

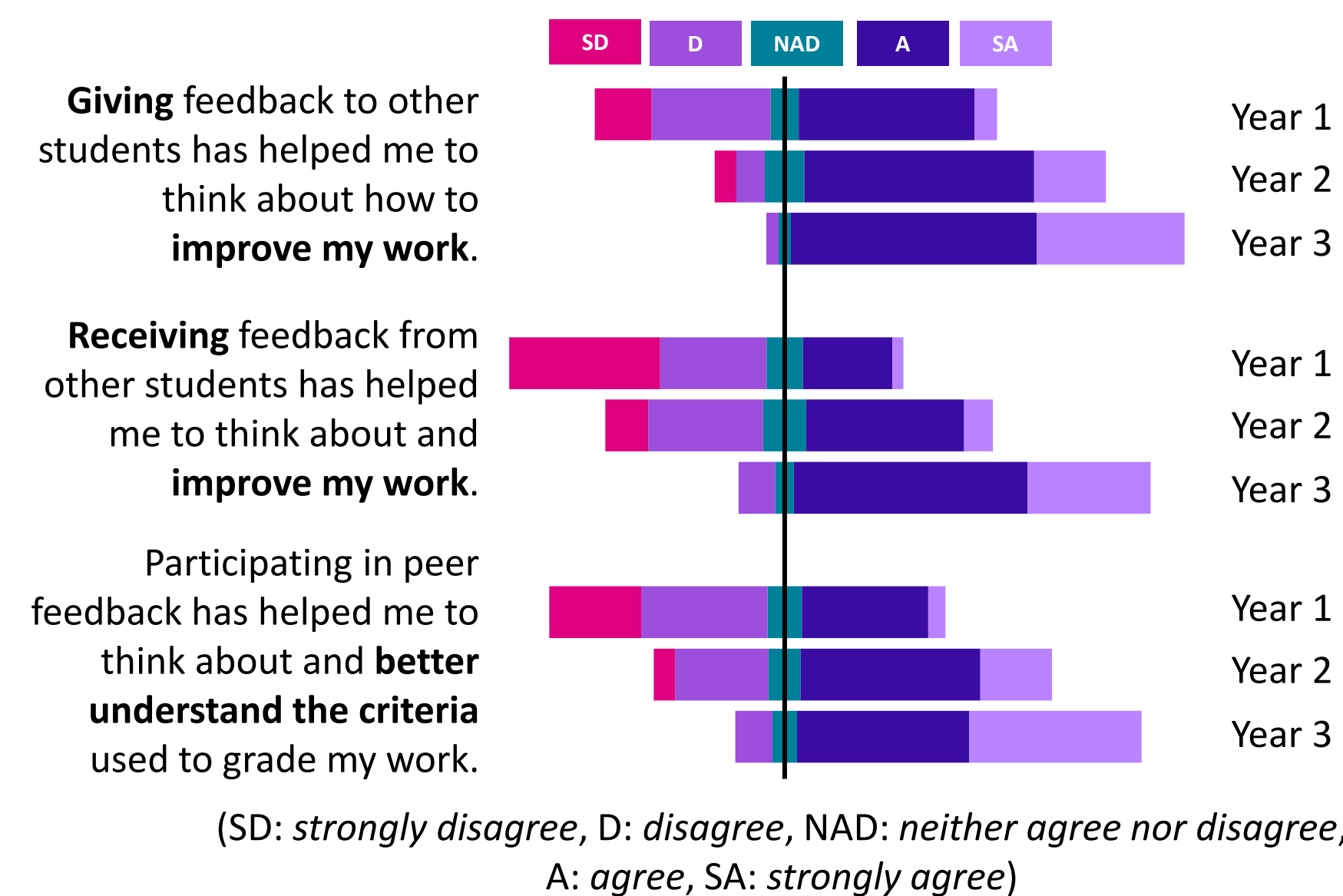
Background: Formative feedback provides an **opportunity for successful assessment for learning**. By setting formative work that is carefully aligned to the subsequent summative work, student learning and performance can evolve as students use feedback to achieve higher summative marks (Bloxham and Boyd 2007). In this study, "peer feedback" is conceptualised as **an interactive, dialogic process** where students engage in giving and receiving feedback on ungraded formative work. This approach emphasises feedback as a relational and situated activity that clarifies goals, improves future graded tasks, fosters reflection and self-regulation, and enhances motivation (Carless and Boud 2018; Nicol 2021; Williams 2024). However, student **perceptions and attitudes** towards peer feedback vary (Huisman et al. 2019; Latifi et al. 2021; Taghizadeh Kerman et al. 2023). It is also important to explore whether students' confidence and valuing of peer feedback increase with experience over their degree, a gap not yet addressed in the literature at the program level.

