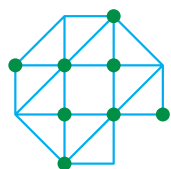


Manual

Digital Peer Feedback Field Lab

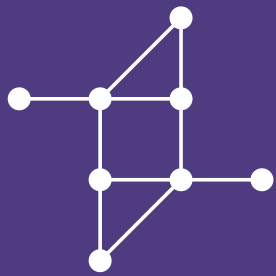
Professional Development Method for Lecturers
in Higher Education



Acceleration plan
Educational innovation
with ICT



Facilitating professional
development of lecturers



Manual

Digital Peer Feedback Field Lab

Professional Development Method for Lecturers
in Higher Education

Acceleration Plan Educational Innovation with IT
Zone Facilitating professional development for lecturers
www.versnellingsplan.nl



Acceleration plan
Educational innovation
with ICT

With contributions from

Marieke van Geel, University of Twente
Marloes Luttkhuis, University of Twente
Dorien Hopster-den Otter, Acceleration Plan Educational Innovation with IT
Marlies ter Beek, Acceleration Plan Educational Innovation with IT

November 2020

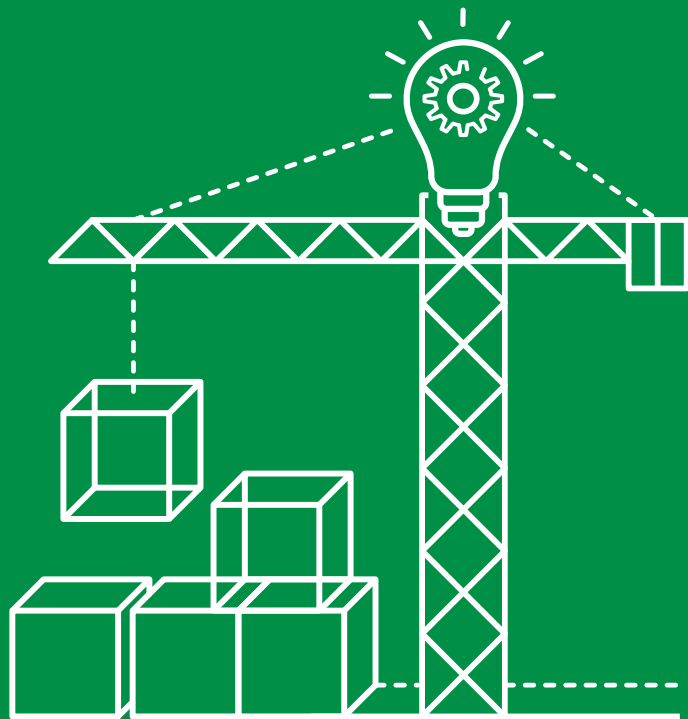
For the sake of readability, 'the teacher' is used when referring to participants in this field lab. However, this can also be interpreted as the participant's role, such as 'the educational designer' or 'the IT employee'. The text also uses 'he' and 'his'. Where 'he' or 'his' is stated, one can also read 'she' or 'her'.



This release is licensed under the Creative Commons Attribution 4.0 License application. When using this work, cite the following reference: Facilitating for professional development of lecturers zone (2020). Manual field lab digital peerfeedback. Utrecht, the Netherlands: Acceleration Plan Educational Innovation with IT.

Contents

Background	5
Goal	5
– Substantive justification	6
– Target group	6
– Preconditions	7
Practical design	9
Learning objectives	9
Design	11
Content and format	11
Evaluation	13
References	15



Background

The Digital Peer Feedback field lab emerged in the context of the **Acceleration Plan for Educational Innovation with IT**. The Acceleration Plan for Educational Innovation with IT is a programme for developing the opportunities that the digital transformation offers higher education in the Netherlands. The mission of the Acceleration Plan is to create scope within a given institution – and in collaboration with other higher education institutions – to move the digital transformation of higher education in the Netherlands forward in a significant way. The Acceleration Plan is a collaboration between The Association of Universities in the Netherlands, the Netherlands Association of Universities of Applied Sciences, and SURF. It is a four-year programme running from 2019 to 2022 and is based on three ambitions:

- To improve alignment with the labour market;
- To encourage more flexibility in education;
- To make better and smarter use of technology.

