Peer feedback & Peergrade

Department of Marketing & Management

Faaborg Fjord 16-08-2019

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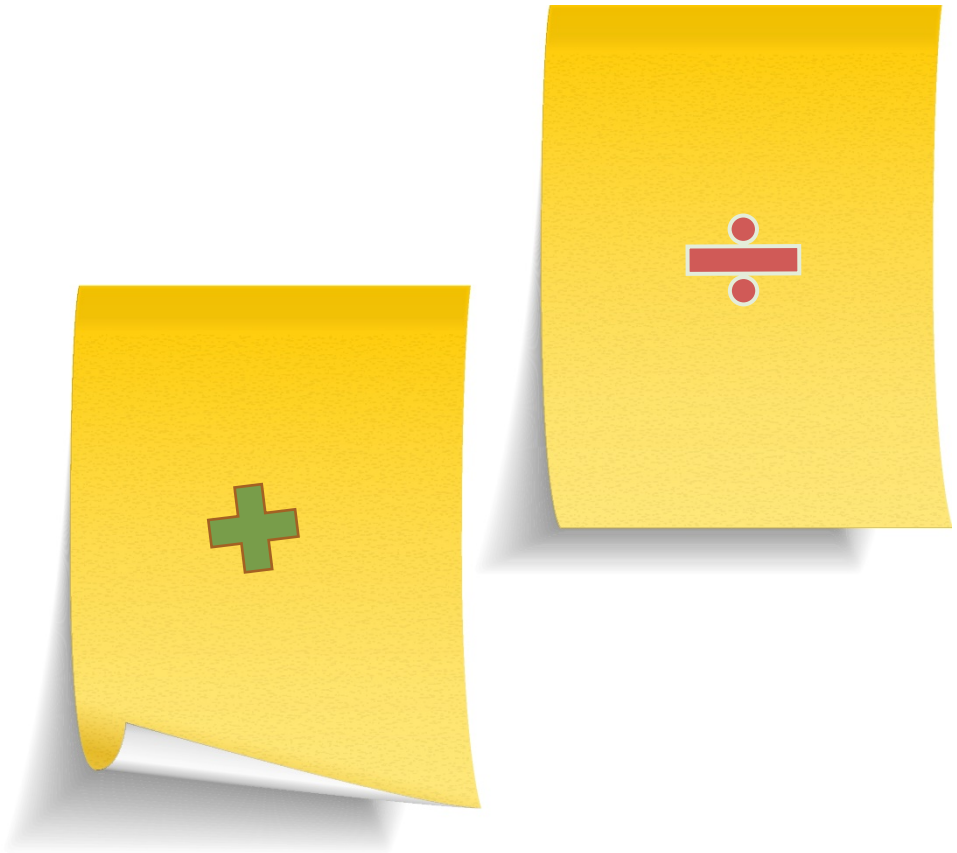
Post-it



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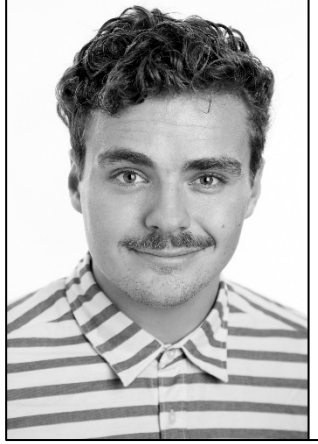

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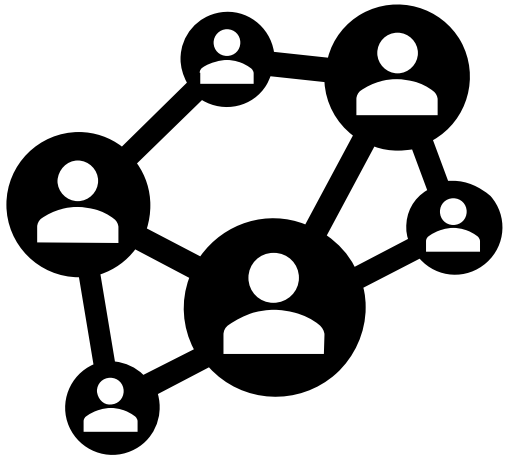
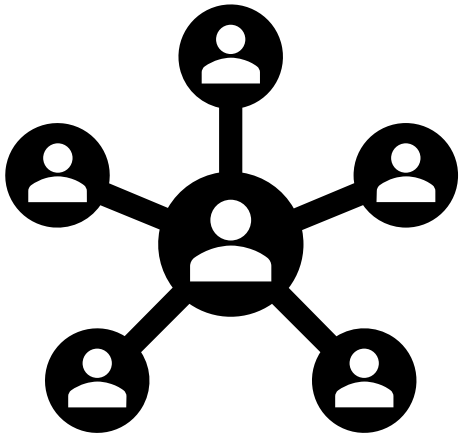
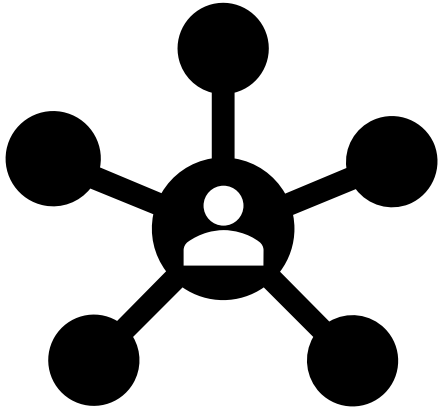
Programme



Individual Courses



Drop-in teaching

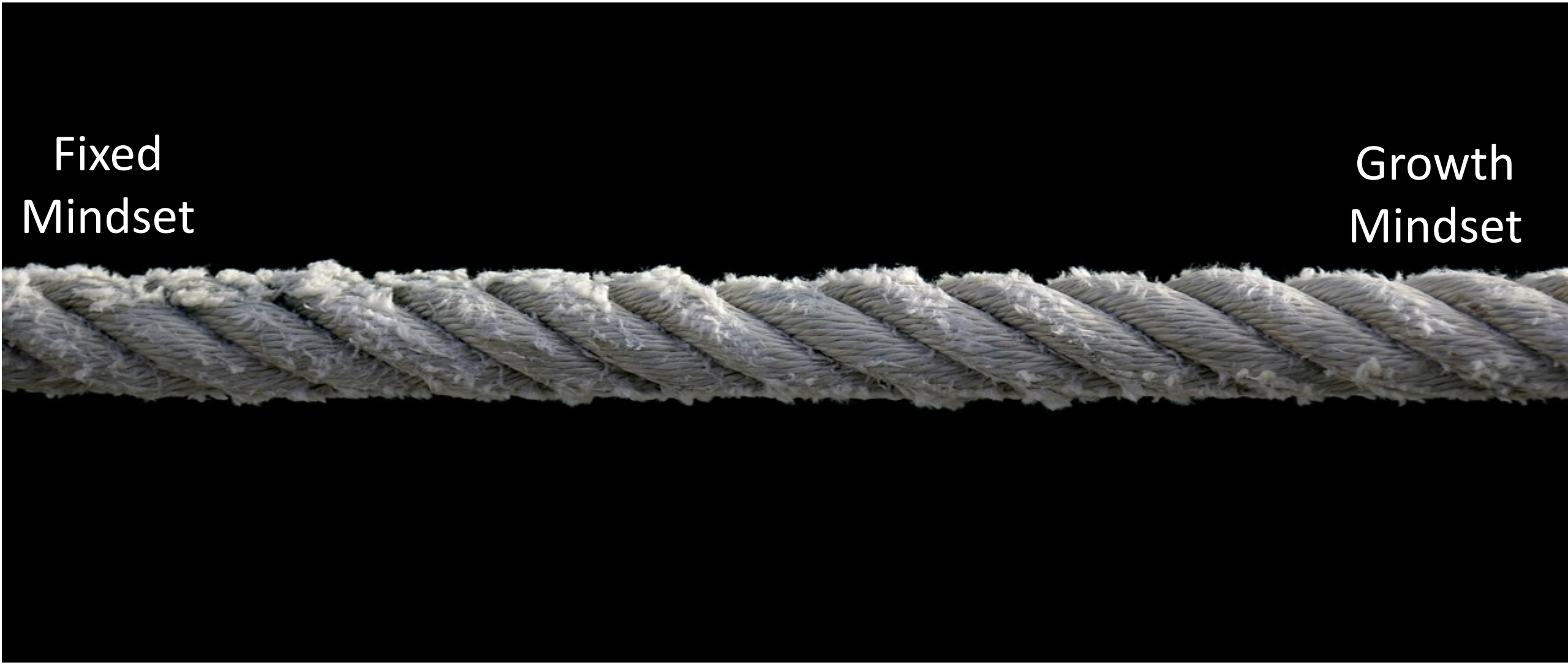


Supervision

How do you teach?

Why do you think students might be reluctant to engage with teacher and/or peer feedback?

Mindset Theory, Dweck, 2006 Youtube



Mindset Theory, Dweck, 2006

Fixed Mindset

Growth Mindset

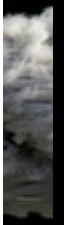
I believe in effort

- Try harder – better learning
- Learn from risk taking
- Learn from feedback on my efforts
- Positive self concept - open to new learning

Mindset Theory, Dweck, 2006

Fixed Mindset

I believe in **ability**



- I either can or can't do it
- I avoid risk taking – *if I make a mistake it means I am not clever enough*
- I take feedback personally
- My self concept is insecure which limits my openness to new learning

Growth Mindset

I believe in effort

- I can try again and keep learning
- I can learn from risk taking
- I can learn from constructive feedback
- My self concept is secure which means I am open to new learning

Mindset Theory, Dweck, 2006

Fixed Mindset

I believe in **ability**

- I take feedback personally
- My self concept is insecure which limits my openness to new learning

Growth Mindset

I believe in effort

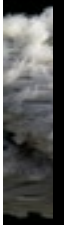
- feedback
- My self concept is secure which means I am open to new learning

What do you think about mindset theory and student reluctance to take risks and use feedback?

Mindset Theory, Dweck, 2006

Fixed Mindset

I believe in **ability**



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Growth Mindset

I believe in effort

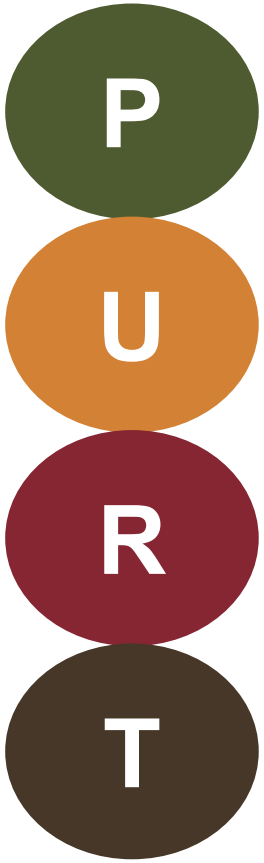
- I can try again and keep learning
- I can learn from risk taking
- I can learn from constructive feedback
- My self concept is secure which means I am open to new learning

What else might contribute to students' reluctance to engage with teacher and /or peer feedback?

