

Improving students' writing skills through effective small group peer feedback

- Overview of progress 1st. pilot-

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Where innovation starts

Current context: Why this project?

- ✓ Writing skills is an essential academic ability
- Teacher are not satisfied about writing skills in BSc. 1, 2, 3 & Master
- No clear guidelines about criteria and requirements for writing
- No clear 'start and end' level
- Limited attention on individual writing skills
- No feedback, no iteration in monitoring writing skills



Students' problems & rationale for intervention

- Problems: language problems, structure, logical formulation of sentences (ordering of steps); sections in report: results, conclusions and discussion
- Quality of reports is low = basic issues e.g. referencies under pictures, sources, figures with no caps, etc.
- Students get feedback for first time in 2nd. Bsc.
- Large groups



Goals and products

- 1. To introduce peer feedback and reinforce
 - Literature review
 - Small group peer feedback
- 2. To improve students' writing skills effective peer feedback
- 3. To introduce ICT online platform for students' to provide feedback during external internships

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Project phases

Project management and phases	Time line
Initial phase	
Literature review	January, 2015
Desk research	
- Rapid appraisal of existing peer review approaches and selection of approaches	
Development of peer feedback & training materials	February, 2015
- Training development for BEP students	
- Training for teachers on feedback techniques setup of criteria, etc	
Project implementation (1st. Pilot)	March, 2015
- Coaching sessions with students	
Evaluation of results	July, 2015
- Development research instruments and questionnaires for interviews	
- Revision of reports	
- Interviews with BEP teachers and students	
- Adjustments in project & peer feedback approaches	
Project implementation (2nd Pilot)	September, 2015
- Test peer feedback tools in other master courses	
- Evaluation of results	November, 2015
Dissemination	October, 2015
- Project presentation in 3TU annual conference	
- Journal paper	November, 2015
Final project report	December, 2015
- Report writing: final report for 3TU management	

Activity: Literature review on peer review/feedback

Result: considerations for setup training for students

Activity: Training material development
Teachers develop own assessment criteria

Activity: Training students & peer feedback

Literature review & theoretical considerations for 'Peer review/ feedback' in writing skills training

Table 1. *The structural features and their range of variation (Van Gennip, et al., 2009, p. 44)*