The **Facilitating professional development for lecturers zone** (“lecturer professional development” or “PD”) is working towards finding a way for institutions to assess the extent to which they effectively facilitate and provide PD for lecturers within their organisation in relation to educational innovation using IT. Institutions may then embark on a process of improvement based on a collection of proven and effective professional development strategies. This is because acceleration actually takes place within the institutions. It is for this reason that special attention is paid to specialists who support lecturers and managers.

The ‘Facilitating Professional Development for Lecturers’ zone focuses on five themes at the sectoral level, institutional level, and individual level, which can be represented in a pyramid model (see Figure 1). One of those themes is Field Labs for professional development.

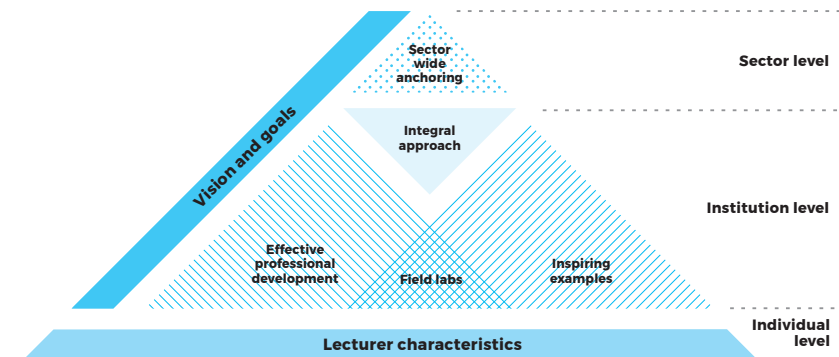


Figure 1 The pyramid model of the Facilitating Professional Development for Lecturers zone.

For the **Field Labs**, the zone combines effective building blocks for lecturer professional development with solid substantive example of educational innovation using IT in various field labs (Figure 1). These field labs will be developed, described, and tested in such a way that lecturers will be imbued with inspiration and information to start designing and teaching good (thoughtfully designed) lessons, making smart use of digital technology – but only if this benefits the teaching process.

Goal

The goal of the Digital Peer Feedback Field Lab is to give lecturers a first look at how to integrate IT into their teaching practice. The theme of digital peer feedback was chosen because it has a clear added value for the learning process of students. Furthermore, the theme fits in with the policies and ambitions of the participating higher education institutions and is relevant to many of the zone's members.

Substantive justification

Peer feedback (variously also known as: peer review, peer rating, peer assessment) is the process by which students evaluate the performance of their *peers* based on pre-determined evaluation criteria – these are students with a comparable academic level or at a comparable stage of their study programme¹.

In peer feedback, a distinction is made between the student *giving* the feedback (the assessor) and the student *receiving* feedback (the assessee). For both, the peer feedback process can result in improved learning performance: the assessor studies and evaluates the work of other students and offers constructive feedback, while the assessee receives feedback and uses it to improve the work produced. Topping² described the cognitive added value of peer feedback in the field of (constructive) reflection: more time spent on the task, more focus on the most important elements of the assignment (based on the assessment criteria), more insight into the success criteria and increased responsibility and ownership among students.

There are various, sometimes implicit, objectives for which lecturers might wish to use digital peer feedback. First, lecturers can use peer feedback for formative purposes, encouraging students as they learn. Second, using peer feedback can exert a form of social control on students, for instance, it may give them the awareness that they have to deliver an acceptable product on time, even if what they have produced is still a work in progress. Third, lecturers using peer feedback can allow students to actively participate, giving them an increased sense of responsibility and ownership. Fourth, students can learn how to assess the work of their peers, and how to give constructive feedback, which can aid self-regulated learning³. Lecturers can also use peer feedback as a summative assessment, where the student's peer feedback replaces or supplements the lecturer's own assessment.

Apart from the advantages for students, using peer feedback can benefit lecturers too. If peer feedback is used well, lecturers will need to give less written feedback. Especially in the case of large groups of students, it is not feasible for lecturers to provide all students with individual feedback. Using peer feedback means that students will receive more feedback, more frequently and faster³.

