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Article:	Peer feedback in Undergraduate Classrooms: Students' Perceptions
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Abstract

One of the key elements to success in teaching and learning is feedback. Peer feedback is as important as teacher-student feedback. The main objective of this quantitative study was to find out the perception of students about peer feedback. The population of this study was undergraduate students from the faculty of sciences and the faculty of social sciences. A convenient sampling technique was used to select a sample size of 150. An extensive literature review supports the researcher of this study to develop an instrument comprising 15 items on a five-point Likert scale. Cronbach Alpha value of the questionnaire was .87. Descriptive and inferential statistics were used to analyze the data. The study found that the majority of the students engage in providing feedback to their peers during assigned tasks in social science classrooms while in science classrooms students perceive that they do not have time for providing feedback to their peers during classes and laboratory engagement... The study recommends that there may be a discussion of the importance of peer feedback in undergraduate classrooms.

Key Words: Peer feedback, Peer's work, Task, Group work, Science Classrooms

Introduction

Peer feedback is collaborative assessment practice. Peer feedback becomes a vital part of the learning process. Peer feedback is a type of feedback that has grown widely attractive in higher education's learning and teaching techniques. Through peer feedback, students can motivate by their audience which helps them to improve their learning process (Liu & Carless, 2006; Zhang, 1995). It is a core and fundamental part of educational practices. It can be given in various forms including verbal or written feedback or grading (Topping, 2009).

Feedback is often considered an important part of classroom experience and essential to student knowledge and progress (Fyfe & Rittle-Johnson, 2016) ...Peer feedback is an especially valuable activity, according to some educational sectors, since students need to improve their assessment skills (Shahzadi & Hussain, 2019) to properly recognize consistency, consider assessment standards, and self-evaluation of their work (Sadler, 2010). Since feedback is a cognitive as well as a socially formed task, Hyland & Hyland (2006) argue that students should be active participants in the method and constructive agents.

It is, therefore, Feedback's effectiveness in the learning process has long been recognized. It's portrayed as an important element in improving writing awareness and skills (Shute, 2008). Students have no previous experience with peer input exercises, according to a survey performed by Peng (2010), but they had optimistic behaviors and perceptions about them. Peer feedback is an instructional approach in which students participate in their own learning experience while simultaneously acting as both observer and examinee. Peer assessment, which involves students assessing their peers' work or outcomes following appropriate criteria, is comparable but conceptually distinct. (Falchikov 2013).

According to Reddy, Harland, Wass and Wald (2021), the majority of students consider peer review to be beneficial. It's intriguing. Another research looked at how students felt about using wiki technologies and peer reviews. (Tian & Shou, 2020). Peer evaluation may be a useful tool for evaluating and encouraging the development of professional practices, especially interpersonal ones. Participants should be instructed on how to provide clear, positive feedback (Najafipour, Hejri, Nasrabadi, Yekaninejad, Shirazi, Labaf, & Jalili, 2020).

Many findings on the impact of written reviews on student writing have shown that the experience of receiving written feedback aids students in improving the quality of their work (Chandler et al, 2018). The method of understanding (being mindful of), Perception is the process of organizing (collecting and storing) and translating (binding to knowledge) sensory input to attribute meaning to the world. (Ward et al, 2015). Teacher and peer reviews of the same students are usually closely correlated.

However, it is also necessary to ascertain whether peer feedback has a beneficial impact on potential student results, in addition to ensuring teacher and peer assessment ratings are

comparable. Peer feedback is sometimes used in combination with scaffolding such as rubrics and ranking scripts. Scaffolding has been shown to enhance peer appraisal results while still the number of input evaluators give (Peters, Körndle, & Narciss, 2018).

Peer feedback is a valuable teaching and learning method that deserves further investigation, with a focus on gender and other demographic data (Burke, Evans, & Kraha;2018). As a result of peer evaluation, students were viewed as being able to improve critical thinking, efficiency, and depth of thought. Peer feedback was particularly well-received, with students reporting that they learned more from the criticism and became more analytical as a result of it. Even though the majority of students said it took a long time to complete both the self and peer assessments, (Siow, 2018). A prior study found that feedback and suggestions from student assessors were a strong predictor of the assessors' performance, as well as the performance of those being assessed (Lu & Law, 2012)

In peer, Low- and high-achieving students, respectively, tended to exaggerate and undervalue the quality of their work. According to Panadero and Alqassab (2019) in current educational theory, self and peer assessment allows students to (a) Actively engage in the review process (b) Think critically (c) Develop cognitive processes creativity, collaboration, decisions, self-monitoring and regulation, (d) Process information (e) Be inspired by their peers' work f) Work together, constructively criticize, and give feedback g) Think critically and make sound decisions

Since its usefulness in improving students' writing skills, peer feedback has gotten a lot of attention. During the writing process, however, teachers have frequently confronted time constraints and a large class. As a result, online peer feedback could be a useful learning approach for students who want to develop their writing skills. It was considered that offering and receiving online peer evaluation was useful to students (Shi & Guardado, 2007) pointed following points, Students' cultural backgrounds can influence their behavior and participation in peer discussion, The students' capacity to grasp peer feedback is influenced by their degree of English proficiency, Peer feedback can come in a variety of formats, including spoken peer feedback or face-to-face conversations, written peer feedback via a questionnaire, or sending a text remark..

