

# Peer feedback



## WHAT IS IT?

Peer feedback involves students giving and receiving information about performance or understanding in relation to learning intentions and success criteria.



## WHY PEER FEEDBACK?

- Encourages collaborative learning and can build and enhance students' capacity for judgement.
- Students are able to detect errors and provide suggestions for improvement when processes are scaffolded and structured questions or rubrics are used.
- Helps students become teachers of themselves and each other, and to self-regulate their learning.
- Plays a role in establishing where students are in their learning and how they can reach their desired learning goals.
- Can increase student achievement.

## PEER FEEDBACK IS MOST EFFECTIVE WHEN:

- it is used as a supplement to rather than substitute for teachers' feedback
- learning intentions and success criteria are clarified and shared with the entire class
- teachers model and discuss effective and ineffective feedback
- protocols on how to give effective feedback are provided
- teachers provide prompts such as questions, sentence starters, and rubrics to guide peer feedback.

## PRACTICAL TECHNIQUES:

- **Two stars and a wish:** suitable for those new to peer feedback. Students pair up and are asked to write 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 misconception/misunderstanding and suggest a strategy for next steps.
- **Thinking hats:** each hat has a different colour 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.
- **C3B4ME:** students are required to see three peers and discuss their work with them before discussing their work with the teacher.

## THINGS TO CONSIDER:

- Monitor the quality of the peer discussions.
- Foster resilience among students and build their capacity to work effectively, constructively and objectively with feedback. Encourage a cognitive response, rather than an emotional response to feedback.
- Consider starting with anonymous work to build the feedback culture. Then get students to work in pairs, where roles are clear. As students gain more experience progress to group work.
- Students should be providing descriptive feedback rather than allocating grades to ensure that the focus remains on the learning.

## WHERE CAN I FIND OUT MORE?

[Feedback case studies](#) – Australian Institute for Teaching and School Leadership  
[Assessment for Learning](#) – Curriculum Corporation  
[Assessment matters: Self-assessment and peer assessment](#) – The University of Waikato  
Leahy, S & William, D, 2015, *Embedding Formative Assessment: practical techniques for K-12 classrooms*, Hawker Brownlow Education

