



# 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

Back



# 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

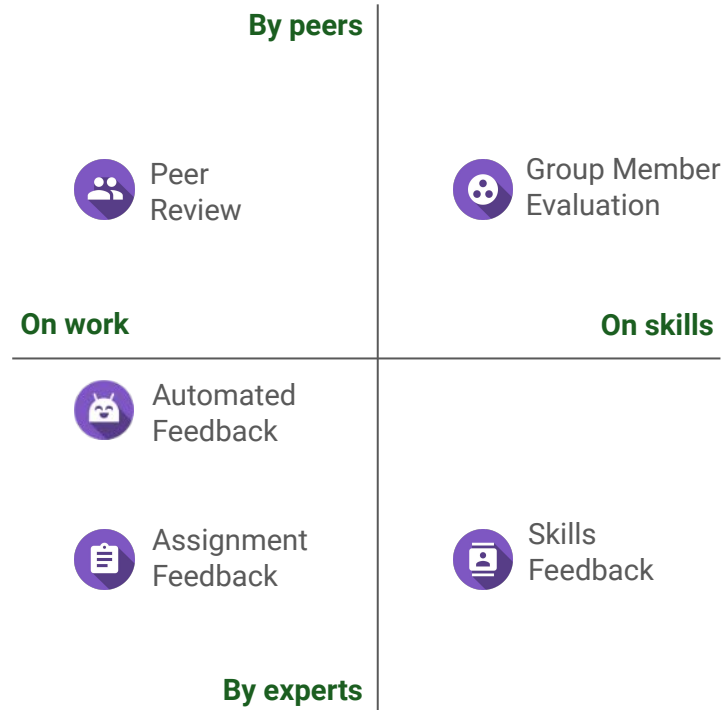


Reflection moment

Back



# What did FeedbackFruits build for (Peer) Feedback



Back



# Feedback on collaboration skills/deliverables/ both?



## Peer Review

**Pedagogical challenge:**  
Organizing effective peer  
feedback on work



## Group Member Evaluation

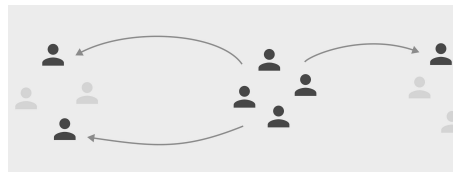
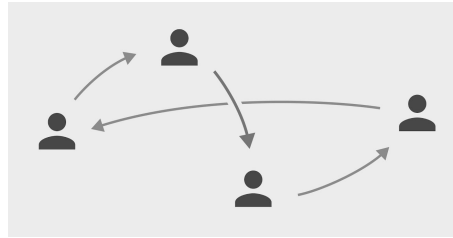
**Pedagogical challenge:**  
Evaluating contributions in  
groups

Back



# Elements our partners love

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

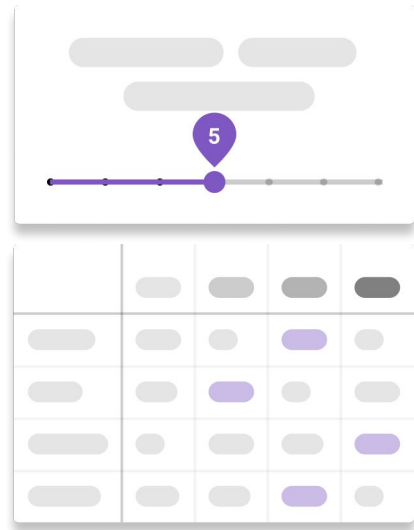


Back



# Elements our partners love

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



The screenshot shows a feedback interface. At the top, there is a question: "Unique: Whats unique about this protein?". Below the question is a progress bar labeled "Improvement needed" on the left and "Excellent" on the right. There are "2 comments" listed, with a "READ" link. One comment is visible, from "Lara Wilkens" 3 months ago, stating: "The mutant embryos migration in the segmental fashion are fascinating". Below this is a "Conclusion" section with a rating scale from "Unsatisfactory (0 points)" to "Good (2 points)". The rating selected is "Needs Improvement (1 point)". A comment from "Connor Murphy" is shown below, stating: "Requirements for Needs Improvement (1 point). The conclusion does not adequately restate the topic." There is a "1 comment" indicator with a "1 unread" badge and a "READ" link.

Back



# 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				
<b>Writing quality</b>	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%)				
<b>Spelling and grammar</b>	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				
<b>Narrative flow</b>	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%)				
<b>Argumentation</b>	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%)				

Back







# 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 <a href="#">HIDE</a>

100 %


Back



# 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

Back

# 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



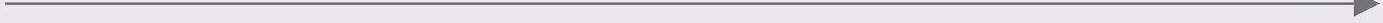
1

2

3

4

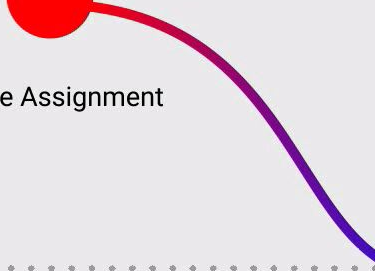
time



TEACHER



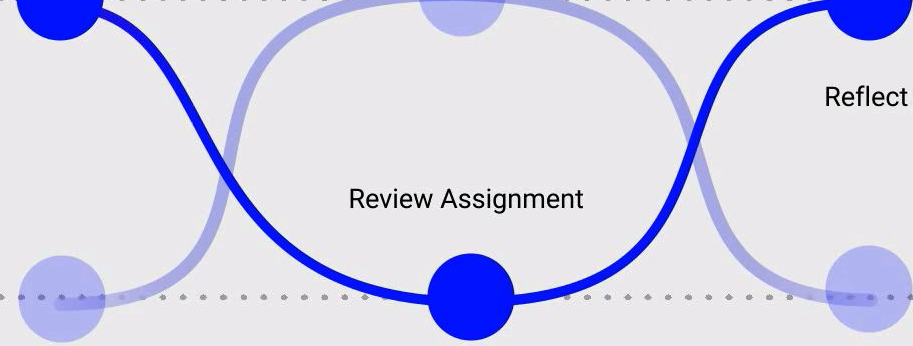
Create Assignment



Hand-in Assignment



CLASS



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