

Bahrain Polytechnic



بوليتكنك البحرين

Peer-to-Peer Feedback

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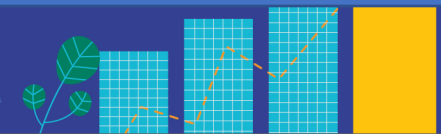




Family Medicine
(MCPS, MRCGP, FRCGP)

Public Health
(MPH, DCHM)

Medical Education
(MMEd, FFDFM)



LIFE LONG LEARNER

*Keep
Educating
Yourself*





Warm Up



Expectations



Aim

Design and incorporate the peer to peer feedback
during PBL/PjBL in Arab context



Learning Objectives

- ✓ Understand the importance of peer to peer feedback
- ✓ Recognize advantages of peer to peer feedback
- ✓ Realize the Arab context in relation to acceptability of peer to peer feedback
- ✓ Learn different methods of dialogues among peers
- ✓ Recall the role of tutors in peer to peer feedback during PBL



Background

- ✓ The students' thinking about their own learning (meta-cognition) (Al Ghazali, 2015)
- ✓ Sharing views in peer feedback can be more effective for active participation in groups (Kurt and Atay, 2007)
- ✓ It encourages team spirit which leads to mutual interest and collaborative learning in order to achieve common goals

(Strijbos. et al, 2010; Topping, 2013; Ajzen, & Madden, 1986)



Write a definition of feedback

Think – Share – Pair (5 – minutes)

Write definition of “Feedback” on a colorful piece of sticky paper and kindly stick it to the flip board



Definition of Feedback

There is no consensus regarding the definition of feedback.....



However....

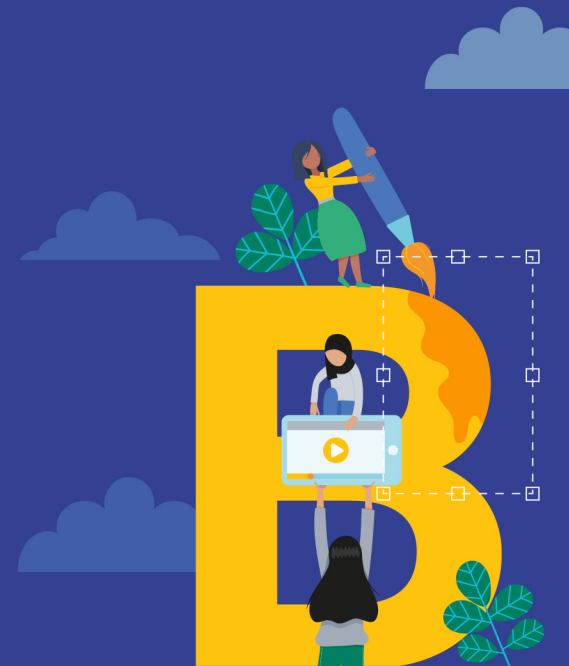
“feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alert the gap in some way”

Ramaprasad (1983)

Group Dynamics in PBL

- ✓ Students are Socially interdependent
- ✓ Affected by the actions of others for achieving goals
- ✓ Social dependence needs continuous feedback
- ✓ Sustainability of intrinsic motivation
- ✓ Enable the group to achieve their goals