- ❑ They may not see feedback as formative because they have already self assessed the standard of their learning.
- ❑ They may not trust peer feedback because it is not from the 'expert' teacher.
- ❑ They may not know how to give and receive effective peer feedback.
- ❑ We may expect too much from students; the peer feedback may be beyond their scope.
- ❑ They may not recognise feedback as feedback.

Pitt and Norton, 2014; Sambell et al. 2013; Reiman and Wilson, 2012; Falchikov, 2007; Brew, 1999

Students need PURT feedback to develop



Personal

Understandable

Relevant

Timely

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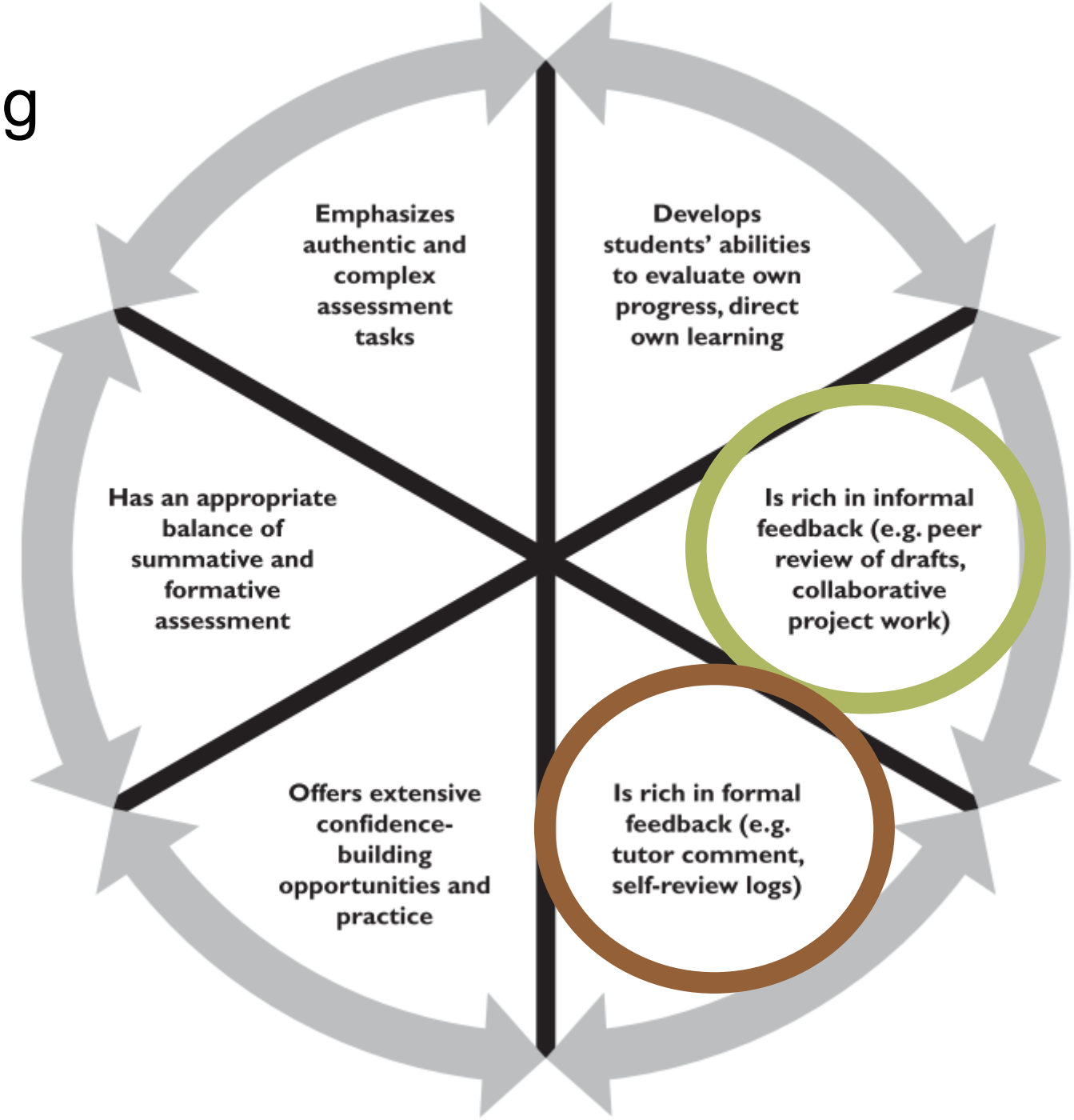
Assessment **for** learning in higher education

(Sambell et al., 2012)



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Peer assessment (PA) is

‘an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status.’

(Topping, 1998, p. 250. Quoted from Panadero, Jonsson & Strijbos, 2016, p. 319)

Large variety of PA practices:

a) Purpose: formative or summative
b) Format:
- With or without marks/grades
- With or without comments/feedback

c) Degree of interaction between peers

(Panadero, Jonsson & Strijbos, 2016, p. 319)

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Supporting Peer Feedback

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Rubrics – Checklists - Criteria

Causes of War Assessment Rubric- Bachelor and Masters				
	A	B	C	D
Strengths and weaknesses	*Comprehensive* and accurate understanding of strengths and weaknesses of argument with few/no mistakes	*Thorough* and accurate understanding of strengths and weaknesses of argument with only minor mistakes	nary of argument, with only some evidence of independent analysis	Reasonable summary but important misunderstandings or omissions
Use of evidence	Use of extensive evidence outside readings to support claims and *synthesise* ideas	Effective use of evidence from credible sources outside readings to *support* claims	Effective use of evidence to *support* claims but confined to course readings	Reasonable use of evidence but important omissions or misinterpretations
Reference to policy implications	Extensive evidence of consistent/ comprehensive analysis of policies	Some evidence of independent analysis of policies	Reference to policies but only summarizes readings	Reasonable description of/reference to policies but important omissions or misinterpretations

Grades

Criteria

Criteria Descriptors

What are the benefits and learning potential of peer feedback

- Students take an active role in the management of their own learning
- Students develop objectivity in relation to criteria
- Students self-assessment becomes more realistic
- Learning is extended from the private and individual to a more public domain
- Students will receive more feedback from peers more quickly (**P**UR**T**)
- Enhances student learning

(Summarised in Liu & Carless, 2006)

What roles do the teacher and students play?

- Teacher is the expert
- Teacher checks misconceptions
- Teacher introduces new concepts
- Teacher will assess learning outcomes
- Teacher has limited time (**P**UR**T**)

Engaging with peer feedback can help us optimise teacher/expert feedback

- ✓ Peers have more immediate understanding of peer learning challenges (PU**R**T)
- ✓ Peer feedback is often more understandable (P**U**RT)
- ✓ We self assess our understanding when we are explaining what we understand to others
- ✓ Peer feedback can be more timely (PUR**T**)
- ✓ Peer feedback is personal (**P**URT)

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Consider your own feedback practice

Are you already making use of peer feedback in your courses or supervision? If yes, what do you do to make it work in practice? Study the engagement strategies presented below. Which of the strategies are you already employing and which would you like to gain more insight into?

Clarify the purpose of PA, its rationale & expectations to students

Involve students in developing & clarifying assessment criteria (PURT)

Match participants in a way that fosters productive PA

Determine format and mode of interaction

Provide quality PA training, examples and practice

Provide rubrics, scripts or checklists to scaffold PA

Specify PA activities & timescale

Monitor the PA process & coach students

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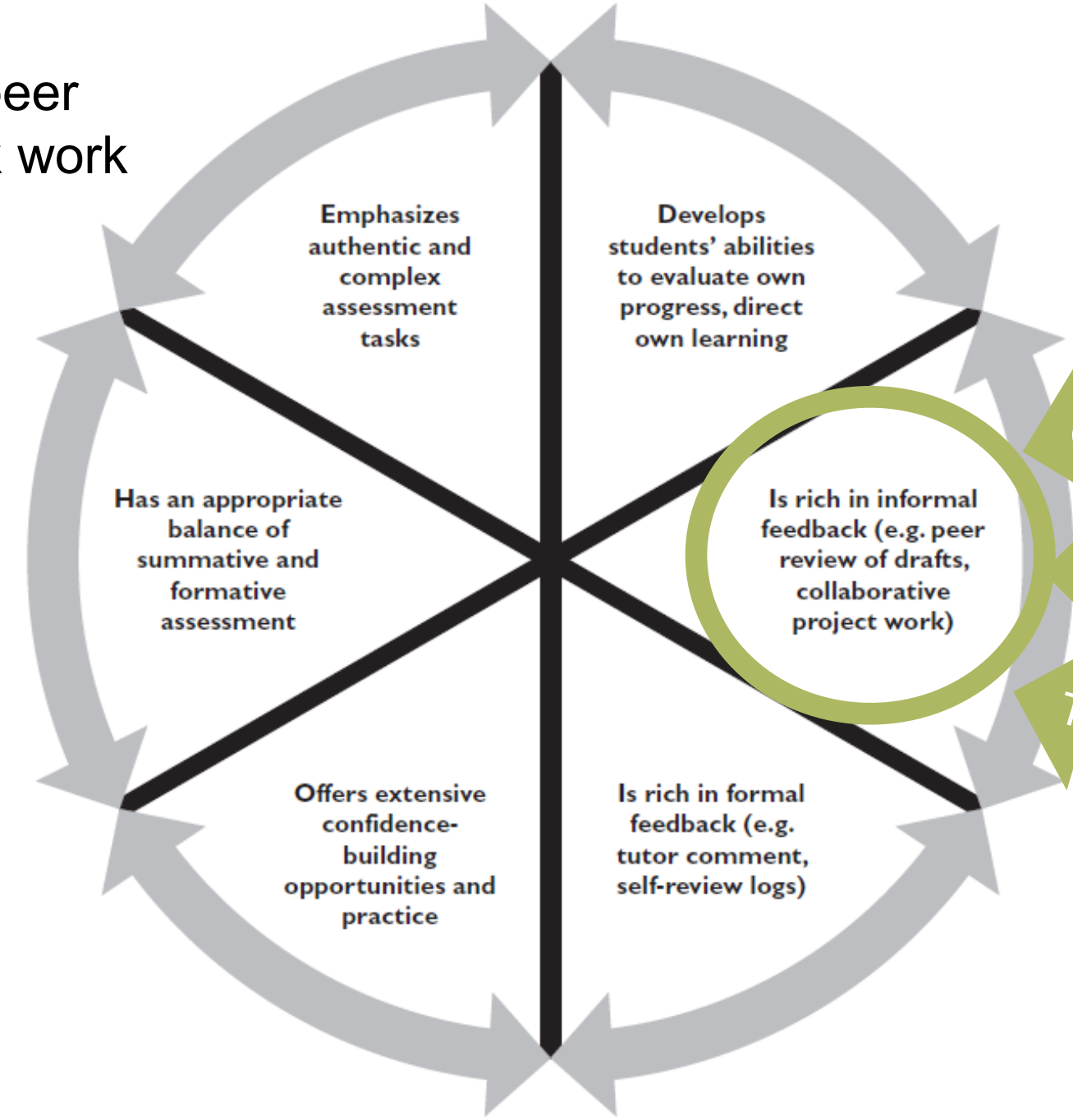
Making peer feedback work



Criteria based - professionalised

Within students' scope

Trust leads to valuing

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Peergrade

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Has anyone used Peergrade before?

