*Please share with your faculty:*

**The Benefits of Peer Feedback for Improving Student Learning**

 Peer feedback, which is the process of students providing feedback on each other’s work, can serve as a beneficial compliment to instructor feedback. Many students feel more comfortable receiving feedback from a peer, because a peer may be more approachable and less intimidating than receiving feedback from an instructor. In addition, many students find that their peers can explain information in a more understandable and relatable way than the instructor. Peer feedback can also be a beneficial metacogntive learning experience for the person providing the feedback because they have to think critically about their own understanding of the subject and the expectations for the assignment. Reading another person’s work can also offer the student new perspectives on the subject that he or she might not have considered. Instructors can help ensure that peer feedback is most effective by reminding students that their goal is not to judge each other’s work, but to provide constructive suggestions for improvements. To ensure that feedback is objective and constructive, instructors should provide students with a list of objective criteria that the students should consider while reading and commenting on each other’s work. In addition, having students use online tools, like track changes in Microsoft Word, can facilitate the peer feedback process by enabling the student receiving the feedback to instantly see the comments, and decide whether or not to accept them. Finally, teachers should leave adequate time for students to comment on, read, and incorporate each other’s suggestions, before turning in the assignment.

**Check out!** [Patchan, M. M., & Schunn, C. D. (2015). Understanding the benefits of providing peer feedback: How students respond to peers’ texts of varying quality. Instructional Science, 43(5), 591-614.](http://www.lrdc.pitt.edu/schunn/papers/patchan-schunn-instructscience2015.pdf)

**Please share examples** of ways your program or courses encourage and utilize peer feedback on assignments, and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Please contact me** if you have any comments or questions on any aspects of your program assessment activities.