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10-14 FEB 2025 — South Kensington Campus

Learning Well Programme
DESIGNED FOR ALL IMPERIAL STUDENTS

Craft your personal journey to success

Connect study strategies with positive mental wellbeing

Foster wellbeing through effective learning practices

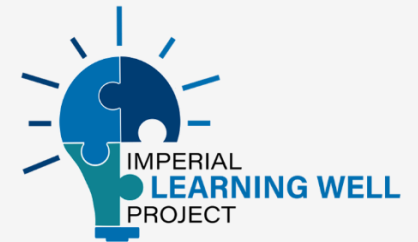Explore the Learning Well Project student resources

SCAN HERE

What role does giving and receiving feedback play in building a community?

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Centre for Higher Education Research & Scholarship

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Pre-session check-in exercise

Imperial students -

To support you to get the most from the Learning Well Programme, please take a moment to complete this short exercise about your current understanding and expectations of this session:

- Your responses will be submitted anonymously.
- There are no right or wrong answers – feel free to share your thoughts.
- This activity should take no more than 2-3mins.

Learning Well Programme: Pre-session Check-in Exercise (FRIDAY)

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Building a community
Belonging

1. To what extent do you feel part of a community or multiple communities at Imperial?

2. What makes you feel like you belong?

3. Does anything make you feel like you *don't* belong?

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Building a sense of community
Peer feedback

Link between **peer feedback** and a **sense of community at university**:

Engaging in ongoing peer feedback about university work as well as dialogue about how to interpret and act on lecturers' feedback helps to **improve academic performance** (Huisman et al. 2019).

Engaging in peer feedback can help to build both **social** community and **learning** community (e.g. Cacciamani et al. 2024; Kay et al. 2018).

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What is (good) feedback?

1. What is **feedback?**

2. What is **good** feedback?

"A dialogic process in which **learners make sense of information from varied sources** and use it to **enhance the quality of their work or learning strategies**"
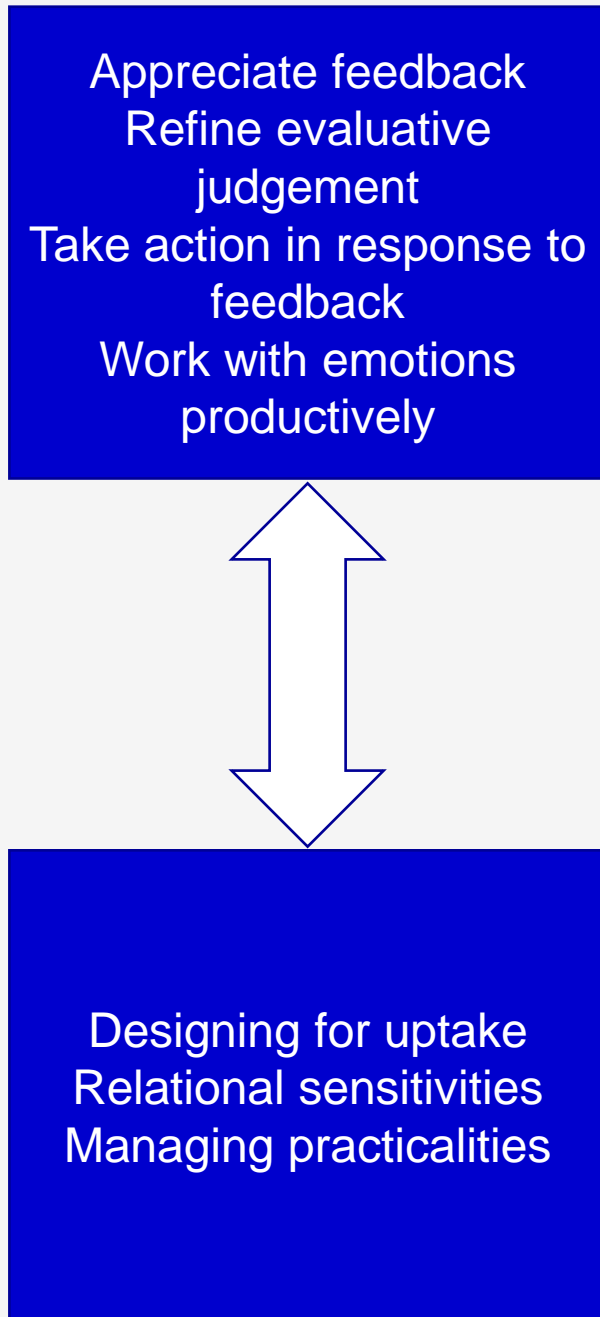
Carless (2015: 192)

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Feedback literacy

Students' feedback literacy involves an understanding of what feedback is and how it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes (Carless and Boud, 2018, p. 1316).