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What is peer grading?

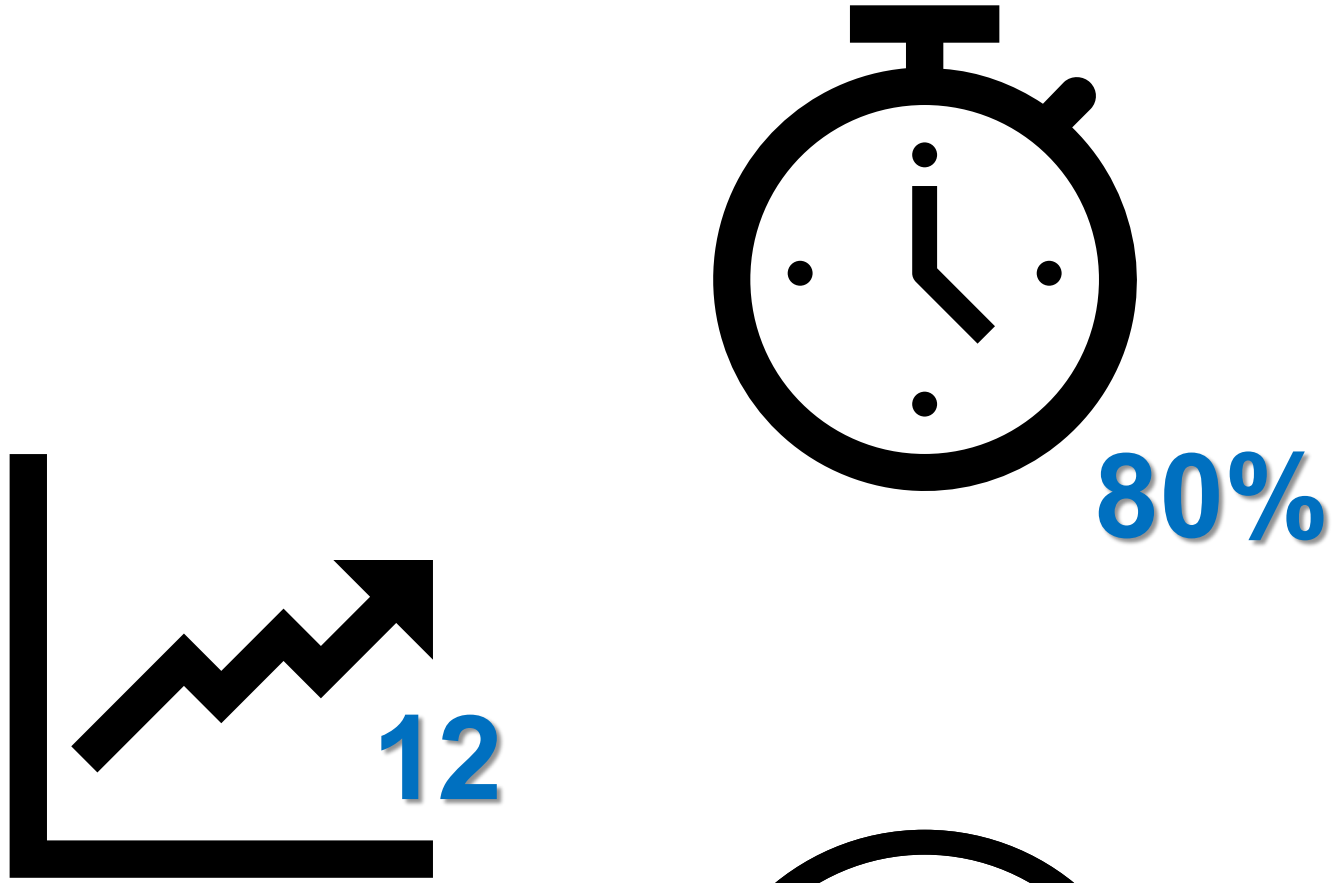
Students hand in their work

They give anonymous feedback

They give feedback on the feedback

The teacher gets an overview

https://thecornerstoneforteachers.com/peergrade/peer-grading/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Is anyone planning on using Peergrade?

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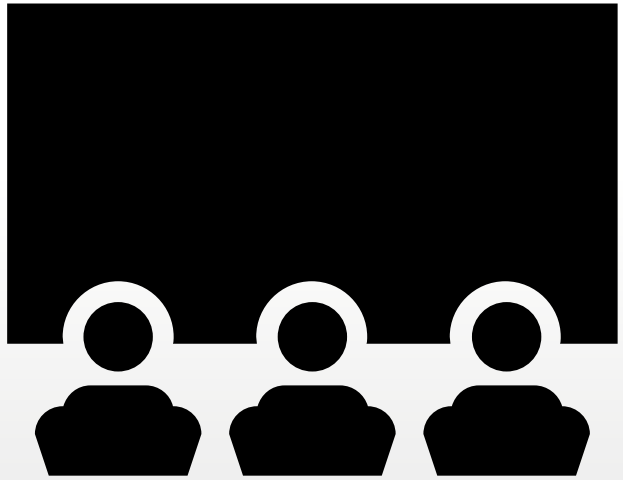
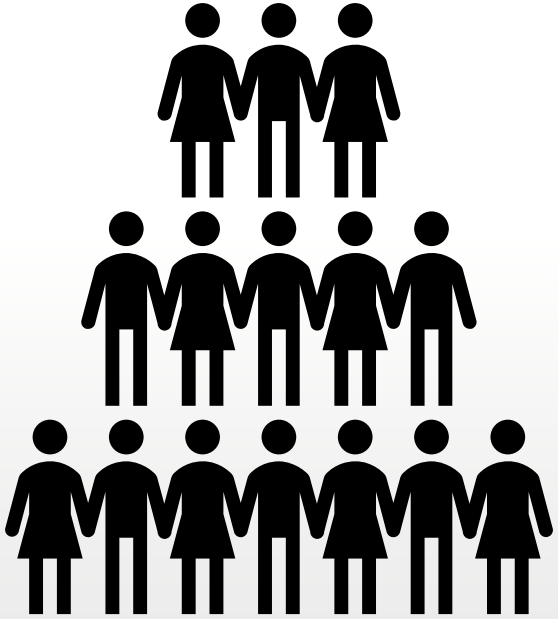
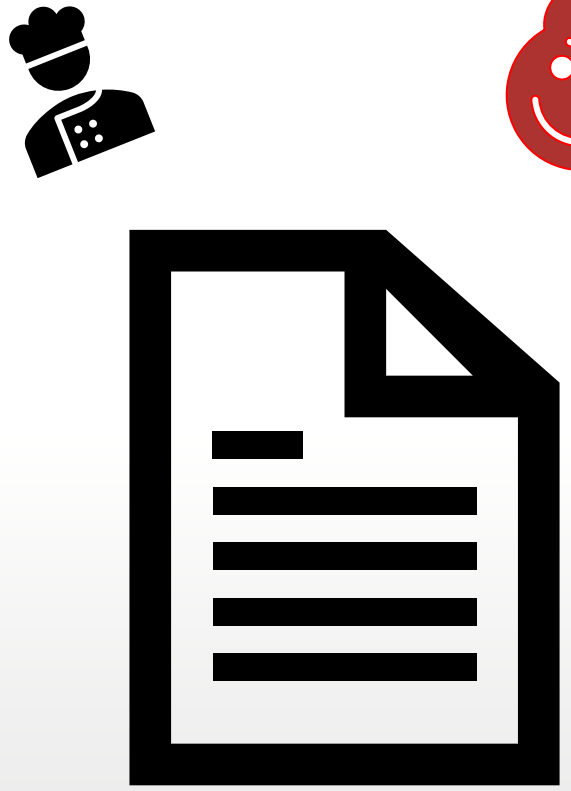


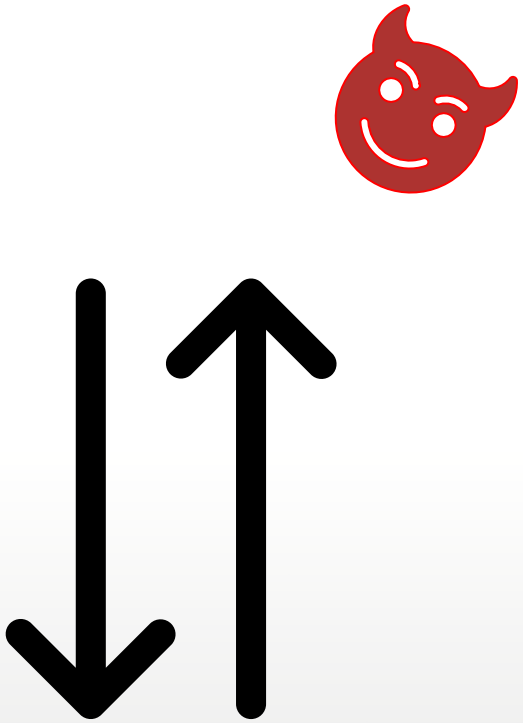
1. Create “Classroom”