Digital peer feedback pilot projects have been carried out within a number of Dutch higher education institutions. Annette Peet⁴ from SURF describes a number of successful *deployments of peer feedback* from various projects in the context of the Open and Online Education Incentive Scheme [*Stimuleringsregeling Open en online onderwijs*]. Furthermore, an internal report by Anneke Smits of Windesheim University of Applied Sciences has been released, describing how lecturers have used digital peer feedback in combination with the *PeerGrade* software tool. These practical examples show that lecturers use peer feedback with differing goals and in different ways – each effective in its own unique way. These examples serve primarily as inspiration within this field lab, but also as a starting point for the discussion of objectives and the use of digital peer feedback in the participants' own situations.

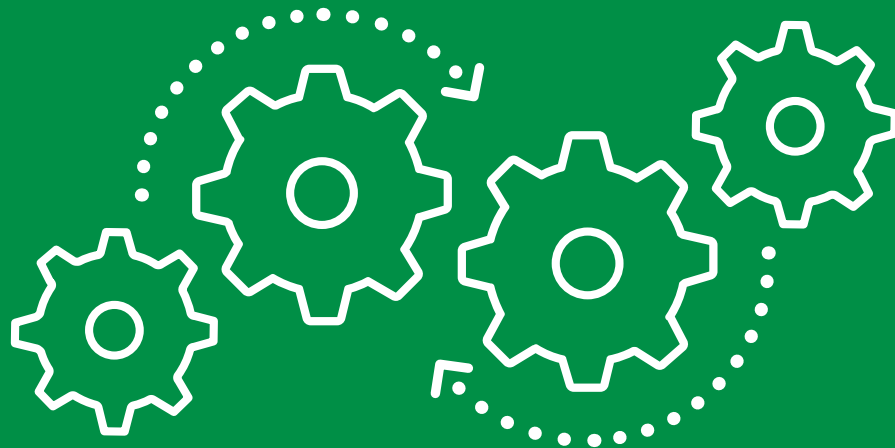
Target group

The description set out in this manual is aimed at specialists working in support of education who will implement the field lab together with a group of lecturers. Lecturer groups will be based in the higher education sector and together will constitute a Professional Learning Network (PLN)⁵. A group size of 6 to 16 participants is recommended. Lecturers might work within the same faculties or on the same study programmes, but this is by no means a requirement. No specific prior knowledge is required. What is required, however, is that participating lecturers teach throughout the pilot, because the PLN will come together to reflect on the use of and experience with digital peer feedback in the teaching practice of the network's members.

Preconditions

In addition to this manual, the institution will need to ensure the following resources are available to the Digital Peer Feedback field lab:

- A digital peer feedback system and associated licences.
- An educational specialist who supervises the sessions in terms of content and process and who is familiar with the institution's chosen digital peer feedback system, its features and operation.



Practical design

Learning objectives

On completion of the field lab for Digital Peer Feedback, a lecturer will be able to:

1. design a plan to use digital peer feedback in their own teaching context in a reasoned manner;
2. use digital peer feedback in their own teaching context in a well-considered way;
3. give a critical evaluation of digital peer feedback in their own teaching context.

The following success criteria have been formulated for each learning objective. It is worth noting that not all success criteria need to be applied in each lesson.

1. The lecturer is able to design a plan for digital peer feedback in their own teaching in a well-considered manner;
 - The lecturer specifies the learning objectives they want to use digital peer feedback for.
 - The lecturer explains the added value of peer feedback for them as a lecturer.
 - The lecturer explains the added value of peer feedback for their students.
 - The lecturer explains the added value of digital peer feedback for them as a lecturer.
 - The lecturer explains the added value of digital peer feedback for their students.
 - The lecturer decides which assignment they will use digital peer feedback for.
 - The lecturer decides how they will fulfil their own role as lecturer in the peer feedback process.
 - The lecturer makes a well-considered choice about how peer feedback will be given; it should be in a way that is in line with the learning objectives he or she wishes to use peer feedback for. This concerns choices relating to:
 - the timing of peer feedback sessions within the course or module,
 - the time students are allotted to give feedback,
 - the time feedback is given either during face-to-face meetings or elsewhere,
 - whether the feedback will also be discussed face-to-face,
 - the frequency of the feedback,
 - the number of assignments which will include a feedback session
 - anonymity and traceability (for both the assessor and the assessee)
 - individual or group assignment(s),
 - in the case of a group assignment, whether feedback is given by an individual to the group or by a group to a group,
 - whether students/groups also review their own work
 - how assessment and success criteria will be shared with students
 - how the lecturer prepares students to give peer feedback