Instrument: Online questionnaire approach
Study Population: All level 1–3 students invited in **2020** and **2022**, participation in peer feedback at least once per year.

	2020	2021	2022
Year 1	78	74	
Year 2	60	68	
Year 3	35	34	

1. 2020 Results: Peer Feedback not Valued in First Year

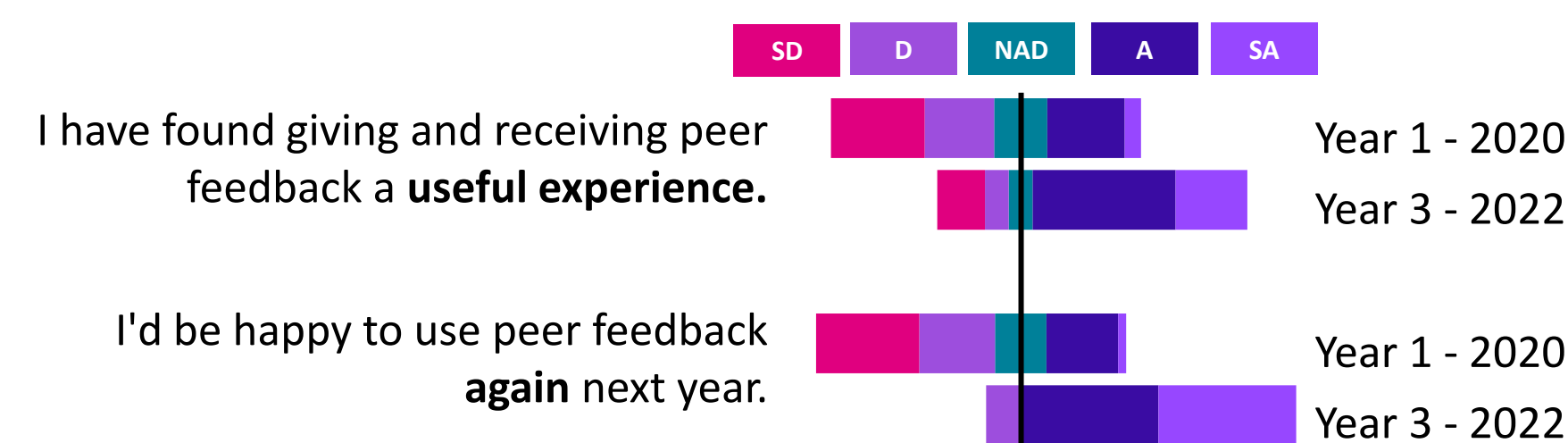
- Year 3 students gained more from the process of participating in peer feedback than first-year students
- Third-year students were more **enthusiastic**



- Will attitude change by the time the students reach year 3?

2. Practice Enhances Attitudes and Confidence towards Peer Feedback Activities

- Students' attitude towards peer feedback **evolved** as they gained more experience and confidence

