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## 4.2.6 Peer-Reviewing

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**Peer review is an effective learning strategy where students assess their peers' work and provide constructive feedback on its quality. This process actively engages students, enhancing their critical thinking and evaluation skills while exposing them to diverse perspectives and approaches. Peer review fosters a collaborative learning environment, allowing students to learn from one another, develop effective communication skills, and improve their own work based on received feedback. In this chapter, we will delve into the fundamentals of peer review and offer a list of recommended reading materials for those who wish to delve deeper into this pedagogical approach.**

The constructivist approach emphasizes the importance of assessment in promoting learning and fostering active student participation in the assessment process (Ion et al., 2018). Peer assessment is a method where students assess the work of their peers and provide feedback, grades, or both, based on predefined assessment criteria (Falchikov, 2007). This approach allows students to engage in the reflective building of knowledge by actively evaluating the work of their peers. Moreover, students can also be actively involved in defining the assessment criteria, further enhancing their understanding of the learning objectives, and promoting their ownership of the assessment process (Falchikov, 2007).

According to the existing literature, peer assessment has been found to positively impact students' learning and performance, both during their studies (Falchikov, 2007; Ion et al., 2018; Mercader et al., 2020) and after completion (Falchikov, 2007). Engaging in peer feedback benefits students in both the role of providing feedback and receiving it. Receiving peer feedback has shown to support students in integrating subject knowledge and enhancing their ability to accept and learn

from their mistakes. (Ion et al., 2018.) On the other hand, providing peer feedback has been associated with improvements in students' critical thinking skills (Hogg, 2018), self-confidence (Ion et al., 2018), teamwork, communication skills (Hogg, 2018; Mercader et al., 2020), and problem-solving abilities (Hogg, 2018). Additionally, delivering peer feedback has been linked to increased acceptance of one's own mistakes (Mercader et al., 2020). It is important to note that the emotional experience of receiving peer feedback varies among students, with some perceiving it as a neutral experience while others may find it distressing (Ion et al., 2018).



**Engaging in peer feedback benefits students in both the role of providing feedback and receiving it.**

Students are motivated to give and receive peer feedback due to the recognition that it positively influences the recipient's competence in future work. Additionally, in the context of nursing education, students are driven by the importance of ensuring safe and high-quality patient care when providing peer feedback. However, a key barrier to providing peer feedback is the perception of time constraints. Students may be hesitant to invest time in giving feedback if they feel that their peers do not appreciate or value the feedback. Moreover, concerns about potential negative emotions triggered by the feedback or its potential impact on grading further discourage students from actively participating in peer feedback processes. (Tornwall et al., 2022.)

In the DigiCare pilots, we implemented a learning diary as a tool to facilitate student assessment of their own learning and that of their peers. Each student was assigned to read, evaluate, and provide feedback on the learning diary of one of their peers. To ensure consistency and clarity in the assessment process, students were provided with written instructions in advance, outlining specific criteria to consider during the peer assessment. These criteria encompassed aspects such as reflective writing, critical thinking, forward-thinking, and the overall comprehensiveness of the work. Additionally, detailed guidance was provided for each area of assessment to assist students in providing constructive feedback effectively.

### **Read more about Peer Review**

Bandy, J. (2015). Peer Review of Teaching. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>.

Cornell University. (n.d.). Peer assessment. Center for Teaching Innovation. <https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-assessment>

Cornell University. (n.d.). Teaching students to evaluate each other. Center for Teaching Innovation. <https://teaching.cornell.edu/resource/teaching-students-evaluate-each-other>

## References

Falchikov, N. (2007). Rethinking Assessment in Higher Education. In Boud, D., & Falchikov, N (Eds.) Learning for the Longer Term. Taylor & Francis Group.

Hogg, L. M. (2018). Empowering students through peer assessment: Interrogating complexities and challenges. *Reflective Practice*, 19(3), 308–321. <https://doi.org/10.1080/14623943.2018.1437404>

Ion, G., Sánchez Martí, A., & Agud Morell, I. (2019). Giving or receiving feedback: Which is more beneficial to students' learning? *Assessment & Evaluation in Higher Education*, 44(1), 124–138. <https://doi.org/10.1080/02602938.2018.1484881>

Mercader, C., Ion, G., & Díaz-Vicario, A. (2020). Factors influencing students' peer feedback uptake: Instructional design matters. *Assessment & Evaluation in Higher Education*, 45(8), 1169–1180. <https://doi.org/10.1080/02602938.2020.1726283>

Tornwall, J., McGaughy, M., & Schubert, C. (2021). Peer Review: Factors That Motivate Students to Provide Supportive Peer Feedback. *Nurse Educator*, Publish Ahead of Print. <https://doi.org/10.1097/NNE.0000000000001043>