(Hyland, 2000, Johnson et al., 2009),



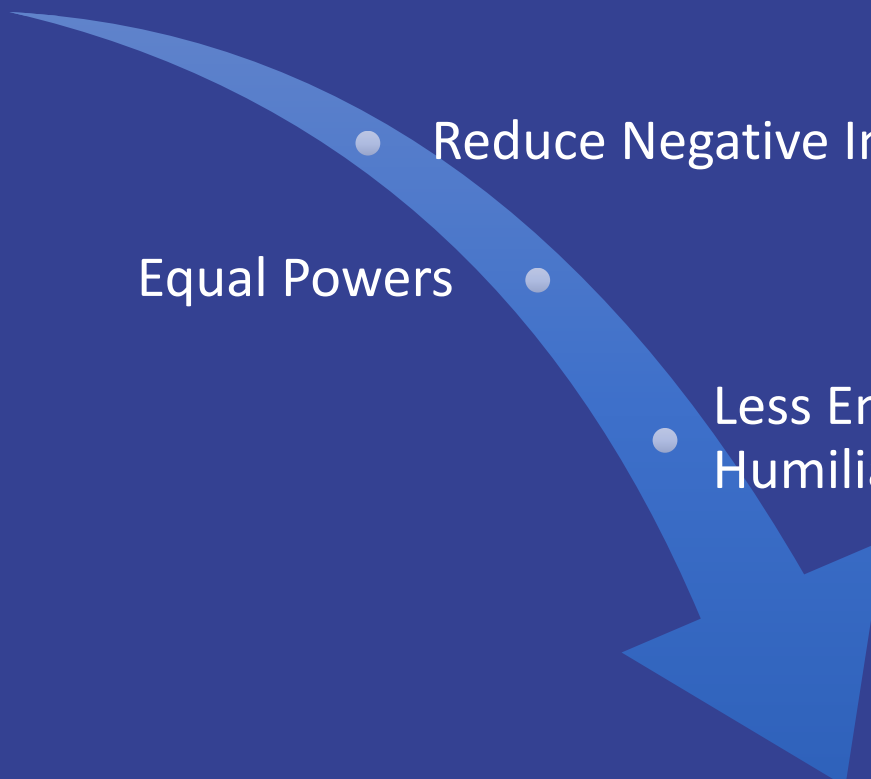
Power Model

Peer Feedback

Reduce Negative Impact

Equal Powers

Less Emotionally Humiliated



Discard Power Model

(Discourse, Power and Emotions)

(Higgins, 2000, Eva, 2001; Hattie & Timperley, 2007)

Peer to Peer Feedback.....

A continuous feedback is only possible through.....

Peer – to – Peer Feedback



Think – Share – Pair (5 – minutes)

Write on flip chart at least 3 Roles of Peer to peer feedback in small group teaching specially in relation to PBL / PjBL



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How to give feedback ?

Recognizing students' emotional states and ensuring feedback is given in.....

- a less humiliating way,
- focusing on specific,
- relevant clarified content feedback,
- could achieve the learning outcomes, and
- improve acceptance and use of the feedback.

(Hattie and Timperley, 2007)

Think – Share – Pair (5 – minutes)

Write on flip chart at least 3 advantages and disadvantages of peer – to – peer feedback



Advantages

- Same level of development
- No negative impact of discourse, power and emotions
- Easily accessible and available
- Helps to achieve goals
- Collaborative learning
- Continuous monitoring
- Constructive learning

Advantage

“Freezing”

(Van de Linden et al., 2000).

Disadvantages

- More generous
- Friendship
- Acceptability
- False positive feedback – emotions
- False negative feedback – enmity

Think – Share – Pair (5 – minutes)

Write on flip chart at least 3
advantages and disadvantages of
peer – to –peer feedback



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Influence on feedback...

- ✓ The intrinsic motivation for learning is based on the receptivity of feedback.
- ✓ A student unresponsive to feedback is unable to engage with that feedback, which may also impact on the feedback-giver.

(Sargeant et al, 2011).

Arab Context

- ✓ Receptivity may well affect the impact of peer feedback from different perspectives.
- ✓ Furthermore, a society's culture may also affect the receptivity of the feedback, whether it is from the teacher or peer.

Arab Context

Peer-to-peer feedback is assumed to enhance the learning but in the Arab culture there is limited evidence for showing its acceptance by students as well as tutors.