- use of the same or different assessment and success criteria as for the final result
- whether the lecturer provides feedback in the same feedback round as the students
- consequences of not giving peer feedback, or not giving feedback properly
- the extent to which giving feedback forms part of the final assessment
- the extent to which the use of feedback received forms part of the final assessment
- in the case of a non-comparable group of students or assignments: whether the feedback will be given within the group or to other groups.

2. The lecturer is able to use digital peer feedback in their own teaching context in a well-considered way;

- The lecturer discusses the learning objectives for the lesson/module/semester/year with the students.
- The lecturer discusses with students how to establish whether an assignment has been well executed (the success criteria).
- The lecturer involves students in formulating the success criteria or allows students to formulate the success criteria themselves.
- The lecturer uses exemplars of varying quality so that students can see for themselves what makes a well-executed assignment.
- The lecturer gives the students an assessment model or rubric that provides clear criteria for giving and receiving peer feedback.
- The lecturer prepares the digital peer feedback system for use.
- The lecturer creates a learning climate in which students give each other feedback in a respectful manner.
- The lecturer explains to students how they should use the digital peer feedback system.
- The lecturer prepares students for the process of giving and receiving peer feedback.
- The lecturer practices giving and receiving peer feedback with the students.
- The lecturer monitors the students' feedback activities.
- The lecturer guides students throughout the process of giving and receiving feedback.
- The lecturer encourages students to give scores and comments in their assessment.
- The lecturer gives students the opportunity to improve their work once they have received the feedback.

3. The lecturer is able to give a critical evaluation of digital peer feedback in their own teaching context.

- The lecturer reflects on the design choices made and states what went well during the use of digital peer feedback in his or her own teaching context.
- The lecturer reflects on the design choices made and suggests some improvements for the use of digital peer feedback in his/her own teaching practice.
- The lecturer reflects on the process of giving and receiving feedback with the students.
- The lecturer reflects on the learning outcomes of giving and receiving feedback.

- The lecturer reflects on the practical aspects of using digital peer feedback (the tool, the time, the facilities and possibilities).
- The lecturer collates information from all students about their experiences using digital peer feedback.
- The lecturer identifies some specific changes to improve the use of digital peer feedback during a new assignment, but still taking into account their original objectives for the use of peer feedback.

Design

The field lab is characterised by the following building blocks with regard to characteristics of the professionalization⁶:

- Technological knowledge. Lecturers learn to integrate digital peer feedback into their teaching practice in a rational way.
- Relating to the lecturers' own practices. Lecturers prepare a plan for their own teaching practice and implement it. They reflect on their experiences during the sessions.
- Active learning. Lecturers actively participate by preparing assignments and discussing experiences.
- Collaborative learning. Lecturers work together in pairs or small groups during the field lab to discuss the educational resources and to provide each other with explanations or extra information.
- Clearly defined goals. Clear learning objectives and success criteria have been formulated and lecturers are given sufficient scope to formulate their own learning objectives within the criteria.
- Evidence informed approach: The content of the field lab is based on the available scientific expertise on peer feedback.
- Expert-supported PD. The field lab is supported by an educational specialist responsible for supervising the content and process. .

The field lab is characterised by the following building blocks with regard to teacher characteristics⁶:

- Individual needs and interests: The field lab makes an inventory of the specific questions lecturers have regarding the implementation of digital peer feedback.

Content and format

The PLN meets a total of four times. The first and second sessions are held prior to the teaching period. During these sessions, participating lecturers acquire the necessary knowledge on the features and operation of the digital peer feedback system used by the institution. Furthermore, they prepare a plan of action for their own teaching practice. The third session is held during the teaching period, and participating instructors exchange

their experiences and make a start on preparing a checklist for future use of digital peer feedback. The fourth session is held following the end of the teaching period. During this session, participants will reflect on and evaluate what they have learned. Good practices and useful ideas will be collected for further dissemination. The materials for the four sessions can be found at versnellingsplan.nl/english/zones/professional-development.