2. Enrol “Students”



3. Create “Assignment”

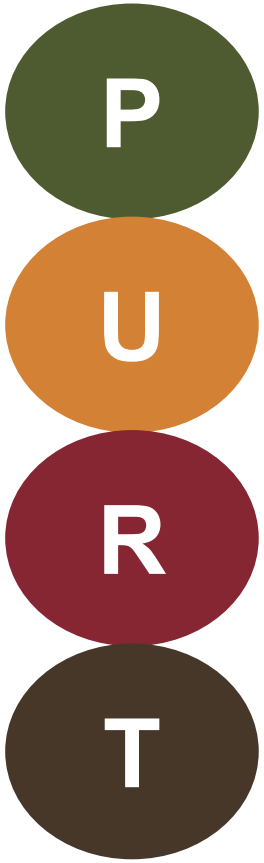


4. Upload Assignment

5. Give feedback

6. See the overview

Students need PURT feedback to develop



Personal

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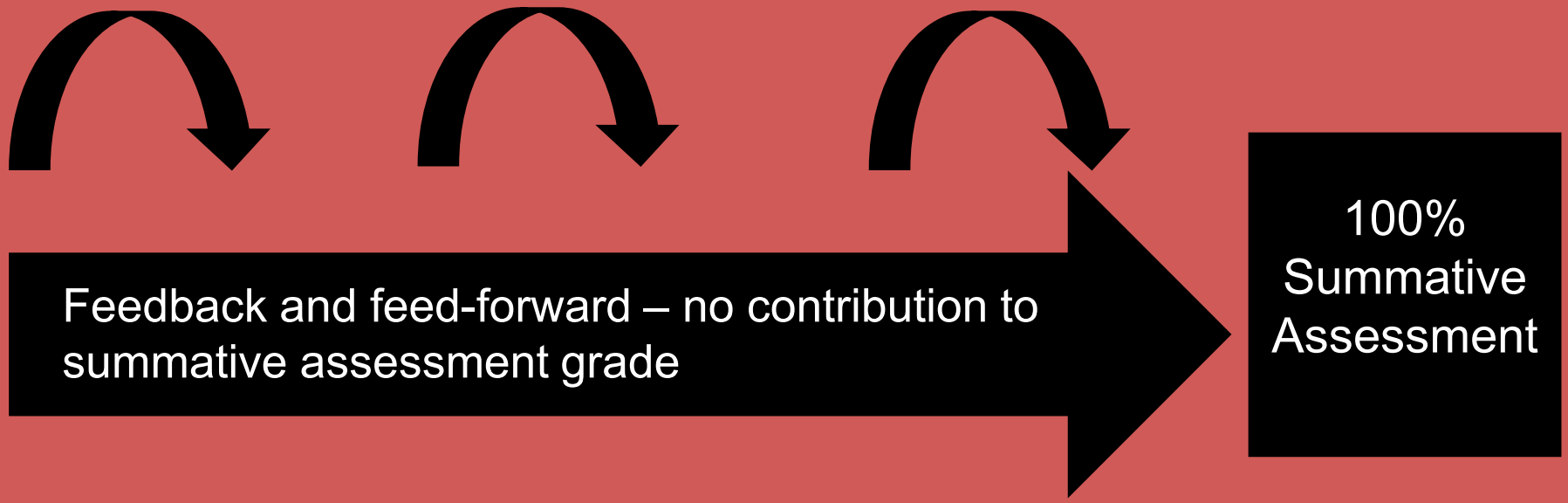
Continuous Formative Assessment



Continuous Formative Assessment

Peer feedback face to face and using Peergrade - Rubrics

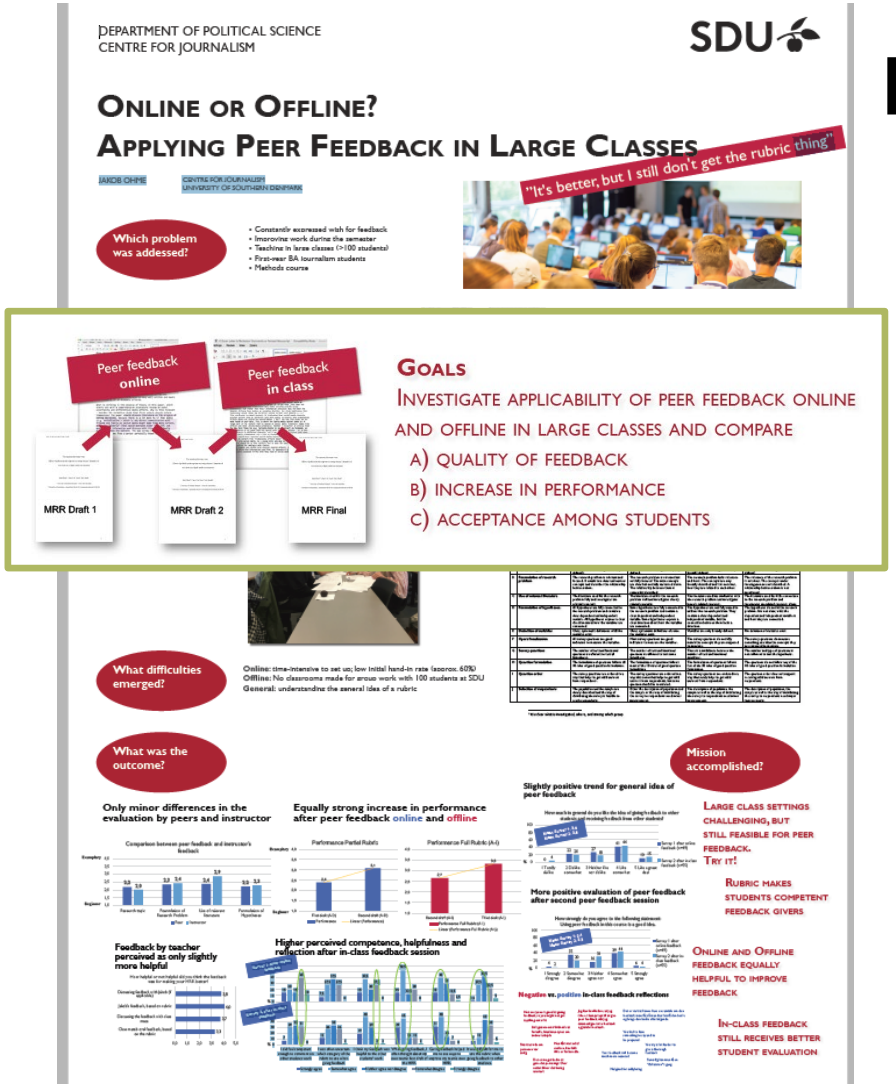
Peergrade and supervision

Peergrade enabling mid-term assessment and feedback

Peer feedback and Rubrics

Team Based Learning

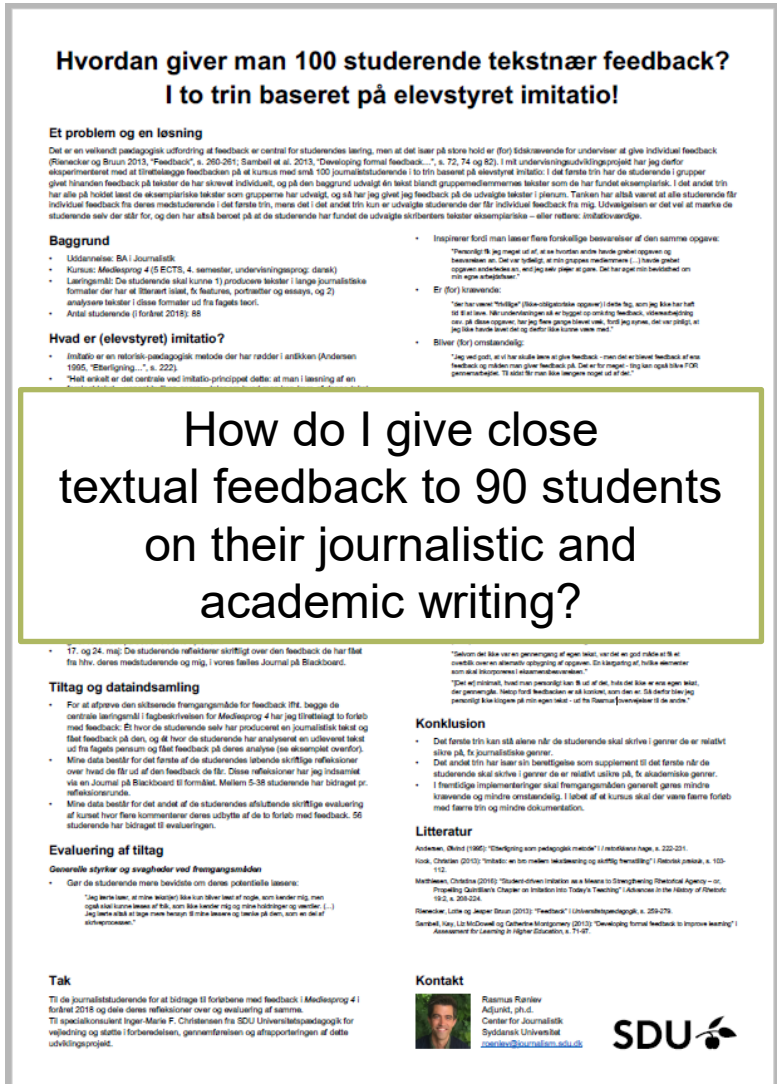
Quizzes



BSc in Journalism, 90 students

Conclusions

- ✓ Large classes challenging but peer feedback possible, try it!
- ✓ Rubric makes students competent feedback givers
- ✓ Online and face to face feedback equally helpful to improve feeedback
- ✓ Face to face, in class feedback better student evaluation



Hvordan giver man 100 studerende tekstnær feedback? I to trin baseret på elevstyret imitatio!

Et problem og en løsning

Det er en velkendt pædagogisk udfordring at feedback er central for studerendes læring, men at det især på store hold er (for) tidskrævende for underviser at give individuel feedback (Rienecker og Bruun 2013, "Feedback", s. 260-261; Sambell et al. 2013, "Developing formal feedback…", s. 72, 74 og 82). I mit undervisningsudviklingsprojekt har jeg derfor eksperimenteret med at tilrettelægge feedbacken på et kursus med små 100 journaliststuderende i to trin baseret på elevstyret imitatio: I det første trin har de studerende i grupper givet hinanden feedback på tekster de har skrevet individuelt, og på den baggrund udvalgt én tekst blandt gruppemedlemmernes tekster som de har fundet eksemplarisk. I det andet trin har alle på holdet læst de eksemplariske tekster som grupperne har udvalgt, og så har jeg givet jeg feedback på de udvalgte tekster i plenum. Tanken har altså været at alle studerende får individuel feedback fra deres medstuderende i det første trin, mens det i det andet trin kun er udvalgte studerende der får individuel feedback fra mig. Udvælgelsen er det vel at mærke de studerende selv der står for, og den har altså bero

Baggrund

- Uddannelse: BA i Journalistik
- Kursus: *Medlesprog 4* (5 ECTS, 4. semester, undervisningssprog: dansk)
- Læringsmål: De studerende skal kunne 1) *producere* tekster i lange journalistiske formater der har et litterært islæt, fx features, portrætter og essays, og 2) *analysere* tekster i disse formater ud fra fagets teori.
- Antal studerende (i foråret 2018): 88

Hvad er (elevstyret) imitatio?

