

Peer Feedback

Overview:

Students share their work-in-progress with peers and give and receive feedback on that work in an effort to improve the overall quality of the work and the learning experience itself.

Purpose:

Feedback is how students feel seen and supported. It is also how we communicate to students that we value process over the product. When we give feedback as students work, we signal that the work they are doing is important and we care about their progress. It can be challenging, however, to provide all students with the kind of timely feedback they need and deserve if you try to do it all on your own. As a learning community, all members can and should play a part in giving each other feedback. Incorporating peer feedback into your practice allows students to be involved in giving and receiving timely, focused, and actionable feedback in a more frequent and meaningful manner. Peer feedback can help students develop an understanding of what counts as high-quality work in the discipline or subject area while at the same time enabling them to take an active role in the management of their own learning.

Application: When and where can I use it?

Peers can give each other feedback with any type of work product, performance, or demonstration. Peer feedback is most effective when it is focused, and students have clear guidelines for giving feedback. Students need to understand that the purpose of peer feedback is to learn from each other, not to criticize or grade each other's work.

Getting Started: What are some tips for starting and using this routine?

Whatever method, or tool, you are using for peer feedback, you will need to explicitly teach students the use of that tool by modeling and discussing expectations. You may need to consider the social dynamics in your classroom and the degree to which those could influence the experience. If necessary, assign the pairings for feedback rather than allowing students to self-select or consider a method that allows the peer feedback to be provided anonymously.

Peer feedback, especially for students new to it, can start off with simple strategies such as,

Two stars and a wish: students pair up and are asked to offer two positive comments (stars) and one constructive comment (wish) about another student's work.

Plus, minus, what's next: students comment on what was done well, point out a misunderstanding/misconception, and suggest a strategy for next steps

TAG: students are expected to **T**ell something good, **A**sk a question, and **G**ive a suggestion to their peer ([Simple Peer Feedback - Bing video](#))

Thinking hats: each hat has a different color and a different function, for example: a blue hat encourages students to think about good points in their peer's work, a red hat urges students to think critically and find weaknesses, and a green hat inspires students to think creatively and explore different strategies. Different students can wear different hats as they work together.

Ladder of Feedback: students work through a process of asking questions to clarify their understanding, comment on the strengths of the work, comment on concerns, and make suggestions for improvements ([Peer Assessment: Reflections from Students and Teachers - Bing video](#))

In one of her blog posts, Dr. Caitlin Tucker provides three strategies designed to make peer feedback meaningful:

Peer Feedback Choice Board: students select the type of feedback to provide based on choices prepared by the teacher

Assignment Checklist: students provide a fresh set of eyes for each other to make sure all required aspects of an assignment are completed

Peer Review Using Rubrics: students provide feedback to their peers based on the standards-aligned rubric for that assignment.

For information on these three strategies and resources that you can download and modify for your purposes, read here: [Peer Feedback: Making It Meaningful – Dr. Catlin Tucker](#)

See this Instructional Move in action:

[60-Second Strategy: Peer Review - Bing video](#)

Read more about this Instructional Move:

[How to Teach Students to Give Peer Feedback | Edutopia](#)

[Teaching Kids to Give and Receive Quality Peer Feedback | Edutopia](#)

[How to Teach Students to Give Peers Feedback that Helps \(busyteacher.org\)](#)

[aitsl-peer-feedback-strategy.pdf](#)

References:

[Peer Feedback: Making It Meaningful – Dr. Catlin Tucker](#)

[Peer feedback - Education \(kuleuven.be\)](#)