Session 1. Prior to the teaching period, 3 hours.

- Peer feedback: what, why and how?
- Options and considerations.
- Plan for your own teaching.

Session 2. Prior to the teaching period, 2 hours.

- Add detail to your plans.
- Technical information and support.

Session 3. During teaching period, 2 hours.

- Mid-term evaluation.
- Sharing of insights and experiences.
- Develop a checklist for future use of digital peer feedback.

Session 4. Following the end of the teaching period, 2 hours.

- Evaluation of the field lab: the use of digital peer feedback and the design of the PD activity.
- Sharing of insights and experiences.
- Collection of good practices, handy hints and tips for further dissemination.

Evaluation

The 'Facilitating Professional Development for Lecturers' zone of the Acceleration Plan would like to hear about your experiences, and we are therefore asking participants of the field lab to fill in a questionnaire. The results will be used to improve the field lab and help inspire other higher education institutions. The results of the evaluation will be shared on our website at www.versnellingsplan.nl. These results will be regularly updated as soon as new data is available.

Who is it for?

There are three different questionnaires:

1. A questionnaire for educational specialists
2. A questionnaire for participating lecturers
3. A questionnaire for relevant students who have already gained experience with peer feedback through their lecturer.

When?

Educational specialists and lecturers should complete the questionnaire during the final (fourth) session. Lecturers may send the questionnaire to their students either before or after the final session.

How?

The questionnaire can be completed online. The links and QR codes are shown below.

If you have any questions, please send an e-mail to the researchers of the Facilitating Professional Development for Lecturers zone:

Dorien Hopster-den Otter, d.denotter@utwente.nl

Marlies ter Beek, m.terbeek@utwente.nl

Questionnaire for educational specialists *in Dutch*

The Dutch-language questionnaire for educational specialists can be found [here](#).
Or use this QR code:



Participating lecturers' questionnaire *in Dutch*

The Dutch-language questionnaire for lecturers can be found [here](#).
Or use this QR code:



Students' questionnaire *in Dutch*

The Dutch-language questionnaire for students can be found [here](#).
Or use this QR code:



Questionnaire for educational specialists *in English*

The English-language questionnaire for educational specialists can be found [here](#).
Or use this QR code:



Participating lecturers' questionnaire *in English*

The English-language questionnaire for lecturers can be found [here](#).
Or use this QR code:



Students' questionnaire *in English*

The English-language questionnaire for students can be found [here](#).
Or use this QR code:



References

1. Topping, K. J. (2009). Peer assessment. *Theory into practice*, 48(1), 20-27. doi:10.1080/00405840802577569
2. Topping, K. (1998). Peer Assessment Between Students in Colleges and Universities. *Review of Educational Research*, 68(3), 249-276. doi: 10.3102/00346543068003249
3. Gielen, S., Dochy, F., Onghena, P., Struyven, K., & Smeets, S. (2011). Goals of peer assessment and their associated quality concepts. *Studies in Higher Education*, 36(6), 719-735. doi:10.1080/03075071003759037
4. Peet A. (2019). *Rijker online onderwijs met peer feedback*. www.linkedin.com/pulse/rijker-online-onderwijs-met-peer-feedback-an-nette-peet/. Published 2019.
5. Brown, C. and Poortman, C. (Eds.) (2018). *Networks for learning: effective collaboration for teacher, school and system improvement*. London: Routledge.
6. Schildkamp, K., Hopster-den Otter, D., Ter Beek, M., Uerz, D., & Horvers, A. (2021). *Effective building blocks for teacher professional development in higher education aimed at educational innovation using ICT: Version 2.0*. Utrecht, the Netherlands: Versnellingsplan



The Acceleration Plan for Educational Innovation with ICT is a four-year programme focused on bringing initiatives, knowledge, and experiences for digitalisation together. The programme is an initiative of SURF, the Netherlands Association of Universities of Applied Sciences, and the Association of Universities, and is organised in eight acceleration zones. In the zone Facilitating professional development for lecturers, 19 institutions are working on improving the professional development of lecturers in Dutch higher education.



For more information and our publications, visit
www.versnellingsplan.nl