

Peer feedback

In peer feedback, **students examine, evaluate, and provide constructive comments** on each other's work. To give meaningful feedback, students need a **deep understanding** of the course materials and **guidance on giving feedback**. This process helps students focus more on **learning from mistakes** and what needs improvement, rather than just the final grade. Both giving and receiving feedback benefits learning.

Learning objectives / benefits

Complexity: 

Group size: small to large

Format: in-class or homework

- Deepens **understanding of course material** through critical engagement.
- Helps students **learn from mistakes**
- Increases **focus on feedback** rather than just grades
- Prepares for **professional practices**

Implementation

Design clear evaluation criteria (rubrics) aligned with learning outcomes

Explain the **purpose of peer feedback** to students

Assign work to reviewers (2-3 per submission)

Discuss **feedback quality** if necessary and **clarify misunderstandings**.

Start a **new round** of peer feedback

Students **submit their work**

Students **evaluate using the rubric** and provide **written comments**:

- What is done well?
- What needs improvement?
- How can it be improved?

Students **receive feedback** and **revise their work**

Challenges and recommendations

- Peer feedback may save teachers some time but requires planning for evaluation and discussion.
- Some students may be hesitant about peer feedback – emphasise that it develops professional skills and exposes them to diverse problem-solving approaches.
- Allow revision based on feedback to show that learning is a process.
- Possibility to use digital platforms for anonymous feedback and automated reviewer assignment.

Further reading:

Fleckney, P., Thompson, J., & Vaz-Serra, P. (2025). Designing effective peer assessment processes in higher education: A systematic review. *Higher Education Research & Development*, 44(2), 386–401.
<https://doi.org/10.1080/07294360.2024.2407083>

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