- *Imitatio* er en retorisk-pædagogisk metode der har rødder i antikken (Andersen 1995, "Efterligning…", s. 222).
- "Helt enkelt er det centrale ved imitatio-princippet dette: at man i læsning af en

- Inspirerer fordi man læser flere forskellige besvarelser af den samme opgave:

  "Personligt fik jeg meget ud af, at se hvordan andre havde grebet opgaven og besvarelsen an. Det var tydeligt, at min gruppes medlemmer (…) havde grebet opgaven anderledes an, end jeg selv plejer at gøre. Det har øget min bevidsthed om min egne arbejdsmåder."
- Er (for) kravende:

  "Der har været "frivillige" (ikke-obligatoriske opgaver) i dette fag, som jeg ikke har haft tid til at lave. Når undervisningen så er bygget op omkring feedback, videreudvikling osv. på disse opgaver, har jeg flere gange blevet ved, fordi jeg synes, det var yderligt, at jeg ikke havde lavet det og derfor ikke kunne være med."
- Bliver (for) omstændelig:

  "Jeg ved godt, at vi har skulle lære at give feedback – men det er blevet feedback af ens feedback og måden man giver feedback på. Det er for meget – ting kan også blive FOR gennemarbejdet. Til sidst får man ikke længere noget ud af det."

- 17. og 24. maj: De studerende reflekterer skriftligt over den feedback de har fået fra hhv. deres medstuderende og mig, i vores fælles Journal på Blackboard.

Tiltag og dataindsamling

- For at afprøve den skitserede fremgangsmåde for feedback ifht. begge de centrale læringsmål i fagbeskrivelsen for *Medlesprog 4* har jeg tilrettelagt to forløb med feedback: Ét hvor de studerende selv har produceret en journalistisk tekst og fået feedback på den, og ét hvor de studerende har analyseret en udleveret tekst ud fra fagets pensum og fået feedback på deres analyse (se eksemplet ovenfor).
- Mine data består for det første af de studerendes løbende skriftlige refleksioner over hvad de får ud af den feedback de får. Disse refleksioner har jeg indsamlet via en Journal på Blackboard til formålet. Mellem 5-38 studerende har bidraget pr. refleksionsrunde.
- Mine data består for det andet af de studerendes afsluttende skriftlige evaluering af kurset hvor flere kommenterer deres udbytte af de to forløb med feedback. 56 studerende har bidraget til evalueringen.

Evaluering af tiltag

Generelle styrker og svagheder ved fremgangsmåden

- Gør de studerende mere bevidste om deres potentielle læsere:

  "Jeg lærte især, at mine tekst(er) ikke kun bliver læst af nogle, som kender mig, men også skal kunne læses af folk, som ikke kender mig og mine holdninger og værdier. (…) Jeg lærte altså at lægge mere hensyn til mine læsere og tænke på dem, som en del af skrivepro

"Selvom det ikke var en gennemgang af egen tekst, var det en god måde at få et overblik over en alternativ opbygning af opgaven. En klargøring af, hvilke elementer som skal inkorporeres i eksamensbesvarelsen."

"[Det er] minimalt, hvad man personligt kan få ud af det, hvis det ikke er ens egen tekst, der gennemgås. Netop fordi feedbacken er så konkret, som den er. Så derfor bliver jeg personligt ikke klogere på min egen tekst - ud fra Rasmus [svenskelærer til de andre."

Konklusion

- Det første trin kan stå alene når de studerende skal skrive i genrer de er relativt sikre på, fx journalistiske genrer.
- Det andet trin har især sin berettigelse som supplement til det første når de studerende skal skrive i genrer de er relativt usikre på, fx akademiske genrer.
- I fremtidige implementeringer skal fremgangsmåden generelt gøres mindre kravende og mindre omstændelig. I løbet af et kursus skal der være færre forløb med færre trin og mindre dokumentation.

Litteratur

Andersen, Øivind (1995): "Efterligning som pædagogisk metode" I *I retorikkens hage*, s. 222-231.

Kock, Christian (2013): "Imitatio: en bro mellem tekstlæsning og skriftlig fremstilling" I *Retorisk pædeia*, s. 103-112.

Matthiesen, Christina (2016): "Student-driven imitation as a Means to Strengthening Rhetorical Agency – or, Propelling Quintilian's Chapter on Imitation Into Today's Teaching" I *Advances in the History of Rhetoric* 19:2, s. 208-224.

Rienecker, Lotte og Jesper Bruun (2013): "Feedback" I *Universitetspædagogik*, s. 259-279.

Sambell, Kay, Liz McDowell og Catherine Montgomery (2013): "Developing formal feedback to improve learning" I *Assessment for Learning in Higher Education*, s. 71-97.

Tak

Til de journalistuderende for at bidrage til forløbene med feedback i *Medlesprog 4* i foråret 2018 og dele deres refleksioner over og evaluering af samme.
Til specialkonsulent Inger-Marie F. Christensen fra SDU Universitetspædagogik for vejledning og støtte i forberedelsen, gennemførelsen og afrapporteringen af dette udviklingsprojekt.

Kontakt

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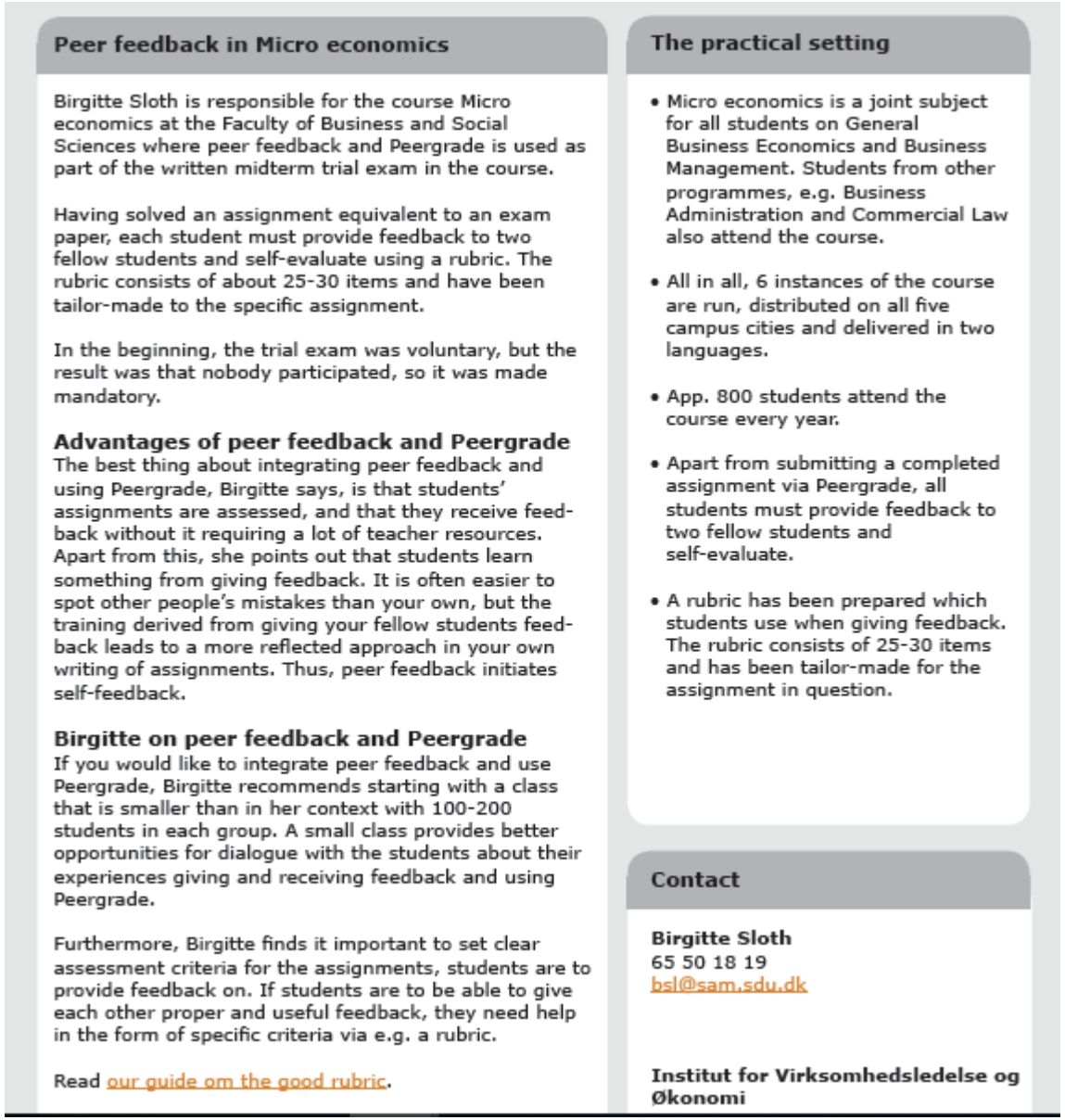
BSc in Journalism, 100 students

Conclusions

→ Teacher feedback when students practise a new genre or academic writing
→ Peer feedback when students are well-versed in a genre
→ Have a clear focus for peer feedback



Peer feedback in Micro economics

Birgitte Sloth is responsible for the course Micro economics at the Faculty of Business and Social Sciences where peer feedback and Peergrade is used as part of the written midterm trial exam in the course.

Having solved an assignment equivalent to an exam paper, each student must provide feedback to two fellow students and self-evaluate using a rubric. The rubric consists of about 25-30 items and have been tailor-made to the specific assignment.

In the beginning, the trial exam was voluntary, but the result was that nobody participated, so it was made mandatory.

Advantages of peer feedback and Peergrade

The best thing about integrating peer feedback and using Peergrade, Birgitte says, is that students' assignments are assessed, and that they receive feedback without it requiring a lot of teacher resources. Apart from this, she points out that students learn something from giving feedback. It is often easier to spot other people's mistakes than your own, but the training derived from giving your fellow students feedback leads to a more reflected approach in your own writing of assignments. Thus, peer feedback initiates self-feedback.

Birgitte on peer feedback and Peergrade

If you would like to integrate peer feedback and use Peergrade, Birgitte recommends starting with a class that is smaller than in her context with 100-200 students in each group. A small class provides better opportunities for dialogue with the students about their experiences giving and receiving feedback and using Peergrade.

Furthermore, Birgitte finds it important to set clear assessment criteria for the assignments, students are to provide feedback on. If students are to be able to give each other proper and useful feedback, they need help in the form of specific criteria via e.g. a rubric.

Read our guide om the good rubric.

The practical setting

- Micro economics is a joint subject for all students on General Business Economics and Business Management. Students from other programmes, e.g. Business Administration and Commercial Law also attend the course.
- All in all, 6 instances of the course are run, distributed on all five campus cities and delivered in two languages.
- App. 800 students attend the course every year.
- Apart from submitting a completed assignment via Peergrade, all students must provide feedback to two fellow students and self-evaluate.
- A rubric has been prepared which students use when giving feedback. The rubric consists of 25-30 items and has been tailor-made for the assignment in question.

