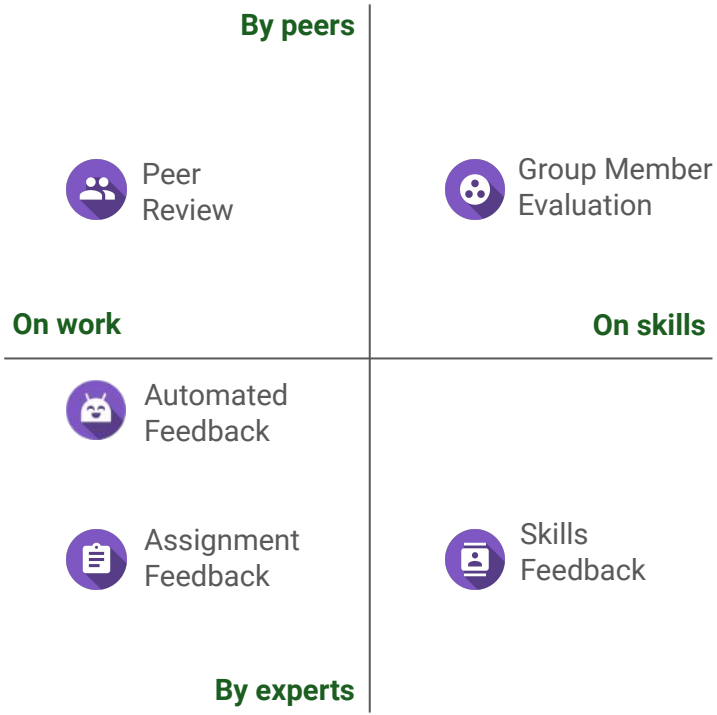
What did FeedbackFruits build for (Peer) Feedback



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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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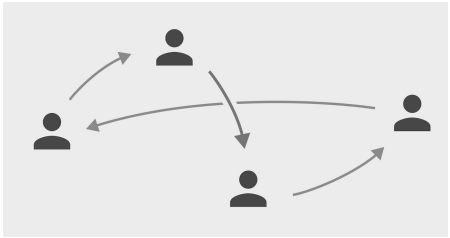
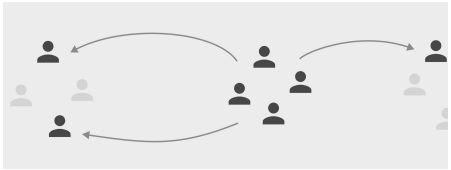
Elements our partners love

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





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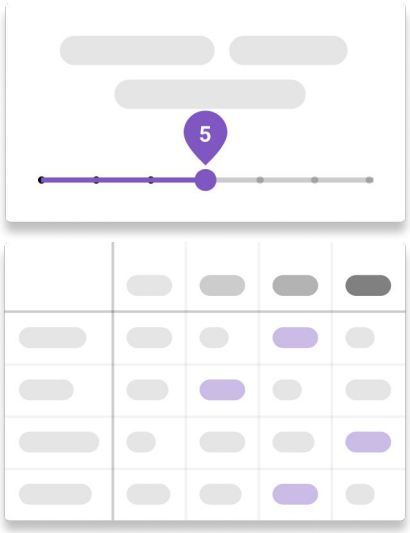
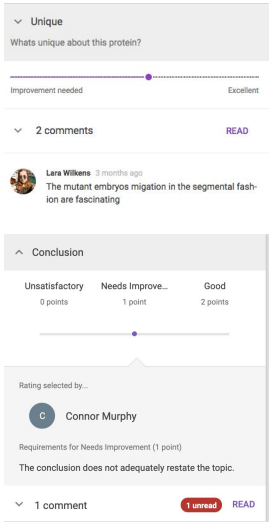
Quantitative and qualitative feedback through:

