Facilitating Quality Peer-to-Peer Feedback Among Students on Interprofessional Teams

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Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others (CC5).
Learners report a positive attitude about receiving peer feedback.

Learners report it is very challenging to give meaningful peer feedback.

Leads to a positive feedback bias.
HIGHLY EFFECTIVE WAYS TO TEACH & LEARN

PEER FEEDBACK
Feedback is given by one learner to another, based on a prior set of evaluation criteria.

PEER TUTORING
Learners are paired or to review and reflect on critical academic or behavioral concepts.

META-COGNITION
‘Learning to Learn’ approaches that aim to help learners think about their own learning more explicitly.

COLLABORATIVE LEARNING
Learning tasks where learners work together in a group small enough for everyone to participate on a collective task that has been clearly defined.
Peer Feedback

- Listen and observe
- Reflect and synthesize
- Frame thoughts and critiques
- Communicate in a meaningful and professional manner
Facilitating Peer Feedback

- Meta-cognitive strategies to teach feedback
- Start small and build with repeated practice
- Set the stage with communication ground rules
- Moderate and review peer feedback with students
- Ask students to react to the feedback they receive
- Use a peer feedback rubric
ELEVATE
Raise to a higher degree or purpose in FUTURE iterations
Perhaps you can expand this in X capacity to further address Y. Perhaps you can repurpose X as Y for Z.

SUGGEST
Introduce ideas for improvement of CURRENT iteration
You might consider tweaking X for Y effect. You might want to include supporting information from X resource.

INQUIRE
Seek information and/or provide ideas through questioning
Have you considered looking at X from Y perspective? When you said X, am I understanding you to mean Y?

REFLECT
Recall, ponder, and articulate
I relate/concur/disagree with X because Y. I liked what you did with X because Y.

The RISE Model was developed to guide the peer feedback process. It helps steer student conversations towards positive and productive critiques.

Aligned with Bloom’s taxonomy for higher order thinking, the four tiers of the model prompt students to reflect, then build their constructive analysis through inquiry, providing suggestions to help elevate each others work.

More info: www.RISEModel.com

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• **Keep Statements**
  Statements about effective behaviors that should be continued.

• **Start Statements**
  Suggestions about effective behaviors that the learner should start doing.

• **Stop Statements**
  Suggestions about ineffective behaviors that the learner should stop doing.
Global Feedback Usefulness Scale

1. Not useful at all
2. Somewhat useful but not much detail/depth
3. Useful, with reasonable detail
4. Extremely useful with specific, detailed examples

J. Mandal et al.  
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QUESTIONS?

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