It isn’t the receiving but giving of feedback!

Nicole Messier, Instructional Designer
Rasmussen College
"The purpose of feedback is to change the student, not the work, to improve their performance on tasks they have not yet attempted."

DYLAN WILLIAMS
Peer Review Process

WHAT DOES IT LOOK LIKE?

1. ORIGINAL WORK
   Students produce original work.

2. PEER REVIEW
   Review of original work and production of feedback by peer.

3. FEEDBACK
   Feedback is received and possibly applied to revisions.
**Benefits**

**POSITIVE AFFECT**
Enhanced sense of belonging.
Higher levels of confidence.

**COGNITIVE PRESENCE**
Development of critical thinking and metacognition skills.

**CONTENT**
Better understanding of content and assessment criteria.

**GRADES**
Improved performance on subsequent assignments.

**RECEIVING FEEDBACK**
The receiver of feedback benefits.

**GIVING FEEDBACK**
The giver of feedback benefits more!
Challenges

PERCEPTION
Are there negative perceptions of the peer review process?

TIME & WORKLOAD
What is the length of time available to complete the peer review process?

UNKNOWN VARIABLES
What variables impact student performance and cause varying results?

SUPPORT
What resources are needed for students and faculty to be successful?
GOAL
• What is your goal for including peer feedback?

TIME
• What is the length of time available for students to produce work, review, give feedback, and apply received feedback?

REVIEW PROCESS
• Will the review process be assigned or self selected?

TECHNOLOGY
• What technology tool will be used to give and receive feedback?

FEEDBACK
• Will the feedback be synchronous or asynchronous?

ACCOUNTABILITY
• Will students be accountable for their feedback?

SUPPORT MATERIAL
• What support materials will students and faculty need?
Peer Review Model
by Nicole Messier and Tami Rogers

**NURSING COURSE**
- 11 week course
- Last course taken in BS program
- Course Competencies
- Transferable Skills
- Peer Groups
  - Self-selected groups
  - Three members per group

**CAPSTONE PROJECT**
- White Paper
  - Executive summary
  - Three sections of the white paper
- Accountability
  - Required original posting of white paper to receive grade on feedback.
  - Original work is not graded in peer groups.
  - Peer feedback is graded based on rubric criteria.
  - Final submission of white paper is graded.
  - Reflection on peer groups is graded.
Peer Review Model
NURSING CAPSTONE

1. ORIGINAL WORK
   - Production of original work.

2. PEER REVIEW
   - Review of original work and production of feedback by peer.

3. FEEDBACK
   - Feedback received.
   - Communication with group members.
   - Possible application of feedback.
   - Faculty grading of feedback.
GOAL
- Design a learning experience that supported the development of course competencies and transferable skills.

TIME
- Three week cycle from original production to application of feedback

REVIEW PROCESS
- Self-Selected Peer Groups
- Three members in each Peer Group

TECHNOLOGY
- Groups Tool in Blackboard LEARN
- Student Selected Communication Tool

FEEDBACK
- Asynchronous - Discussion Board
- Synchronous - Live Chat

ACCOUNTABILITY
- Feedback Graded
- Posting of Original Work Required

SUPPORT MATERIAL
- Rubrics and prompts to support students in giving feedback
- Rubrics for faculty grading of peer feedback
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website