Teacher feedback literacy is defined as the knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy. (Carless and Winstone 2020).
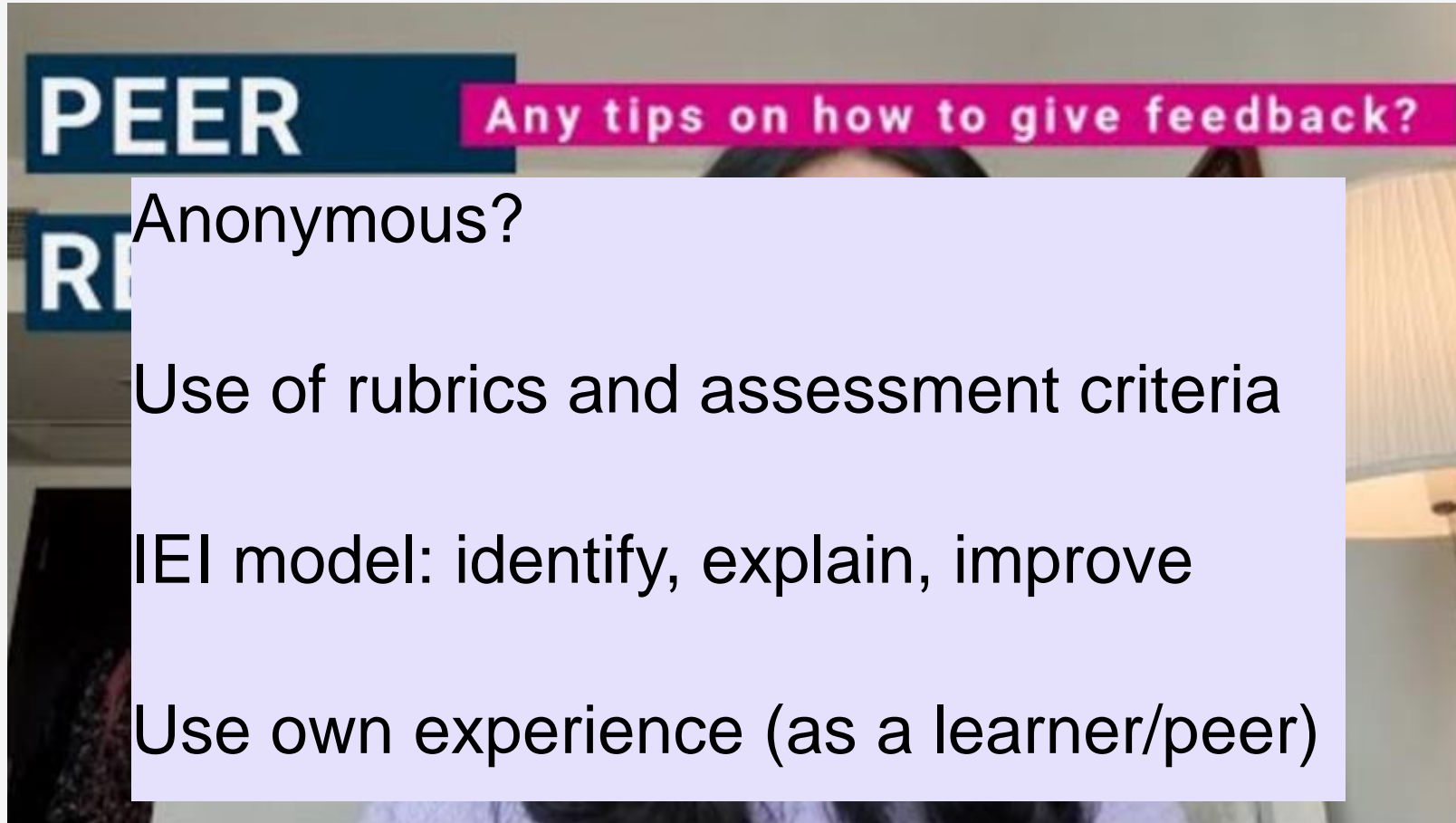
Appreciate feedback
Refine evaluative judgement
Take action in response to feedback
Work with emotions productively

Designing for uptake
Relational sensitivities
Managing practicalities

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Tips for giving peer feedback

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Tips for giving peer feedback

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Any tips on how to give feedback?

Anonymous?

Use of rubrics and assessment criteria

IEI model: identify, explain, improve

Use own experience (as a learner/peer)

Peer feedback activity
Biscuit Game

1. Work in pairs to examine the biscuits and come up with a definition of a biscuit, 50-100 words max. (10 mins).

2. Review 'assessment criteria' for defining a biscuit and write brief (max. 100 words) peer feedback for another pair (10 mins).

3. Assessment criteria (definition may include):

   1. Product made from wheat flour, fat and sugar
   2. Goes soft when stale
   3. Fairly stiff rather than soft
   4. Low moisture content; crisp consistency; 'snap' when broken
   5. Tasty!
   6. Within the word limit?
   7. Comments on tone and clarity of definition?

Peer feedback activity
Biscuit Game

Debrief discussion:

1. How did you find the process of producing peer feedback (also drawing on the assessment criteria and dimensions of feedback literacy)?

2. How did you find receiving feedback from your peers? Any emotional responses?

3. What do you think you would gain from engaging in peer feedback like this regularly – for your learning and for your social community?

