

THE ROLE OF PEER FEEDBACK IN ENHANCING LEARNING

by:

Jumhela Joy R. Dinglas

Teacher III, Biaan Aeta Integrated School

The learning process is inherently unpredictable and designed to be inclusive of errors. This method permits mistakes and promotes growth through experimentation and learning from errors. In the context of learning, various aspects of communication compete for the title of most important, including effective listening, fostering trust, and building rapport. While these elements are crucial, feedback—both giving and receiving—is the most essential communication skill. Providing effective feedback benefits the sender, receiver, and the entire organization.

Feedback is any remark made on a student's performance or conduct. It can be spoken, written, or gesticulated. The goal of feedback in the evaluation and learning process is to strengthen rather than weaken a student's performance (Dignen, 2014). It is essential for the feedback process to be a positive, or at least neutral, learning experience for the learner. Negative feedback can demotivate students' efforts and outcomes. In school, teachers are responsible for fostering a student's learning and providing feedback in such a way that the learner does not leave the classroom feeling dejected. However, not solely the teacher but also the learner's peers can provide feedback to help them improve their learning.

Peer feedback is when students comment on one another's work or performances. Students have the chance to evaluate these standards and criteria in the context of a particular activity by participating in peer feedback using the pertinent evaluation criteria. This can assist students in better understanding how learners evaluate various standards of academic output using various assessment criteria. Peer feedback helps

students evaluate themselves more accurately and introduces them to other methods for approaching a task (Boudreau, 2022). Here are five points to consider when using peer feedback to ramp up learning:

1. Getting students ready for feedback

When students receive directions, their peer feedback is more accurate and enjoyable. To dispel the notion that peer feedback is a substitute for tutor discussion, it is useful to go over the advantages of peer feedback with students. For some students, peer feedback can seem to be a risk, so it is crucial to establish evaluation guidelines and expectations.

2. Selecting a tool to utilize peer feedback

The tool whether peer feedback will be verbal or written should be made clear by the teacher. Both the peer reviewer and the recipient benefit from receiving written feedback. The recipient then has a written record of the feedback to take away, which requires the peer reviewer to carefully consider the points they wish to convey. On the other hand, verbal feedback can sometimes be more useful or time-efficient and allow students to clarify and qualify their views in conversation with one another. When receiving spoken comments, students might need some time to take notes. Peer feedback should focus on the interactions rather than a monologue or directed message from one student to another to foster a collaborative relationship between students.

3. Giving students enough time

If a teacher wants students to read and remark on the work in class or in advance of a face-to-face meeting, give them enough time. Make sure students have access to their work in an accessible routine.

4. Providing students a chance for reflection

Make time for students to reflect on what they have learned and consider how to improve their work after they have seen others' work and received some peer critique. This might take place in the final five to ten minutes of class, or the teacher could ask students to bring their reflections to the following class or send them through an agreed digital platform.

5. Summarizing what was learned

The session's conclusion offers a wonderful chance to summarize what the students have learned and clarify any misconceptions they may have regarding peer criticism. Students could sum up their knowledge by creating a group list of "What constitutes good work?" A teacher may also discuss suggestions and follow-up activities to improve future tasks. As they search for one another, peers take on the role of strategic analysts, ensuring that every classmate is supported and perfectly tuned (Hammond, 2021).

The Official Website of DepED Division of Bataan

Students who receive peer feedback can more easily express their perspectives to their peers about certain performance areas, which helps them develop their ideas and thoughts. Students may relate better to their flaws and challenges when classmates confront them. This method enables peers to offer constructive feedback, which can help a student find some realistic methods to improve. The peer feedback system of learning views students as co-instructional leaders when they collaborate on academic tasks, generate ideas, and ask and answer each other's questions. This gives students enormous responsibility to function as collaborative learning units rather than isolated information structures and increases their confidence to study more so they may give constructive criticism.

Furthermore, peer feedback in the classroom is a creative way to change standard teacher-to-student instruction into a method that allows each student to learn from their

classmates and peers. Along with enhancing their cognitive abilities, this will also help them become more socially adept. It may take a lot of work to use this learning approach, but it may be worthwhile. It will take a lot of work and perseverance to train students to become excellent peer reviewers for each other, by teaching them how to ask insightful questions and developing their ability to offer insightful criticism.

References:

Boudreau, E. (2022). The Importance of Feedback.
<https://www.gse.harvard.edu/news/uk/22/01/importance-feedback>

Dignen, B. (2014). Five Reasons Why Feedback may be the Most Important Skill.
<https://www.cambridge.org/elt/blog/2014/03/17/five-reasons-feedback-may-important-skill/>

Hammond, B. (2021). Peer Feedback. <https://fetliu.net/blog/peer-feedback/>

Oxford Teaching Ideas. Peer feedback. <https://wwwctl.ox.ac.uk/peer-feedback>