- ➔ rubric & criteria
- ➔ and mandatory comments





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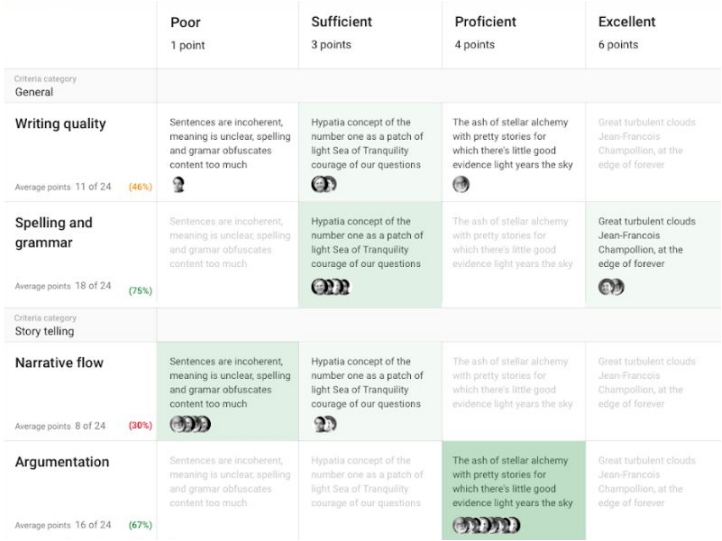
Constructive feedback through:

- ➔ 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 Average points 11 of 24 (46%)	Sentences are incoherent, meaning is unclear, spelling and gramar 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
Spelling and grammar Average points 18 of 24 (75%)	Sentences are incoherent, meaning is unclear, spelling and gramar 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
Criteria category Story telling				
Narrative flow Average points 8 of 24 (30%)	Sentences are incoherent, meaning is unclear, spelling and gramar 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
Argumentation Average points 16 of 24 (67%)	Sentences are incoherent, meaning is unclear, spelling and gramar 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

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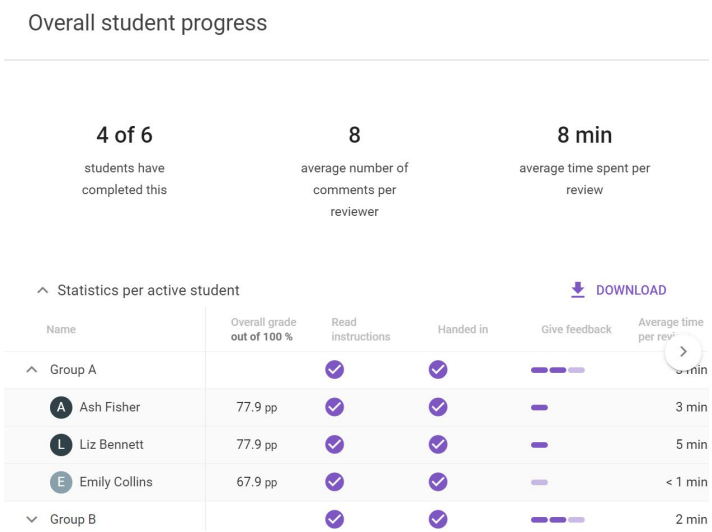
Monitoring:

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



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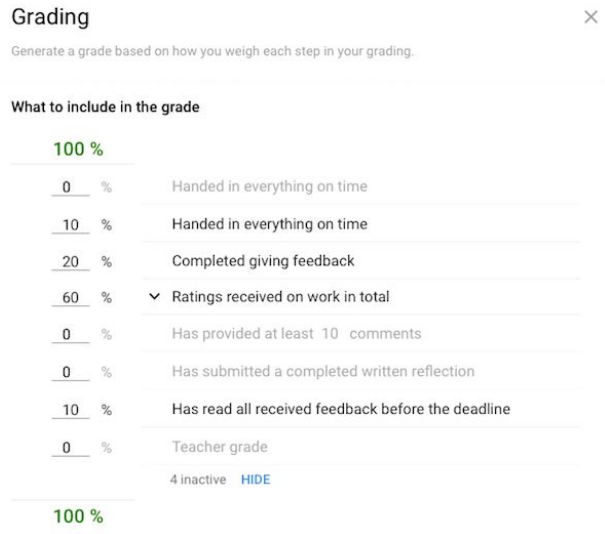
Extended grading through:

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



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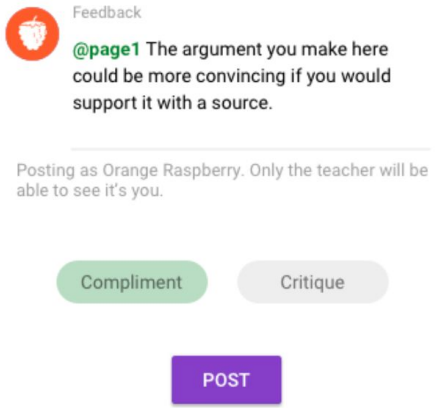
Ensure anonymity through:

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



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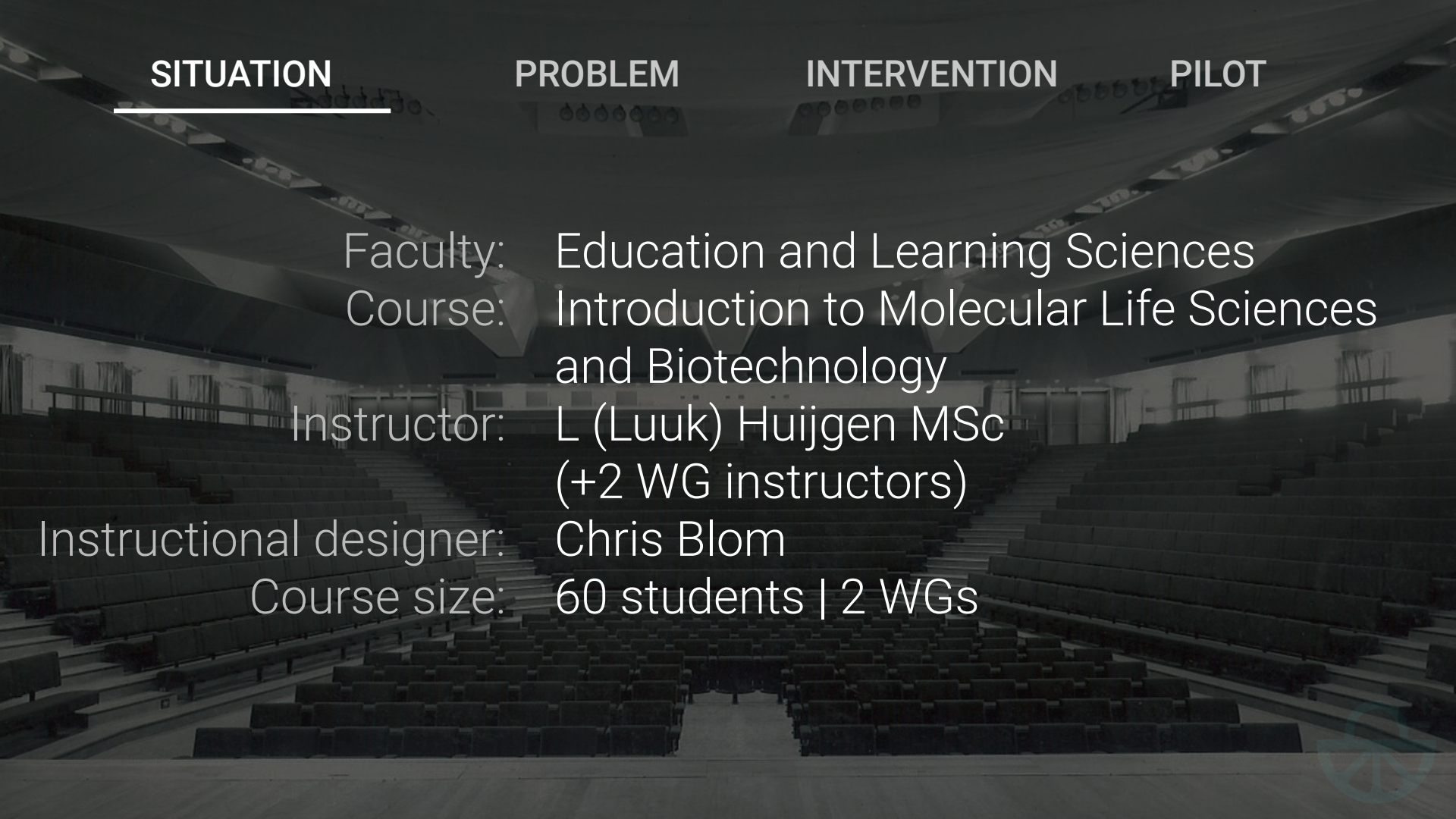
Case study