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Category	Sub category	Example
Praise	Praise	'A well constructed argument...'.
	Qualified praise	"Good introduction BUT..."
	Limited praise	"Good", "OK"
	Recognising progress (ipsative)	'You have taken on board critique...'
Critical	Correction of errors	Spelling, grammar, referencing etc.
	Critique of writing style	"Your style should be more formal."
	Critique of approach (structure and argument)	'It would have been better to conclude with Y...'
	Factual critique (of content)	'I do not think you can say X.'
Advice	General points (specific to current assignment)	'There is scope to tease out further detail on X...'
	Specific (to current assignment)	'You might want to consider X...'
	For future assignments	'In your next essay you should consider Y...'
Clarification requests		'What do you mean by Z?'
Unclassified		Statements which do not make a judgment e.g. descriptions of the work.

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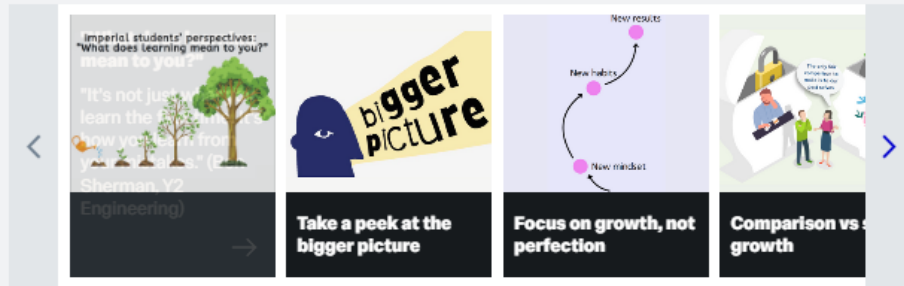## Peer feedback and community: Key takeaways

- Peer feedback facilitates connections with peers (e.g. learning names)

- Cheering peers! – giving and receiving encouragement is motivational for all

- Constructive feedback and opening up dialogue by asking questions (e.g. Have you also thought about X? What was your thought process when you did Y?).

- Paying attention to emotional dimension (feedback literacy). Use own experience as a peer/learner to make emotional connection

- Personal (reciprocal) learning – highlighting how the feedback giver has gained/learned from reviewing the peer's work

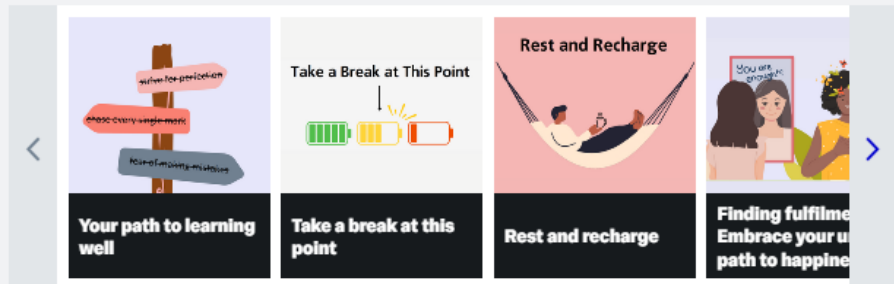- Personal, casual tone in style of feedback

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Learning Well Resources

Understanding 'Learning Well' and strategies to achieve it

Maintaining mental wellbeing is essential for effective learning

Website: https://www.imperial.ac.uk/education-research/our-work/efficacy-agency-and-wellbeing/imperial-learning-well-project/pedagogical-materials-development--innovation/

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Post-session Reflection

Imperial students -
To help you maximise this learning opportunity, this activity is designed to support you to reflect on what you've learnt and to consider what you can personally take away from this session.

- Your responses will be submitted anonymously.
- There are no right or wrong answers.
- This exercise should take no more than 3mins.
- We hope you find this activity helpful.

Learning Well Programme: Post-session Reflection Activity (FRIDAY)

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References

Cacciamani, S., Perrucce, V., Khanlari, A. & Balboni, G. (2024) Sense of community and peer feedback in a blended University Course *Education and Information Technologies* 29, 5211-5223.

Carless, D. & Boud, D. (2018) The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education*, 43:8, 1315-1325.

Carless, D. & Winstone, N. (2020) Teacher feedback literacy and its interplay with student feedback literacy, *Teaching in Higher Education*, DOI: 10.1080/13562517.2020.1782372

Huisman, B., Saab, N., van den Broek, P., & van Driel, J. (2019). The impact of formative peer feedback on higher education students' academic writing: A Meta-analysis. *Assessment & Evaluation in Higher Education*, *44*(6), 863–880. https://doi.org/10.1080/02602938.2018.1545896.

Kay, A. E., Hardy, J., & Galloway, R. K. (2018). Learning from peer feedback on student-generated multiple choice questions: Views of introductory physics students. *Physical Review Physics Education Research*, *14*, 010119. https://doi.org/10.1103/PhysRevPhysEducRes.14.010119.