Contact

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Institut for Virksomhedsledelse og Økonomi

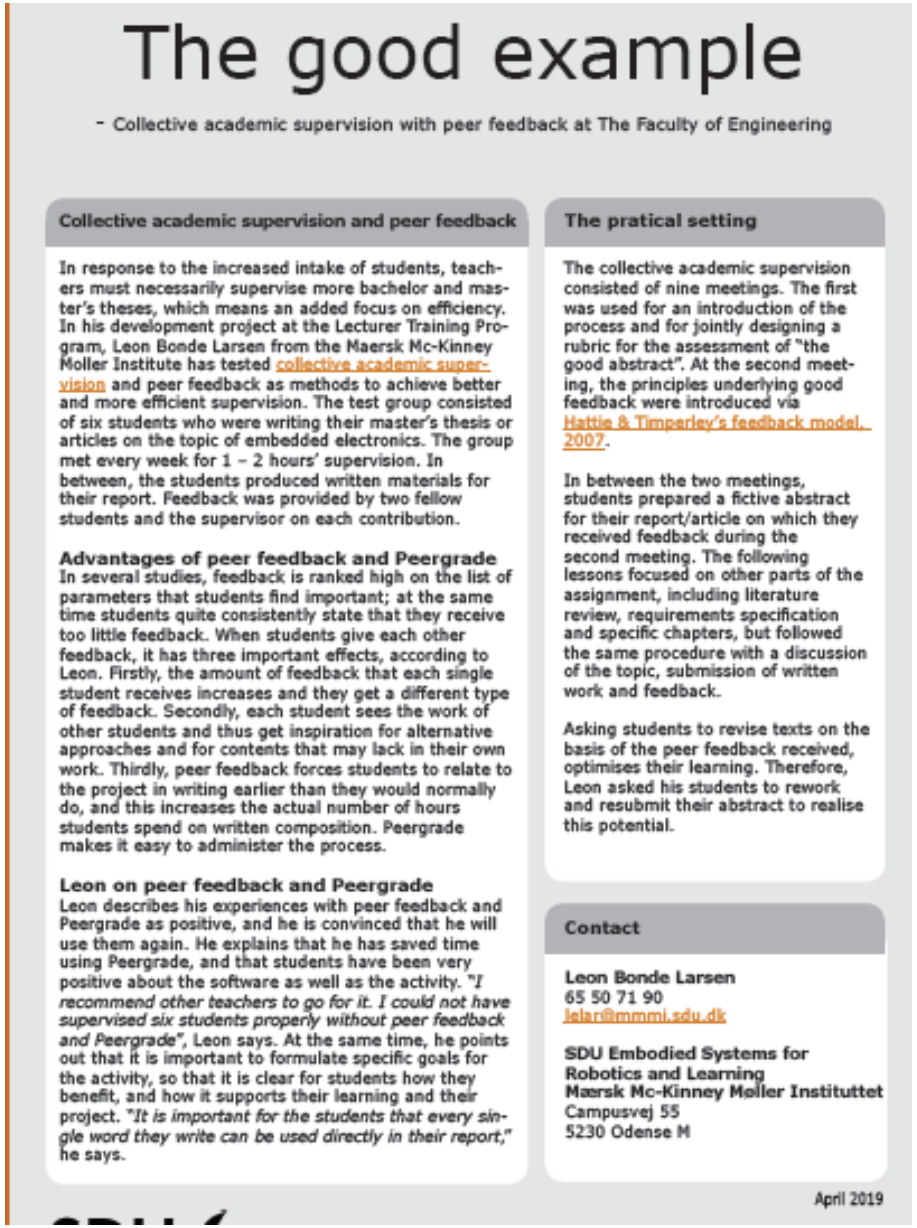
Micro Economics, 800 students

Making a mid-term possible

Having solved an assignment equivalent to an exam paper, each student must provide feedback to two fellow students and self-evaluate using a rubric.

”students' assignments are assessed, and they receive feedback without it requiring a lot of teacher resources….

students learn something from giving feedback. It is often easier to spot other people's mistakes than your own, but the training derived from giving your fellow students feedback leads to a more reflected approach in your own writing of assignments.”



The good example

- Collective academic supervision with peer feedback at The Faculty of Engineering

Collective academic supervision and peer feedback

In response to the increased intake of students, teachers must necessarily supervise more bachelor and master's theses, which means an added focus on efficiency. In his development project at the Lecturer Training Program, Leon Bonde Larsen from the Maersk Mc-Kinney Møller Institute has tested collective academic supervision and peer feedback as methods to achieve better and more efficient supervision. The test group consisted of six students who were writing their master's thesis or articles on the topic of embedded electronics. The group met every week for 1 – 2 hours' supervision. In between, the students produced written materials for their report. Feedback was provided by two fellow students and the supervisor on each contribution.

Advantages of peer feedback and Peergrade

In several studies, feedback is ranked high on the list of parameters that students find important; at the same time students quite consistently state that they receive too little feedback. When students give each other feedback, it has three important effects, according to Leon. Firstly, the amount of feedback that each single student receives increases and they get a different type of feedback. Secondly, each student sees the work of other students and thus get inspiration for alternative approaches and for contents that may lack in their own work. Thirdly, peer feedback forces students to relate to the project in writing earlier than they would normally do, and this increases the actual number of hours students spend on written composition. Peergrade makes it easy to administer the process.

Leon on peer feedback and Peergrade

Leon describes his experiences with peer feedback and Peergrade as positive, and he is convinced that he will use them again. He explains that he has saved time using Peergrade, and that students have been very positive about the software as well as the activity. "*I recommend other teachers to go for it. I could not have supervised six students properly without peer feedback and Peergrade*", Leon says. At the same time, he points out that it is important to formulate specific goals for the activity, so that it is clear for students how they benefit, and how it supports their learning and their project. "*It is important for the students that every single word they write can be used directly in their report*," he says.

The pratical setting

The collective academic supervision consisted of nine meetings. The first was used for an introduction of the process and for jointly designing a rubric for the assessment of "the good abstract". At the second meeting, the principles underlying good feedback were introduced via Hattie & Timperley's feedback model, 2007.

In between the two meetings, students prepared a fictive abstract for their report/article on which they received feedback during the second meeting. The following lessons focused on other parts of the assignment, including literature review, requirements specification and specific chapters, but followed the same procedure with a discussion of the topic, submission of written work and feedback.

Asking students to revise texts on the basis of the peer feedback received, optimises their learning. Therefore, Leon asked his students to rework and resubmit their abstract to realise this potential.

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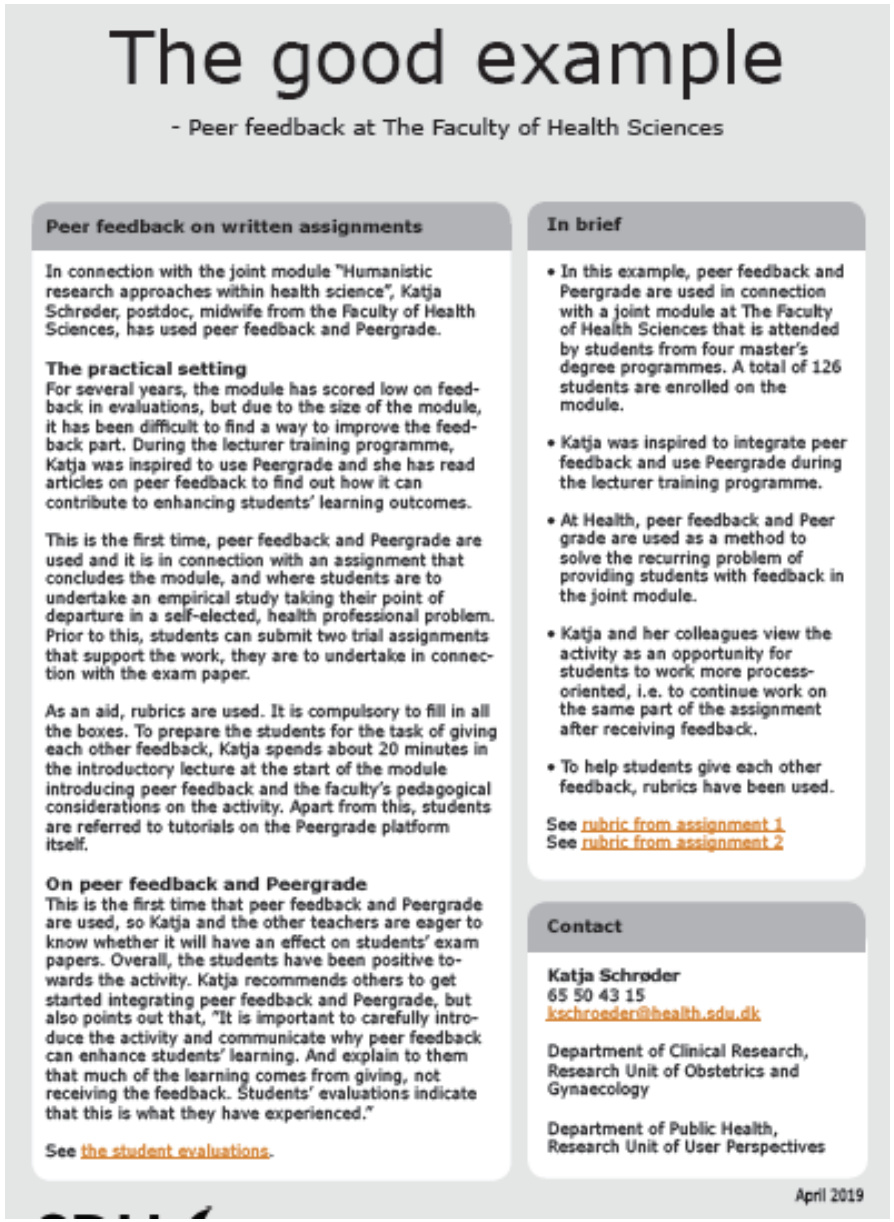
April 2019

Collective academic supervision with peer feedback

"**Firstly,** the amount of feedback that each single student receives increases and they get a different type of feedback.

Secondly, each student sees the work of other students and thus get inspiration for alternative approaches and for contents that may lack in their own work.

Thirdly, peer feedback forces students to relate to the project in writing earlier than they would normally do, and this increases the actual number of hours students spend on written composition. Peergrade makes it easy to administer the process."



The good example

- Peer feedback at The Faculty of Health Sciences

Peer feedback on written assignments

In connection with the joint module "Humanistic research approaches within health science", Katja Schrøder, postdoc, midwife from the Faculty of Health Sciences, has used peer feedback and Peergrade.

The practical setting

For several years, the module has scored low on feedback in evaluations, but due to the size of the module, it has been difficult to find a way to improve the feedback part. During the lecturer training programme, Katja was inspired to use Peergrade and she has read articles on peer feedback to find out how it can contribute to enhancing students' learning outcomes.

