PEER FEEDBACK IN THE CLASSROOM: EMPOWERING STUDENTS TO BE THE EXPERTS
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Introduction
- Various educational researchers have explored the cognitive benefits of using feedback as a part of learning and found that effective feedback enhances both the giver's and the receiver'

Chapter 1: The Rationale for Teaching Students to Provide Peer Feedback
- The relationship between the giver and the receiver of feedback develops both students as learners, helping them become more astute judges of their own learning.
- Giving students responsibility is not without its pitfalls. Students do not always step up to the challenge and may falter in their ability to help their peers. The reasons for this are usually a lack of individual student agency or interest, or unclear expectations and follow-through from the teacher.
- *If you are not seeing student leadership emerging in your classes, what are the biggest roadblocks?*

Chapter 2: Developing a Supportive Classroom Culture
- Consistency is necessary for students to gain trust; the worst choice a teacher can make is to be too flexible at the beginning of the year and never establish clear expectations.
- Hand off class discussions to students by allowing them to develop their own questions (individually, in small groups, or as a whole class) and then use a class discussion protocol to follow their own inquiry.
- Teach and model giving warm and cool feedback on student work.
- At the end of each unit, celebrate any missteps and connect them directly to the positive growth that emerged from them to help students see that initial failures or mistakes are what led to their eventual success.
- Be transparent about expectations. Define students' roles and remain engaged as a facilitator.
- Sample guiding questions for tutorials
  - Can you tell us more about why you chose…
  - Do you remember what we learned about….
  - What is one question that was discussed today that will help you improve?

Chapter 3: What Meaningful Feedback Looks Like
- Much so-called feedback consists of empty platitudes: "Nice work!" "Good job!" "Big improvement!"
- With each assignment, consider the "work" of learning that you are offering to students. Is it worthy of feedback? What is its purpose?
- Clearly communicate learning objectives or targets and criteria for success prior to the learning experience, and continually refer to them throughout the formative learning process.
- Use questioning activities and discussion to help students develop their own goals around learning objectives, and explicitly connect them to prior and future learning.
- Consider using annotation protocols that have students highlight and make notes on the assignment sheet and then work in small groups to interview, or question, the expectations of the assessment.
- Align learning objectives with the standards and the big picture of the lesson or unit.
- When you introduce a new assignment, spend some time going over exemplars that meet the criteria for success.
- Focus on one or two points at a time when giving feedback, rather than trying to address everything at once.
- The best time to begin offering feedback is during the formative process, preferably after you have taught the skill or content and students have already done some work.
- Vague positive feedback does not help student grow. Neither does nonstrategic critical feedback.
- If you have a lot of critical feedback to share, make sure you do it in person, or at least not solely in writing.
- *How do you provide feedback to your students?*
- *How often do you allow students to provide feedback to you?*

Chapter 4: Teaching Students to Receive and Apply Feedback
- There are certain skills that we expect to be innate or that we do not bother teaching because we assume that students have picked them up at some point. Receiving and applying feedback appropriately involves two such skills that we can and should teach: the ability to receive critical feedback and the ability to understand how to grow from that feedback.
- The challenge with some students is teaching them to be more independent because they crave continuous feedback and attention.
- Make sure to use language that is supportive but honest, and always tie feedback to specific elements of learning. Try to avoid talking about work habits or attitude.
- Keep your feedback short and simple and address only one or two issues at a time to give learners time and space to digest what they are hearing. Getting all the feedback at once can be overwhelming, and students may shut down or give up in the face of seemingly insurmountable obstacles.
- When we acknowledge our own mistakes or learning curves in front of students, we are showing them that everyone is on the same journey to improvement and that we all need constructive criticism to grow.
- Much of what we hear has to do with the speaker's tone, so it is important for students to be able to "read" the tone of whoever is providing feedback.
- When you or students are giving important feedback, consider recording it in some way so that the receiver can refer back to it as needed.
- Ask students to review the feedback provided and, either in person or on the document, to summarize the feedback in their own words and make note of any questions they have.
- It does not matter how clearly you believe you are communicating if the student is not getting it. What matters is what the student actually takes away.
- *How do you currently teach students to listen and respond to critical feedback?*
- *How are you currently teaching students to apply feedback? What kinds of protocols might you implement to make it a part of the learning process in your classes?*