Feedback Challenges in Arab Culture



Learners come from different tribes with historic relationship to one another
(Higher Vs Lower Status)

High Social Bonding makes it hard to give & receive feedback in “public” venue like a classroom

Learning Objectives

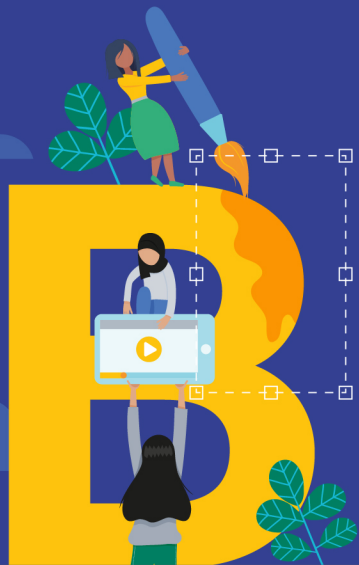
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Dialogues among students

Concurrent Reflection, with dialogue meaning a two way verbal communications for information interchange and implicit negotiation of meaning of written feedback

Laurillard, 2002



Think – Share – Pair (5 – minutes)

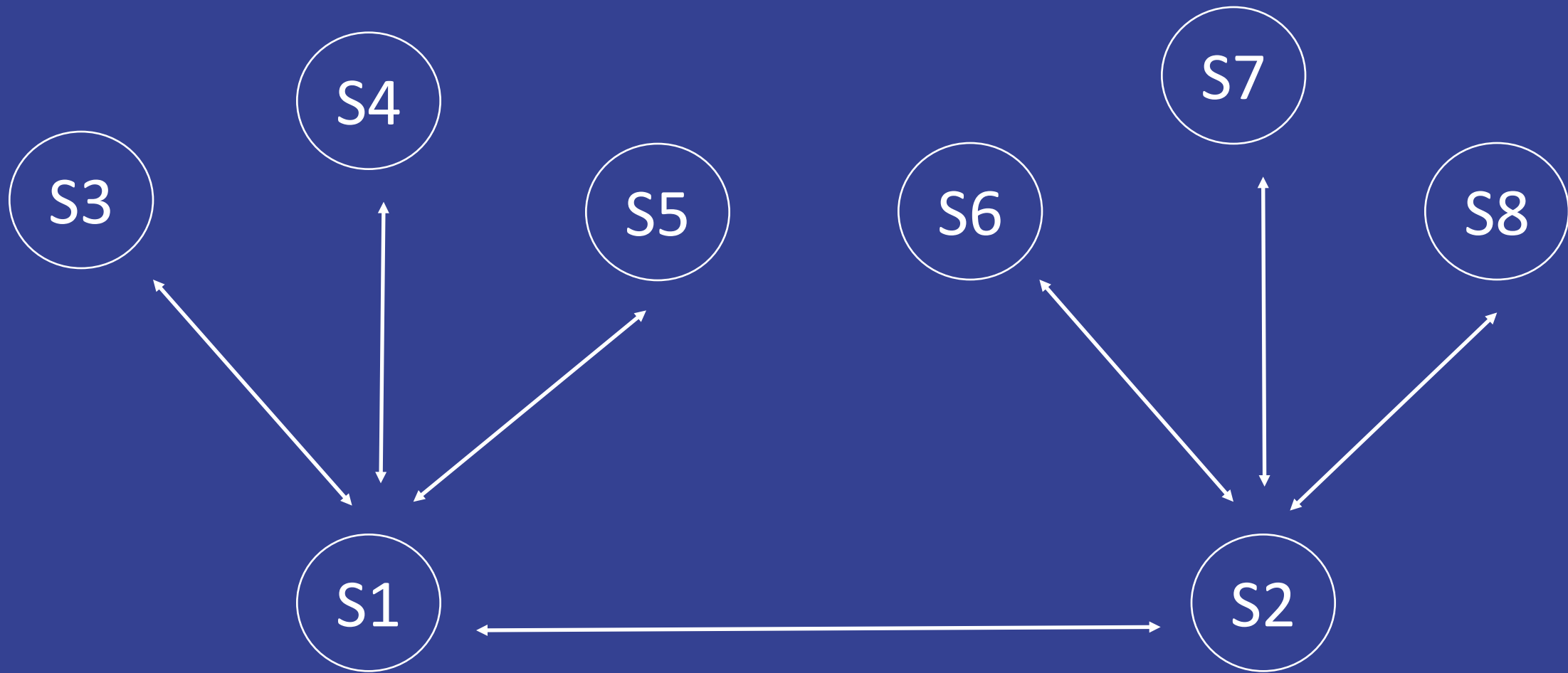
Write on flip chart some roles of dialogues in peer to peer feedback