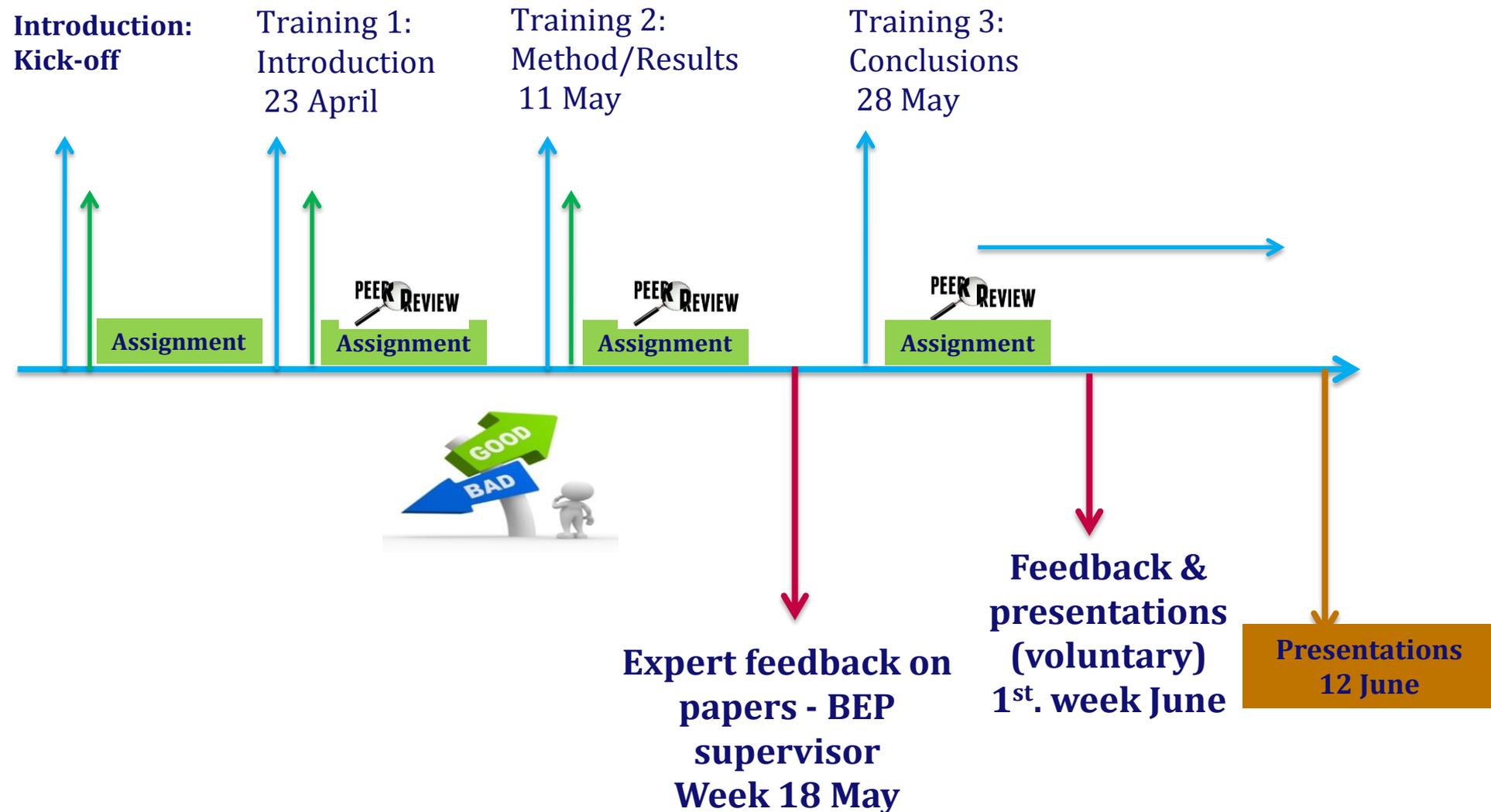
Structural features	Range of variation
Cluster 1: Assessment description (why, what, when, where, how)	
1 Curriculum area/subject (where)	All
2 Reasons for implementing peer assessment (why)	Of staff and/or students Time saving or cognitive/affective gains
3 Purpose (why)	Summative or formative, or both
4 Objectives measured (what)	Examples: writing skills, presentation skills, professional skills
5 Outcomes (how)	Test score, open-ended feedback; quantitative or qualitative; credits, bonus points, or other incentives or reinforcement for participation
6 Relation to staff assessment (how)	Substitutional or supplementary
7 Official weight (how)	Contributing to assessee's final official grade or not
8 Place (where)	In/out class
9 Time (when)	Class time/free time/informally
10 Requirement (how)	Compulsory or voluntary for assessors/assesseees
Cluster 2: Interaction	
11 Directionality	One-way, reciprocal, mutual
12 Privacy	Anonymous/confidential/public
13 Contact	Distance or face-to-face
Cluster 3: Composition feedback group	
14 Year	Same or cross year of study
15 Ability	Same or cross ability
16 Constellation assessors	Individuals or pairs or groups
17 Constellation assessed	Individuals or pairs or groups

Features of 'good peer review/feedback'

Following features have given form to instructional design of training:

- Training: students inform on why peer review is important and how to implement peer review
- Peer feedback/review: becoming critical on own and others' work
- Expert feedback: to give overview of:
 - Where the student is regarding content/soft skills (feedback on task)
 - What's good/can better; (feedback of process)
 - How to proceed (feed-ward on next steps – relation)
- Criteria: to guide students in giving feedback; rubrics or assessment to make process transparent

Program: Three training sessions 1st. Pilot – BEP projects



Second pilot – Master – Overview steps

- Evaluation of first pilot – June/July

Steps:

- Instructional design of 2nd. Pilot – the same as in 1st. Pilot = 3 training sessions (based on literature review)
- BEP teachers re-develop assessment rubrics for master
- 2 extra master teachers provide additional feedback on rubrics
- Skills Lab Graduate School – self-assessment to determine level
- Pilot ICT tool for peer feedback – PEACH – ‘Only with volunteers’ (lessons learned from TN are applied to avoid mistakes)