This is the first time, peer feedback and Peergrade are used and it is in connection with an assignment that concludes the module, and where students are to undertake an empirical study taking their point of departure in a self-elected, health professional problem. Prior to this, students can submit two trial assignments that support the work, they are to undertake in connection with the exam paper.

As an aid, rubrics are used. It is compulsory to fill in all the boxes. To prepare the students for the task of giving each other feedback, Katja spends about 20 minutes in the introductory lecture at the start of the module introducing peer feedback and the faculty's pedagogical considerations on the activity. Apart from this, students are referred to tutorials on the Peergrade platform itself.

On peer feedback and Peergrade

This is the first time that peer feedback and Peergrade are used, so Katja and the other teachers are eager to know whether it will have an effect on students' exam papers. Overall, the students have been positive towards the activity. Katja recommends others to get started integrating peer feedback and Peergrade, but also points out that, "It is important to carefully introduce the activity and communicate why peer feedback can enhance students' learning. And explain to them that much of the learning comes from giving, not receiving the feedback. Students' evaluations indicate that this is what they have experienced."

See the student evaluations.

In brief

- In this example, peer feedback and Peergrade are used in connection with a joint module at The Faculty of Health Sciences that is attended by students from four master's degree programmes. A total of 126 students are enrolled on the module.
- Katja was inspired to integrate peer feedback and use Peergrade during the lecturer training programme.
- At Health, peer feedback and Peer grade are used as a method to solve the recurring problem of providing students with feedback in the joint module.
- Katja and her colleagues view the activity as an opportunity for students to work more process-oriented, i.e. to continue work on the same part of the assignment after receiving feedback.
- To help students give each other feedback, rubrics have been used.

See rubric from assignment 1
See rubric from assignment 2

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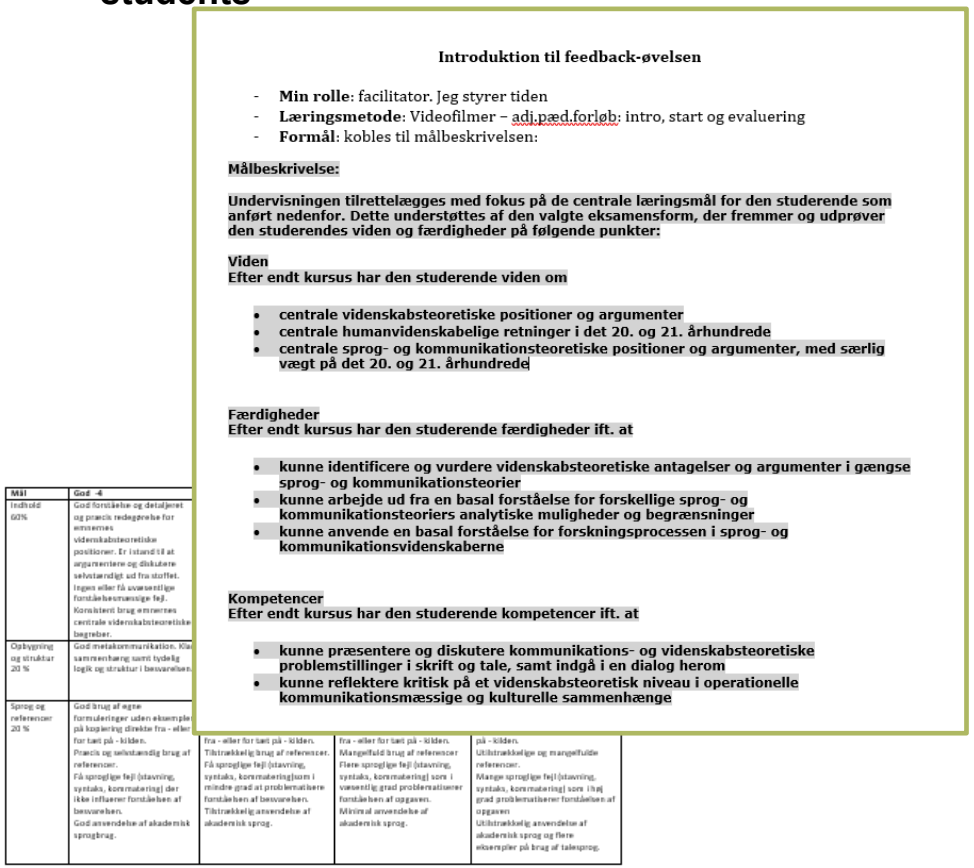
April 2019

Peer Feedback – From Course to Programme Level

- ✓ Encourages learning process focus
- ✓ Rubric provides criteria focus

"It is important to carefully introduce the activity and communicate why peer feedback can enhance students' learning. And explain to them that much of the learning comes from giving, not receiving the feedback. Students' evaluations indicate that this is what they have experienced."

BSc: Philosophy of Science, Humanities, 90 (3 x 30) students



Introduktion til feedback-øvelsen

- **Min rolle**: facilitator. Jeg styrer tiden
- **Læringsmetode**: Videofilmer – adj.pæd.forløb: intro, start og evaluering
- **Formål**: kobles til målbeskrivelsen:

Målbeskrivelse:

Undervisningen tilrettelægges med fokus på de centrale læringsmål for den studerende som anført nedenfor. Dette understøttes af den valgte eksamensform, der fremmer og udprøver den studerendes viden og færdigheder på følgende punkter:

Viden
Efter endt kursus har den studerende viden om

- **centrale videnskabsteoretiske positioner og argumenter**
- **centrale humanvidenskabelige retninger i det 20. og 21. århundrede**
- **centrale sprog- og kommunikationsteoretiske positioner og argumenter, med særlig vægt på det 20. og 21. århundrede**

Færdigheder
Efter endt kursus har den studerende færdigheder ift. at

- **kunne identificere og vurdere videnskabsteoretiske antagelser og argumenter i gængse sprog- og kommunikationsteorier**
- **kunne arbejde ud fra en basal forståelse for forskellige sprog- og kommunikationsteoriers analytiske muligheder og begrænsninger**
- **kunne anvende en basal forståelse for forskningsprocessen i sprog- og kommunikationsvidenskaberne**

Kompetencer
Efter endt kursus har den studerende kompetencer ift. at

- **kunne præsentere og diskutere kommunikations- og videnskabsteoretiske problemstillinger i skrift og tale, samt indgå i en dialog herom**
- **kunne reflektere kritisk på et videnskabsteoretisk niveau i operationelle kommunikationsmæssige og kulturelle sammenhænge**

Mål	God -4			
Indhold 60%	God forståelse og detaljeret og præcis redegørelse for emnernes videnskabsteoretiske positioner. Er i stand til at argumentere og diskutere selvstændigt ud fra stoffet. Ingen eller få væsentlige forståelsesmæssige fejl. Konsistent brug emnernes centrale videnskabsteoretiske begreber.			
Opbygning og struktur 20 %	God metakommunikation. Klar sammenhæng samt tydelig logik og struktur i besvarelsen.			
Sprog og referencer 20 %	God brug af egne formuleringer uden eksempler på kopiering direkte fra - eller for tæt på - kilden. Præcis og selvstændig brug af referencer. Få sproglige fejl (stavning, syntaks, kommatering) der ikke influerer forståelsen af besvarelsen. God anvendelse af akademisk sprogbrug.	fra - eller for tæt på - kilden. Tilstrækkelig brug af referencer. Få sproglige fejl (stavning, syntaks, kommatering)som i mindre grad at problematisere forståelsen af besvarelsen. Tilstrækkelig anvendelse af akademisk sprog.	fra - eller for tæt på - kilden. Mangelfuld brug af referencer Flere sproglige fejl (stavning, syntaks, kommatering) som i væsentlig grad problematiserer forståelsen af opgaven. Minimal anvendelse af akademisk sprog.	på - kilden. Utilstrækkelige og mangelfulde referencer. Mange sproglige fejl (stavning, syntaks, kommatering) som i høj grad problematiserer forståelsen af opgaven Utilstrækkelig anvendelse af akademisk sprog og flere eksempler på brug af talesprog.

Unpopular course with students, irrelevant

Students new to university, high school attitudes

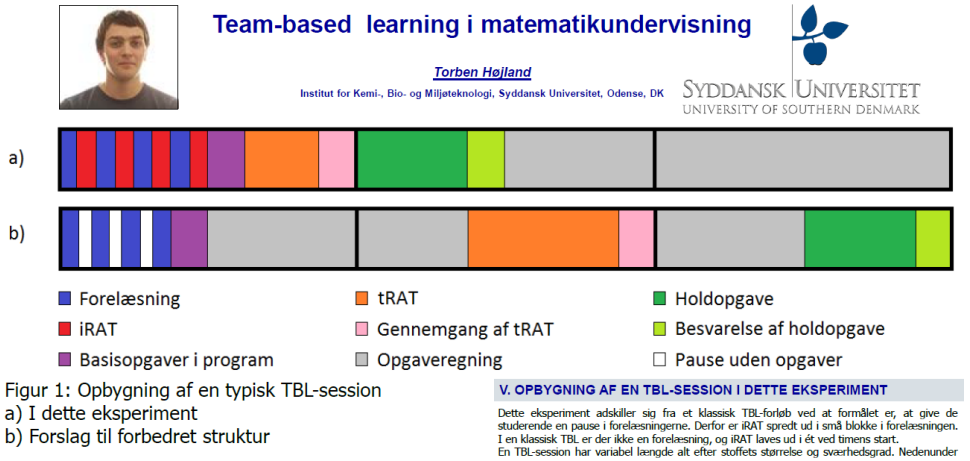
Solutions

- ✓ Potential to develop students' university learning culture
- ✓ High expectations – adopt philosopher discourse
- ✓ Set the scene, mini presentations with feedback
- ✓ Peer feedback task with rubric and clear guidelines
- ✓ Followed by teacher feedback

Positive student evaluations – participation valued and saw connection to learning

BSc in Mathematics

Team Based Learning – Steps 1-6



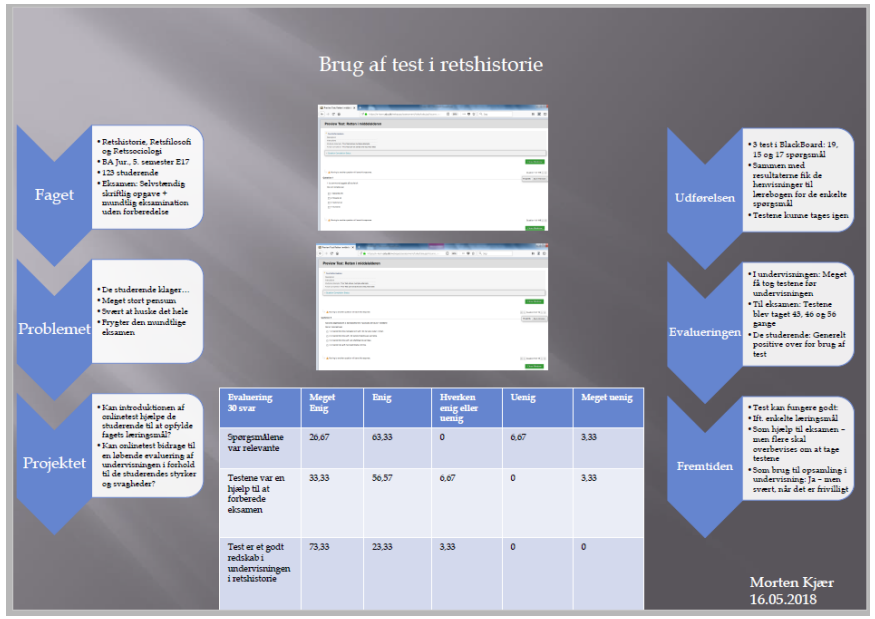
Figur 1: Opbygning af en typisk TBL-session
a) I dette eksperiment
b) Forslag til forbedret struktur