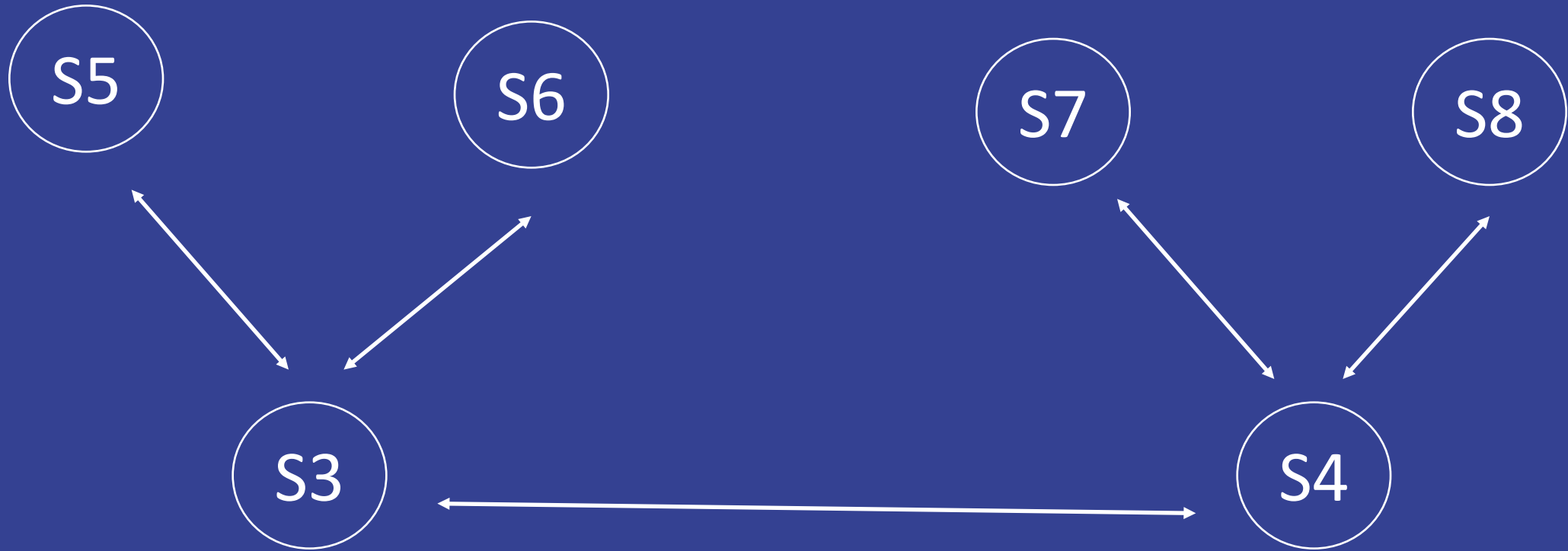
Suggested Method for Dialogues

(Face – up method: face the problem and solve it)

- ✓ This discussion would last for 30 minutes.
- ✓ All students will give feedback each other based on their observation during the whole process of PBL.
- ✓ The four students would sit in front of four students and exchange their feedback and views given by opposite student within 2 minutes.
- ✓ After 2 minutes each student will move on to next student for completion of the cycle of dialogue with all students.
- ✓ Three cycles of the face-to-face dialogue and in each cycle we will omit two students who completes the dialogues with their peers



Cycle No. 1 (Time 14 minutes)



Cycle No. 2 (Time 10 minutes)