- Peer Review

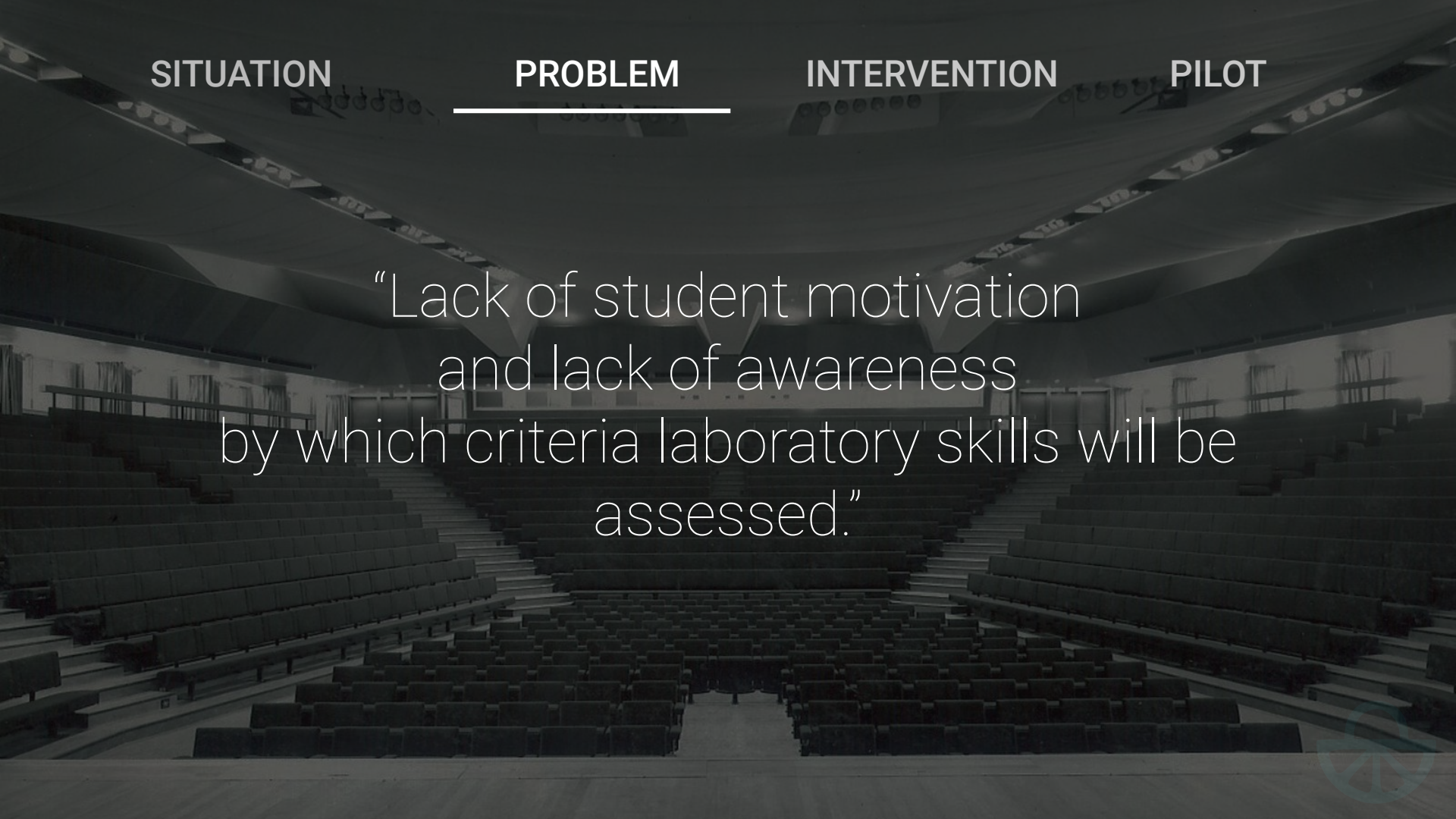
The Netherlands

2019

WAGENINGEN
UNIVERSITY & RESEARCH



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

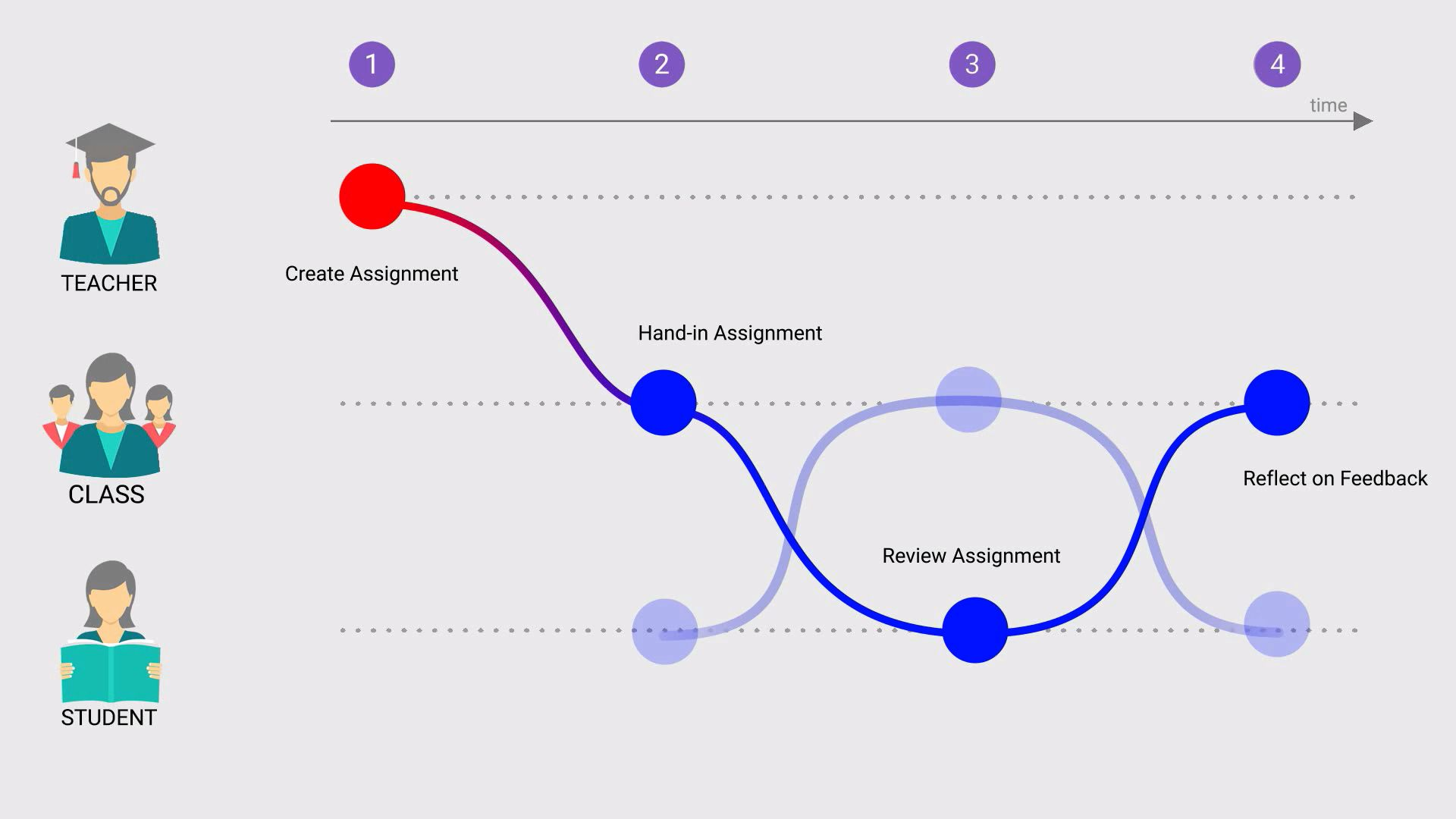


"Lack of student motivation
and lack of awareness
by which criteria laboratory skills will be
assessed."

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
CLASS
STUDENT
Create Assignment
Hand-in Assignment
Review Assignment
Reflect on Feedback

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