Chapter 5: Helping Students Understand the Feedback Process
- A great way to help students internalize and use success criteria is to allow them to co-create rubrics. The rubrics do not need to be the traditional kind showing how the criteria are fulfilled in several areas at varying degrees of mastery; instead, they can simply show what an assignment that meets the standards should include. (e.g. Learning standards in column 1; Success criteria in column 2. *See page 63*.)
- Consider asking students the following questions when preparing them to co-construct elements of their learning.
  - Who is in charge of what you learn? How do you know?
  - In what ways would you like to be involved in future learning?
  - What activities do you enjoy most, and why?
  - How do you learn best? How do you know?
- Now shift the focus so that students are thinking about what they want to get out of feedback.
  - What exactly do you want from this feedback?
  - What do you think are your greatest strengths? How do you know?
  - Where do you think you are struggling? How do you know?
  - Where do you think you have grown? How do you know?
  - Which areas would you like to work?
  - How can I better provide you with the feedback you need?
- Much of our work up to this point has aimed to help students become reflective enough to understand their needs, set goals, and assess their current progress against success criteria. Once students can articulate what they need, it is the receiver's role to listen diligently, asking clarifying questions and offering just the right feedback.
- Make certain that students understand the standards and success criteria before they start the assignment and can articulate expectations of quality work.
- Students need to understand that feedback should also offer a plan of action that helps them move forward.
- Use a teacher-generated Google Form that provides specific scaffolded questions to help students channel

their feedback into areas that relate directly to the task, and then share the feedback from the form with the whole class. In this way, you can review students' feedback and add anything important that they omitted.
- Teach students to ask clarifying questions.
- Yes-rubric: Did the student meet the stated criteria?
  - Yes, and = 4
  - Yes = 3
  - Yes, but = 2
  - No = 1

Chapter 6: Developing and Maintaining Expert Groups
- Expert groups or students have an excellent grasp of a specific west of transferrable skills that they can teach to others.
- Take inventory of the assignment, project, or workshop and identify the specific skills or content knowledge needed for success. Then break the skills or content up into chunks that would be appropriate for small groups of students.
- By allowing students to review new exemplars regularly, whether during workshop time or during directed small-group instruction, you should be able to ensure continual clarity of the feedback process.
- To prevent students from automatically going to you with questions, implement the "ask three before me" strategy.
- Scaffold the reflection process by starting with specific prompts that address the learning in the feedback process and help students know what they should be focusing on.
- What did you notice about the work you were giving feedback on?
- How does this help you see your own work differently?
- When receiving feedback from your peers, when do you know what to use and what not to use based on your knowledge of what actionable feedback looks like, and how does this improve your learning?
- When do you decide to ask the teacher for help?
- Do you tend to always get the same feedback, or is the feedback always changing? What do these two situations indicate?
- As you think about your curriculum an where expert groups would be appropriate consider the feedback you currently offer students. Would it be robust enough to provide a model for future expert groups,

Chapter 7: Using Technology to Support Peer Feedback
- Voxer Walkie Talkie app: Download free on smart phone. Great for giving voice feedback or communicating when not in the same location.
- Screencasts: Screencast-o-matic, Jing, iMovie
- Periscope: a live-streaming app that allows students who are missing class to see the lesson
- Seven Keys to Effective Feedback – Grant Wiggins
  - Goal-referenced
  - Tangible
  - Transparent
  - Actionable
  - User-friendly
  - Timely
  - Ongoing
  - Consistent
- John Hattie's feedback questions
  - Where am I going?
  - How am I going?
  - Where to next?