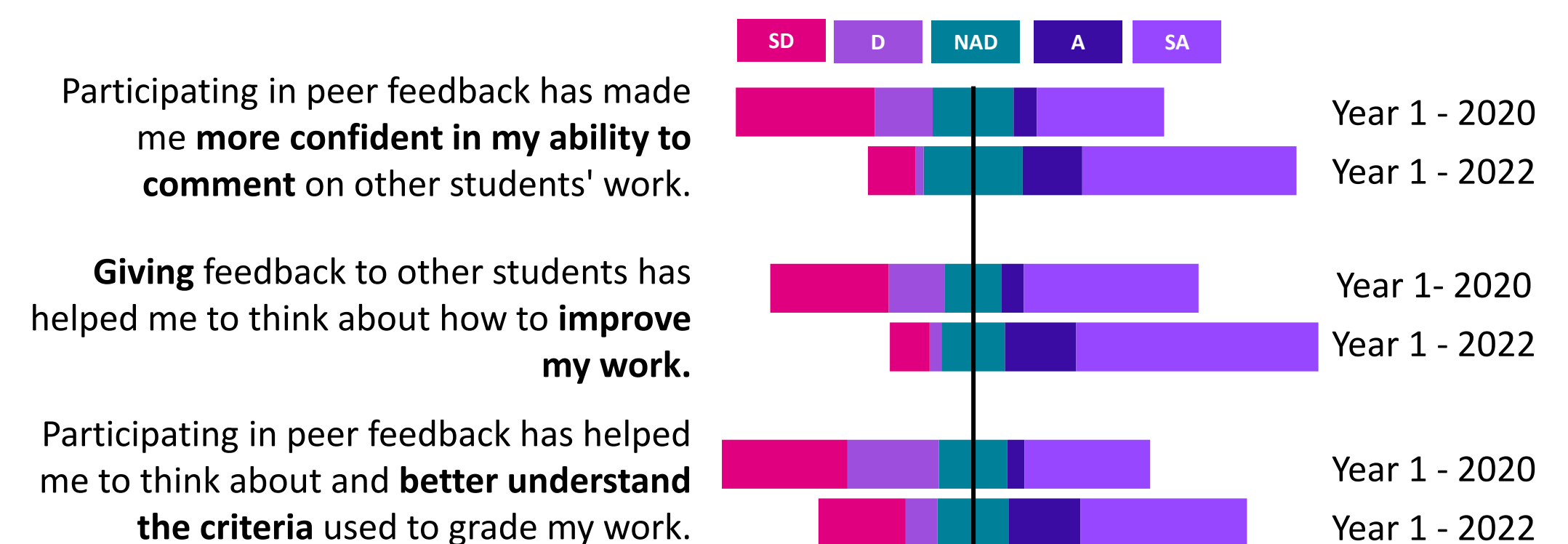


- Students' **confidence** in their ability to comment on peers' work increased significantly over time:
 - Start of Year 1: 30% confident → End of Year 3: 84% confident
- Students **learnt more** as they participated in more activities



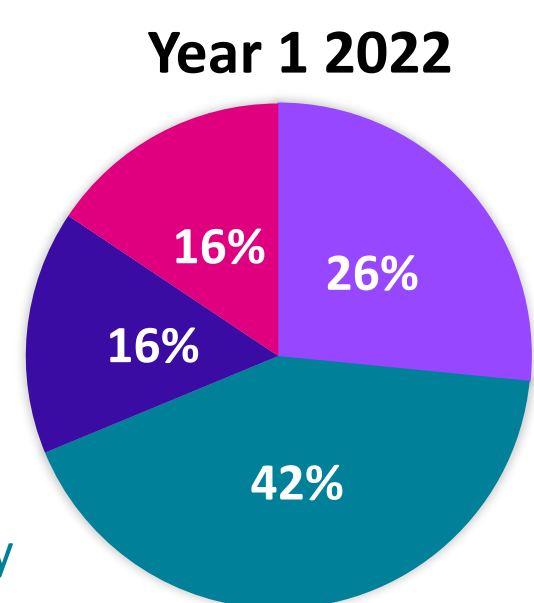
3. Boosting Year 1 Engagement with Enhanced Guidance

- 2022 updated **guidance was effective** with students: Confidence improved and ability to improve own work enhanced.



- Better guidance associated with enhanced understanding of **the process and the value** of peer feedback.
 - 77% understood the process of peer feedback.
 - 67% understood the value of peer feedback.
- Better guidance increased proportion of **students learning** from the activity.

I have learnt: **as much from giving as from receiving** feedback /more by **giving** feedback/ more by **receiving** feedback/ I have **not learnt anything**



Summary:

- Final-year students** recognised the skills they have learned by participating in peer feedback, **valued the process**, and were eager to participate in peer-feedback activities.
- Impact at the programme level:** 2020 first-year students were more enthusiastic about peer-feedback when reaching year 3. The more they did it, the more they were **willing** to do it, the more they **learnt** from it, and the more their **confidence** increased. Experienced learners **highlighted the value of providing feedback in the learning process**, with half reporting greater learning from giving feedback and the other half finding equal benefit in both giving and receiving feedback.
- Improved guidance associated with first-year students being **more confident in their abilities to provide effective feedback, identify good quality work, and understand the marking criteria**. Their learning was enhanced.

Want to discuss further/leave a comment?

Email me at m.f.roger@durham.ac.uk

Or complete this form : <https://rb.gy/wove3>



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What's Next:

- Increasing the opportunities for students to **develop feedback skills**.
- Enhancing student's engagement with feedback:** Journal e-portfolio to record and reflect on feedback during undergraduate degree currently piloted.
- Communicating** with students to help them understand the **value** of engagement with feedback.

Alternative Format:

Scan the QR code to access the video recording of this poster as it was presented at ISSOTL 2023.



<https://rb.gy/13jk3>