

# Topic: How to measure quality of peer feedback?

**Title of the study:** The Effects of Constructiveness of Peer Feedback on Performance

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## Aim of this study

Examine how to organise peer feedback to enhance its learning benefits.

## Hypotheses

Students who received (hypothesis 1) or who wrote (hypothesis 2) **more constructive peer feedback** will have a higher increase in performance (after revision of their essay) than students who received or wrote **less constructive peer feedback.**

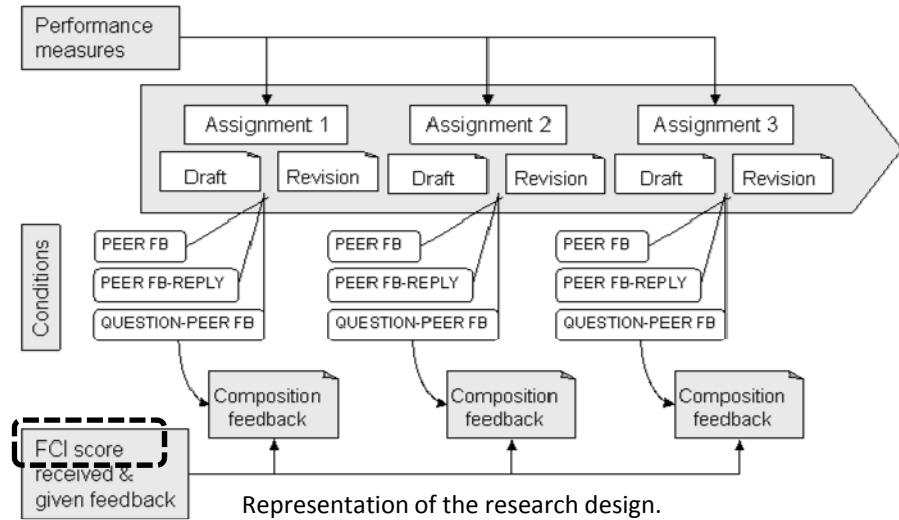
Hypotheses 3 and 4 deal with the conditions, that will not be discussed in this round table (unless requested by the participants)

## Discussion questions:

1. Is my **FCI-instrument** a good measure for feedback quality?  
Suggestions for improvement?
2. Do you know other studies that measure the quality of feedback?

## My Feedback Constructiveness Index-instrument

The comments of a peer in each feedback paragraph are scored against the following 'peer assessment criteria', resulting in a maximum score of 14 per paragraph. The sum of all paragraphs is the FCI-score



PA criterion	Instruction for scoring	
Readable	Is the feedback readable and understandable? Is the text structured logically and is it formulated in comprehensible sentences (no text message language, symbols, private abbreviations, etc.)?	1
Specificity	Is it indicated to which text fragment a comment is related? Does the assessor mention concrete examples from, or references to, the piece of work?	1
Appropriate	Is the feedback connected to the content criterion of the feedback paragraph?	2
Positive & Negative	Does the assessor incorporate both positive and negative aspects in the feedback? The numbers of positive and negative comments do not need to be in balance, but both need to be present. A negative comment is not required only if the researcher agrees that there is nothing negative to remark on. Feedback does not have to be complete; a peer assessor may miss an aspect without consequences. Comments need to be related to the content criterion (e.g., a spelling remark does not count in a paragraph on structure).	2
Justification	Does the assessor explain and justify a reason for which something can remain the way it is (positive remark), or should be changed (negative remark)? At least one meaningful and clear justification of the feedback, or a part of it, should be present to get the maximum score. If only a short explanation (written without much effort) is present, half of the maximum score can still be awarded. Simply repeating the content criterion is not sufficient. The explanation does not have to be correct. Although this is preferable, it was decided not to punish students who try and fail. For a similar reason, it was decided not to require every comment to be justified to comply to this 'peer assessment criterion'. Again this would be preferred, but is omitted since this would be to the advantage of students with short feedback (they do not have to justify much), and to the disadvantage of students who made an effort to comment extensively and will probably omit an explanation somewhere.	4 / 2
Suggestion	Does the assessor suggest possibilities for improvement (when a negative comment is made) to help the assessee? At least one useful suggestion to improve the piece of work is expected.	2
Reflective question	Does the assessor formulate questions in the feedback to invite the other to think more deeply about their own piece of work? These should not be rhetorical questions, but ones to which the assessor does not know an immediate answer. At least one thought-provoking question is expected.	2