V. OPBYGNING AF EN TBL-SESSION I DETTE EKSPERIMENT

Dette eksperiment adskiller sig fra et klassisk TBL-forløb ved at formålet er, at give de studerende en pause i forelæsningerne. Derfor er iRAT spredt ud i små blokke i forelæsningen. I en klassisk TBL er der ikke en forelæsning, og iRAT laves ud i ét ved timens start. En TBL-session har variabel længde alt efter stoffets størrelse og sværhedsgrad. Nedenunder

Michaelsen, L .K. and Sweet, M. (2008) **The essential elements of team-based learning.** New Directions for Teaching and Learning, no. 116, Winter 2008 © Wiley Periodicals, Inc. Available at: www.interscience.wiley.com DOI: 10.1002/tl.330

BSc in Legal History, 125 students



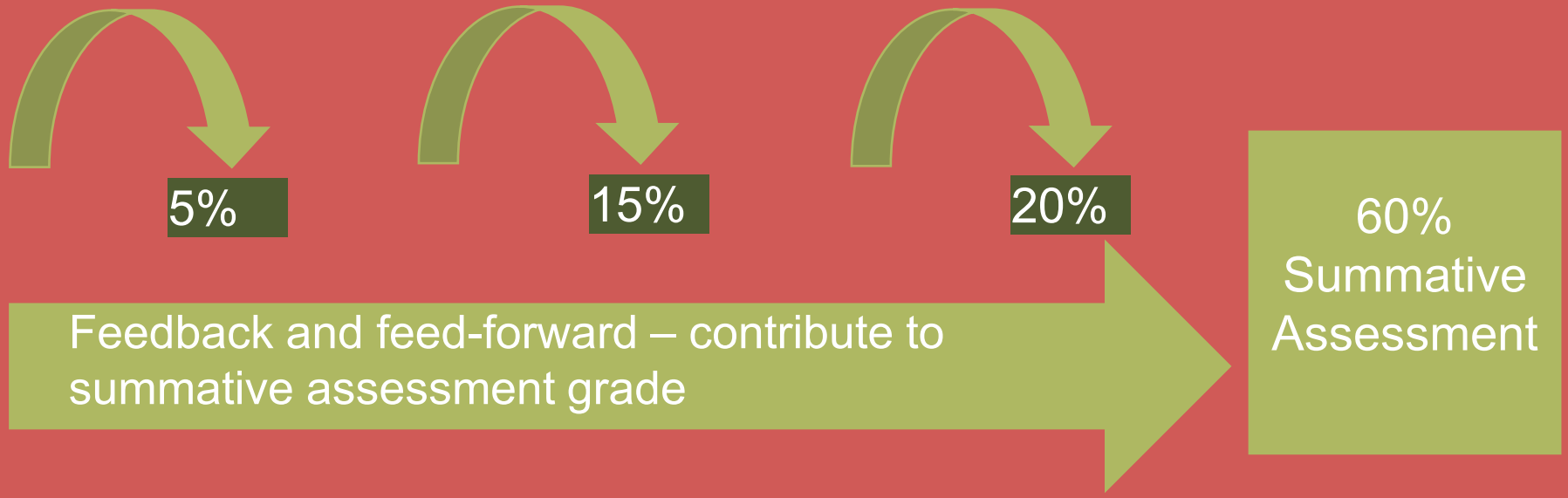
Problem
Large curriculum, much to learn,
Students' anxious about exam

Solution
3 Quizzes – taken multiple times

Conclusion
- ✓ Students happy about quizzes
- ✓ Questions relevant, appropriate exam preparation, test is a useful teaching tool
- ✓ Not all students engaged with quizzes, would be most helpful if compulsory

We offer a course and consultancy on **Multiple Choice Questions**

Continuous Summative Assessment

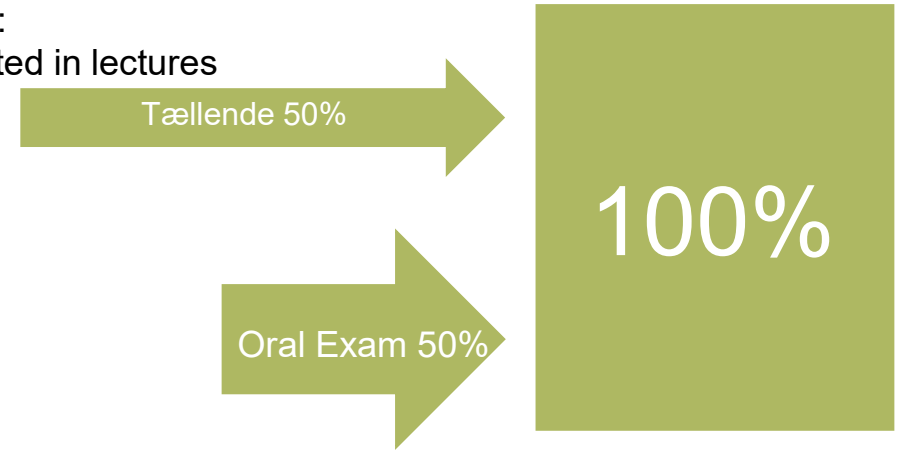


Bachelors: Experts in Team Innovation, 400+ students

Evaluation
External exam graded according to the Danish 7-point grading scale. Grading is based on an overall evaluation of a number of exam activities during the semester (tællende aktiviteter) and an individual oral exam.

Exam activities during the semester (tællende aktiviteter):
•(10%) Multiple-choice-quiz on course curriculum presented in lectures
•(25%) The business report
•(15%) The team pitch of the business idea

The oral exam (50%) will be based on:
•The individual learning report
•The idea and skills poster
•The collaboration poster



Bachelors: Literature Studies (Autumn 2019)

Incentivise preparation – replace final oral exam with 7 x Multiple Choice Test

45 min MCT on preparatory reading

Individual 70%

Group 30%

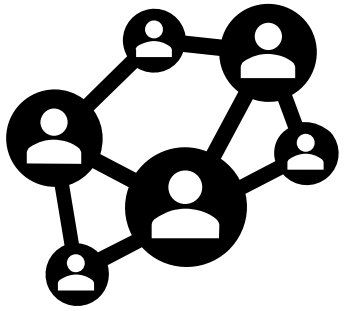
2 hour lecture, 7 different teachers

Final Grade – 7 grade scale, Accumulation of 7 MCT results

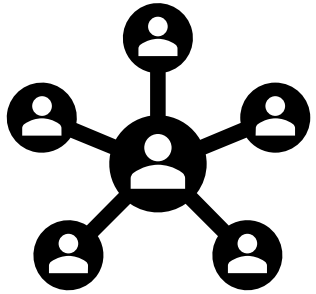
80% attendance requirement
Miss one lecture – zero points for that MCT
Miss two or more lectures – re-exam

Over to you – ways to integrate peer feedback into…

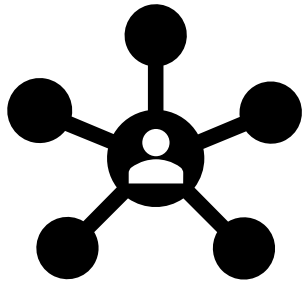
Programme



Individual Courses



Drop-in teaching



Supervision

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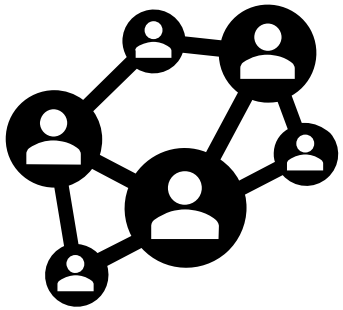
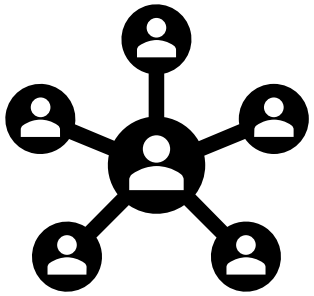
Programme



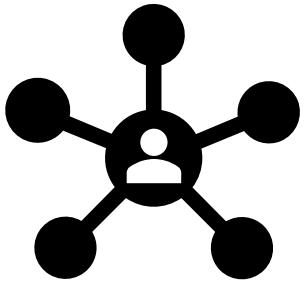
- Progression
- Scaffolding
- Self-regulated
- **Macro**

Individual Courses



- Where could you place peer feedback?
- Criteria framework
- Learning activity
- **Micro**

Drop-in teaching

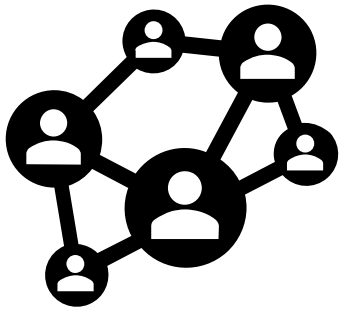


- Peer instruction
- Think-pair-share
- Exemplary
- **Nano?**

Supervision

- Where could you place peer feedback?
- Criteria framework
- Learning activity
- **Micro**

Programme



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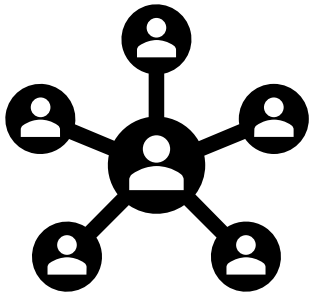
Individual Courses



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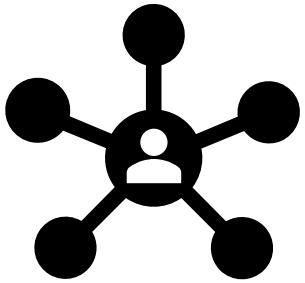
Drop-in teaching



- Peer instruction
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- **Nano?**

Supervision

- Where could you place peer feedback?
- Criteria framework
- Learning activity
- **Micro**

Sharing ideas…next steps

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