
Questions to consider in Peer-Assisted Reflection or Peer Feedback activities

What are your goals for Peer Feedback and Peer Assisted Reflection?

What type of problems are students giving feedback on? Consider the degree to which those questions are...

- Open- vs. closed-ended
- Process- vs. solution-oriented
- New vs. familiar to students

How do students learn to give useful peer feedback? Some options to consider in your context...

- Scaffolded prompts – either general or targeted to the activity
- Facilitated training and group discussion of example feedback
- Example solutions and feedback for comparison
- Answer keys and rubrics
- Templates for peer assessment and grading

When students give each other feedback, where is it on a spectrum from...

Anonymous	vs.	Face-to-face
Written	vs.	Verbal
Assessment-oriented (includes a peer-assigned grade)	vs.	Reflection-oriented
Participation-based	vs.	Feedback is assessed (by a TA or instructor)

How will you close the feedback cycle?

- Students revise and resubmit work based on peer feedback
- Students apply and transfer feedback forward to related assessments

Useful Resources

- Reinholz, D. (2016). The assessment cycle: a model for learning through peer assessment. *Assessment & Evaluation in Higher Education*, 41(2), 301–315. <https://doi.org/10.1080/02602938.2015.1008982>
- van Zundert, M., Sluijsmans, D., & van Merriënboer, J. (2010). Effective peer assessment processes: Research findings and future directions. *Learning and Instruction*, 20(4), 270–279. <https://doi.org/10.1016/j.learninstruc.2009.08.004>