Peer Feedback on Assignment Draft Improves Final Submission

POSTER PRESENTATION BY

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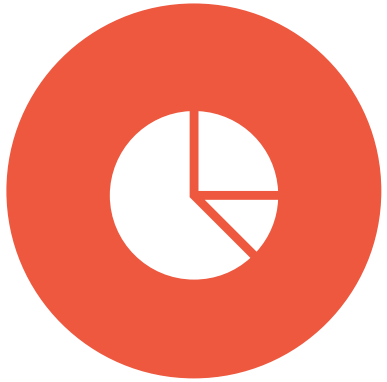
SALTISE CONFERENCE JUNE 2021

Assignment in Multiple Steps: Pilot Project



PARTICIPANTS

80 NURSING STUDENTS IN FIRST YEAR OF THE PROGRAM AT DAWSON COLLEGE

TEACHING AND LEARNING ASSIGNMENT:

TERMINAL COMPETENCY

PROJECT TIMING:

RAN FROM FEBRUARY 2021 TO MID MAY 2021.

Methods

The various stages of this assignment were first mapped out using **SALTISE Workflow app,** posted for students on Moodle.

Visual Classrooms (VC®), an online discussion and collaboration learning platform, was used for in-class and out of class activities.

We trained students on how to provide meaningful feedback to their peers, using the "**Providing Useful Peer Feedback"** document, which included: problem location, problem description, action for improvement.

Providing Useful Peer Feedback Guidelines

1) **Problem Location**: where is the weakness or error located?

× "There is only one mistake, the rest is fine."
✓ "There is a problem with your selected learning domain."

1) **Problem Description**: what went wrong and why?

× "The learning domain is wrong"
✓ "Your learning activity is centered on heparin self-injection education, which affects the cognitive and psychomotor domains. However, you selected the affective learning domain, which is less relevant to heparin self-injection."

1) **Action for Improvement**: what action can be taken to fix / avoid this problem?

× "Next time make sure everything makes sense."
✓ "Next time, make sure that your selected learning domain matches your learning activity and for this particular activity, I suggest selecting either the psychomotor or cognitive domain."

ZOOM Intro to Theory Class

Team Building

Presenting topic to peers

Google docs to develop teaching plans

FINAL PRESENTATION

Peer Feedback on VC

Learning how to give quality feedback

ZOOM Breakout Rooms Class

EXAMPLE OF POSTINGS

Posting of Lesson Plan Student #1

04/22/2021

Feedback from Team #1

Problem location: The problem is within your learning goal.

Problem description: The learning goal "Prevent Illness (UTI)" is too vague. The goal needs to include markers that show how it is specific, measurable, attainable, relevant and time-limited as per the SMART goal criteria.

Action for improvement: Reformulate your learning goal according to the SMART goal guidelines. For example, a time frame should be added, ie by discharge.

However, your outcome criteria are clear and reiterated appropriately in the evaluation step. They are also well tailored to the patients previous knowledge. Seeing as the patient is already aware that there are steps to be followed to prevent UTI's, your outcome criteria builds on this knowledge in a constructive way. Great job!

04/27/2021

Feedback from Team #2

problem location= the problem is within your assessment

problem description= a few pieces of information are missing in your assessment; target audience= add more info on your patient (gender, age, etc.), knowledge, attitude and skills (what does pt know about diagnosis?, does pt know steps? what are they? is pt able to perform those steps?, health and believes (does pt have any health beliefs or cultural practices that can barrier for hospital care?, ability to learn (LOC?, alert?, cooperative?motivated?, readiness and motivation to learn (Is pt cooperative? are they engaged in care? are they asking questions? what's the pt goal?), learning styles (specific what the patients preferred learning technique is; visual, kinaesthetic or auditory?), assess to support (is family support? friends? anyone that helps them to cope or with care?)

actions for improvement= the addition of these components in the assessment will help us understand who the pt is? how they cooperate? their ability to learn? any barriers? it would give a more detailed assessment and help reader get a sense of the pt

Overall, Good work! Missing A bit of details, the addition of these assessments will improve the draft

Results

<u>Survey on Moodle:</u>

Q1: 1-3 scale: slightly, moderately, very useful

Q2: What did you learn?

Q3: Suggestion for improvement

26% Participants Answered

67% found it “moderately” to “very” useful

Challenges

Time consuming when using multiple platforms and modalities

Time consuming as the project was developed during the semester

Introducing multiple teachers to VC platform.

Conclusion

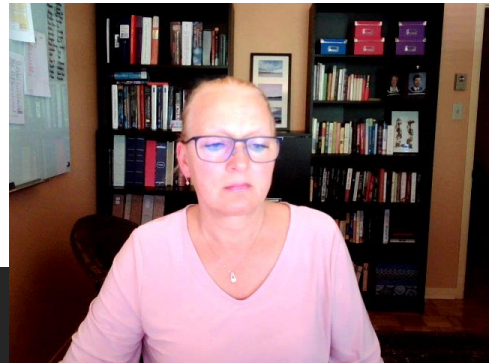
Peer feedback was useful for improving the final draft of the assignment, but students need clear guidance and time to practice.

Visual Classrooms platform was appropriate for this type of activity, but students need time to learn how to use VC platform.

Teachers participating in the project needed clear guidelines and lots of support.

References:

Cho, K., and C. D. Schunn (2007). “Scaffolded Writing and Rewriting in the Discipline: A Web-Based Reciprocal Peer Review System.” *Computers & Education* 48 (3): 409–426

Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & writing quarterly*, *23*(1), 7-25.

Zong, Z., Schunn, C. D., & Wang, Y. (2020). Learning to improve the quality peer feedback through experience with peer feedback. *Assessment & Evaluation in Higher Education*, 1-20.