Cycle No. 3 (Time 6 minutes)

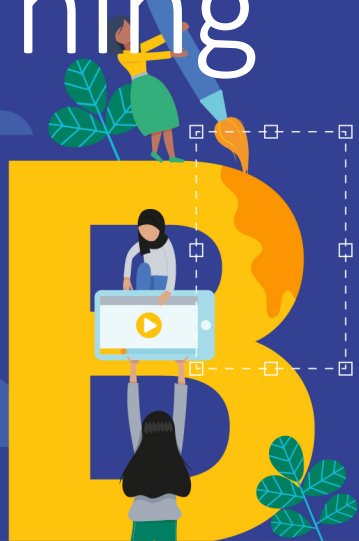
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Role of Tutor / Facilitator

The tutor plays a role of facilitator only as a guide to bring students back to right track if students are distracted and motivate them for self-directed learning



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Feedback Challenges in Arab Culture



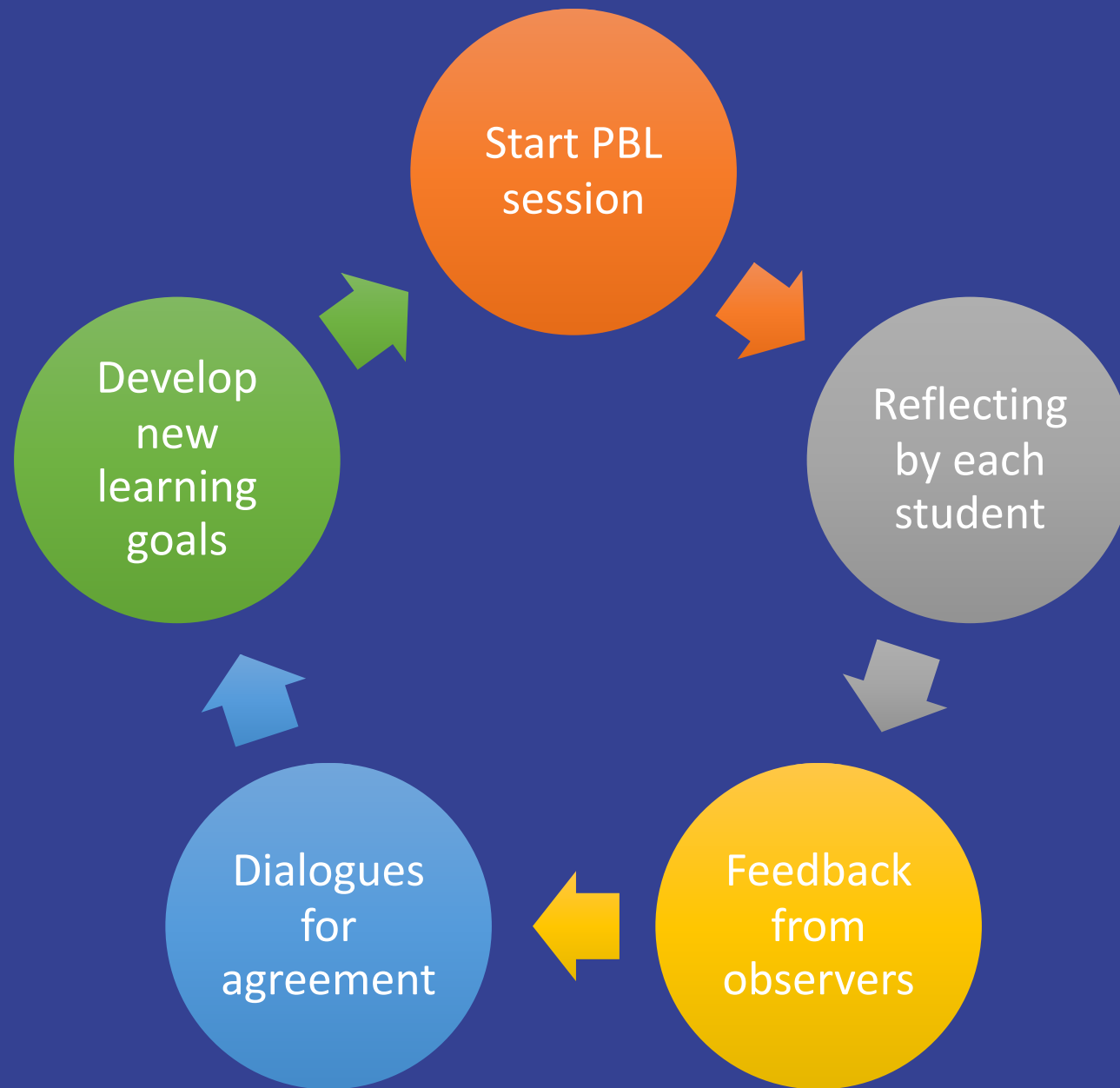
Learners come from different tribes with historic relationship to one another
(Higher Vs Lower Status)

