

Integrating Peer-feedback in Collective Supervision among BA-students: Feasibility and Student Acceptability

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Background

The context:

- Developmental Psychology, 4th semester (BA in psychology)
- Collective supervision of app. 25 students (2 hours for 4 weeks).

The challenge:

How do I organize collective supervision that support student learning within the given time frame?

Peer-feedback

Despite student preferences for teacher feedback, research have demonstrated that:

- students learn from participating in peer feedback
- Peer- and teacher feedback are associated with the same learning outcomes

Nicol, Thomson, & Breslin, 2014;
Huisman, Saab, van den Broek, & van Driel, 2019.

Aims and Research Questions

The overall aim of the project was: to describe and test the *feasibility* and student *acceptability* of including an online between-classes activity of peer-feedback in small groups in the collective supervision-process.

The following sub-questions were formulated:

1. Do students' attitudes to peer-feedback change in a positive direction after gaining experiences with giving and receiving peer-feedback?
2. What do students think they have learned from engaging in peer-feedback during the exam period?
3. How could the supervision model been improved?

Participants

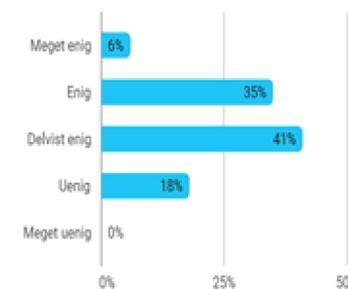
Eighteen students enrolled in the class participated in the study.

Results

RQ1

Seventeen of the students (94%) participated in the baseline survey. Of these 53% had tried to *give* peer-feedback before, while 47 % had never tried peer-feedback. None had experiences with *receiving* peer-feedback.

Table 1: Expectations to effect of peer-feedback on learning outcome (pre-supervision)



RQ2

Learning from giving peer-feedback:

- Inspiration
- Learning to relate more structurally to our papers, using learning goals and the study curriculum

Learning from receiving peer-feedback:

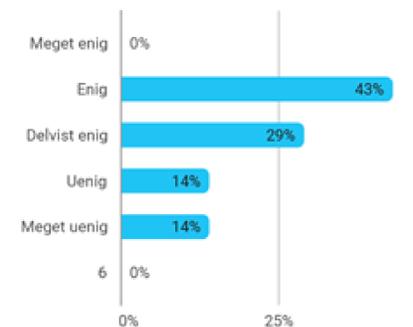
- Nice to know that I'm doing good
- Not good learning due to lack of quality
- Not good learning due to disagreement between peers and teacher

RQ3

- More introduction before peer-feedback (standards)
- More structured assessment points to guide peer-feedback
- Follow-up in-class where feedback can be discussed
- To ensure enough feedback received (several reported few feedbacks received from peers)

Only 7 students (39%) answered the follow-up questionnaire, so the results should be interpreted with caution.

Table 2: Positive experiences with Peer-feedback (post-supervision)



Discussion

Students were mostly happy about engaging in peer-feedback; particularly *giving* peer-feedback enhanced students' self-efficacy or confidence in their academic competencies.

They appreciated when the peer-feedback questions were very specific and teacher-guided and that discussion about generic academic knowledge (standards) were prioritized in-class before peer-feedback.

Reflections and future teaching

Peer-feedback was a meaningful and educational between-class activity that enhanced the quality of the in-class collective supervision.

However, in relation to the model (Wichmann-Hansen, Jensen, & O'Toole, 2020) I will change the order and introduce "the academic standards" before peer-feedback. In that way, the models becomes more teacher-driven and directive compared to the more dialogic framework suggested.

Figure 1: Model of collective supervision process based on Wichmann-Hansen, Jensen, & O'Toole (2020)