High Social Bonding makes it hard to give & receive feedback in
“public” venue like a classroom

Stretching Feedback

(Khan AS, 2016)

Stretching Feedback



Steps

1. Group development begins with randomization of the students to solve the problem of hierarchical relationships.
2. A presenter or actor role can be defined by making a roster of students before PBL session
3. Facilitator explains the learning goals and checklist/rubric for giving feedback
4. Facilitator only supervises the process

Steps

5. The feedback will start from reflection by each students to write answers on a paper to the following questions by him/herself:

- ☒ What did I do the best?
- ☒ What main skills are missing?
- ☒ How can I improve further?






Steps

6. Peer feedback will meditate reflection on the “observers” feedback based on the structured checklist/rubric only for the questions and share it to each other....

- ☑What did I do the best?
- ☑What main skills are missing?
- ☑How can I improve further?

Steps

7. A dialogue will be conducted among all students to assess their acceptance for feedback using five-point Likert Scale.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
				

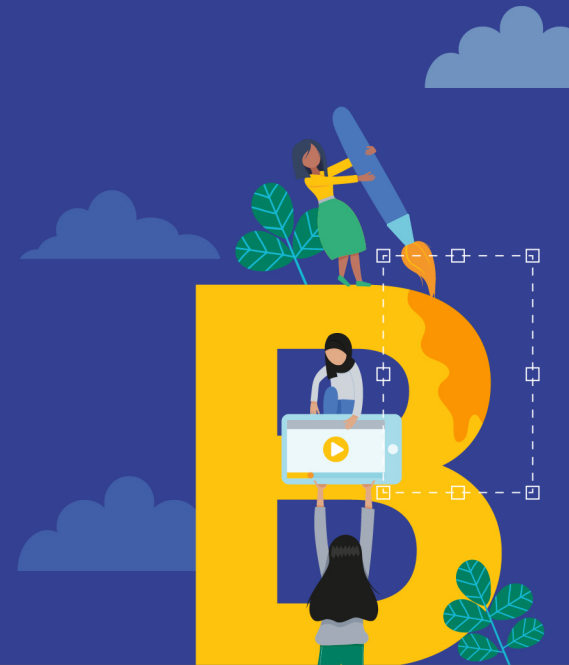
8. Develop new learning goals for new session

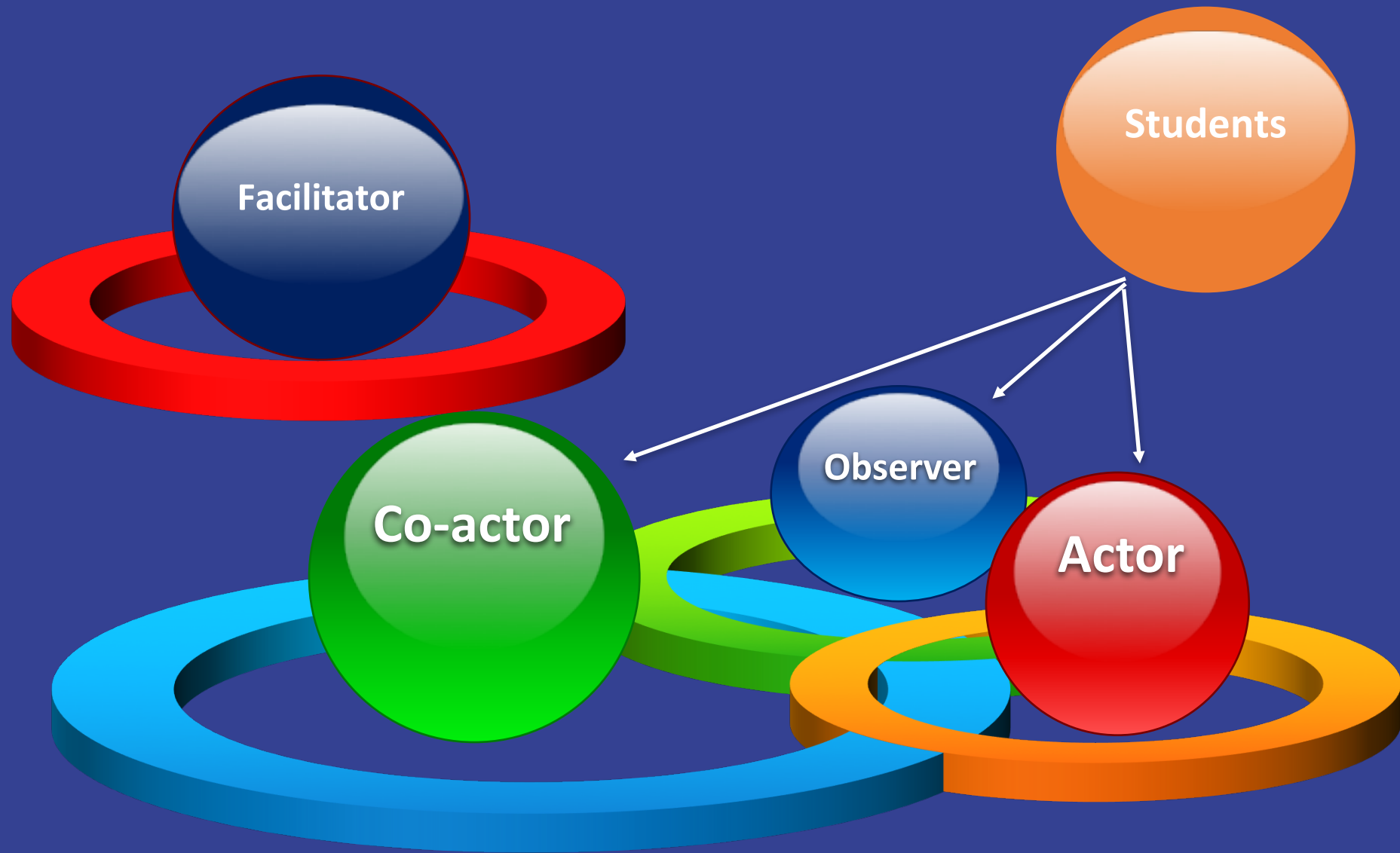
Summary for 2- hour session (120 Minutes)

Steps	Tasks	Responsible Students	Time	Frequency
1	Explanation of learning goals	Tutor / Facilitator	2 mins	One time (10 mins)
2	Explanation of checklist / rubric	Tutor / Facilitator	3 mins	
3	Role-Play/Presentation /participation in discussion etc.	Students	30 mins	
4	Reflection on him/herself performance	Main Actor & All student	15 mins	Three Cycles with dialogues (30 mins)
5	Observers feedback	Observers (Students)	10 min	
6	Dialogue for acceptance	All Students	30 mins	
7	Development new learning goals	Tutor / Facilitator + Students	15 mins	

Practical Exercise

Role – Play





Summary:

Lets see who wins the game



Thank you