According to Hattie and Timperley (2007), Peer evaluation helps minimize students' mistakes, developing their comprehension of the content, and gaining "increased confidence and greater investment of effort." The usefulness and efficiency of feedback have been two of the most researched aspects of it. Students valued feedback from semi indicators more since it allowed them to request confirmation, seek additional feedback, and motivate them to improve (Van der Kleij & Lipnevich; 2020).

Literature, therefore, suggested introducing peer feedback as an important component in classrooms because it accelerates learning. However, the literature also highlights the negative aspects of feedback. There may be situations in classrooms that students do not understand the

importance of feedback (Wu & Schunn,2020) and even at times feel stressed about the feedback. Though carrying negative aspects still feedback is an important gauge in accelerating the learning in classrooms and providing learners a tool to realize their actual position in classrooms. feedback also helps the learner in achieving goals. Keeping in view the importance of peer feedback, the study is carried out in undergraduate classrooms to find out the perceptions of students about peer feedback.

Methodology

This research is quantitative. Students' perceptions were obtained using a questionnaire. Convenient sampling technique was used in this study. four departments from two faculties i.e., faculty of sciences and faculty of social sciences were selected randomly for the selection of sample size of 200 undergraduate students (50 students from BS program of all four departments). Sample of the study comprised 130 female students and 70 male students. Peer feedback Questionnaire(PfQ) was developed. The questionnaire was validated with review of the literature and expert opinion. It consisted of two parts i.e., one was collecting demographic information such as; gender, age, qualification, and residence and the second part of the questionnaire was comprised of 15 items to collect the perception of undergraduate students about peer feedback. Five-point Likert scale was used for the purpose. Reliability of the questionnaire was established using Cronbach Alpha and it was .87. Google form was used as a medium of data collection and response rate collected was 99%

Results

Collected data were analyzed using SPSS. Descriptive and Inferential statistics were applied to collect the results from the data collected.

Demographics of the data:

The data was analyzed on demographic data available from the questionnaire i.e., gender, age, qualification and residence.

Table1

Demographic analysis based on Gender, Age, Qualification and Residence

		<i>Frequency</i>	<i>Percentage</i>
<i>Gender</i>	<i>Male</i>	70	35%
	<i>Female</i>	130	65
<i>Age</i>	18 To 24	171	85.5%
	25 To 30	29	14.5%
<i>Qualification</i>	BS(Education)	50	25%

	BS(Physics)	50	25%
	BS(Chemistry)	50	25%
	BS(Psychology)	50	25%
<i>Residence</i>	Rural	157	78.6%%
	Urban	43	21.5%

Table 1 shows the frequency and percentage of demographic variables. There were 70(33%) males and 130(65%) females who participated in the study. Likewise, the age range of the sample was 18-24 and 25-30 ie., (171(85.5%) and 29(14/5%) respectively. The table also represented the qualification of the individuals who participated in the study including 200 students from the BS program of science and social science departments. Furthermore, table represents the frequency and percentage of sample from rural and urban areas i.e., 157(78.6%) and 43(21.5%) respectively.

Perception about peer feedback

The study's main objective was to find out the perception of undergraduate students about peer feedback. Mean score was calculated to meet the objective.

Table 2:

Perceptions of Students about Peer feedback

	Peer Feedback	Mean	Std.Deviation
1	Playing role while providing feedback	3.5	.19
2	Peer feedback develops	4.2	.13
3	Peer feedback is support for most learning	3.8	1.09
4	Peer feedback is an attitude	2.9	1.11
5	Peer feedback is constructive	3.8	1.06
6	Negative peer feedback causes stress	4.3	1.01
7	Peer feedback seeking is humiliating	3.00	1.12

8	Peer feedback accelerates achievement motivation	4.01	1.09
9	Peer feedback should be a guided activity	3.96	1.01
10	Technology integration make peer feedback an interesting activity	4.05	.09
11	It addresses my confidence in classroom	4.00	.07
12	An opportunity for self-improvement	4.3`	1.03
13	Maintain rapport in class	3.3	1.09
14	I do not understand the criterion of peer feedback	4.1	1.1
15	Enhances evaluative skills	4.09	1.08

Table 2 shows that the majority of students perceive peer feedback as students playing role of teachers while providing feedback on a given task in classrooms and that peer feedback develops individual learners. Table also revealed that students perceived peer feedback as a support for most learning and they reported that peer feedback is constructive in nature. Table also reflected that students reported negative peer feedback causes stress and is humiliating when teacher leaves classrooms. While table revealed that the majority of students disagree that peer feedback is an attitude of the students.

Table 3

t analysis(Gender)

Gender	N	Mean	t	df	Sig. (2 tailed)
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Male	70	60.87			
Female	130	59.87	.620	197	.536

Table 3 reflects that the value 0.536 is not significant at 0.05 levels of significance. As a result, the null hypothesis was accepted, saying that there is no significant difference in male and female students' views of peer feedback, and it was determined that male and female students had similar perceptions of peer feedback.

Table: 4

t test analysis based on residence

Residence	N	Mean	t	df	Sig.(2 tailed)
Rural	157	61.02			
Urban	43	59.43	.972	197	.334

Table 4 reflects that value 0.334 is not significant at 0.05 levels of significance. So, the null hypothesis stating that there is no significant difference in the perception of rural and urban students about peer feedback was accepted and it is concluded that male and female students have the same perceptions about peer feedback.

Table: 5

t test analysis based on qualification

Qualification	N	Mean	t	df	Sig.(2 tailed)
BS Sciences	100	60.59			
BS. Social Sciences	100	59.95	.385	197	.040

Table 5 reflects that value 0.040 is significant at 0.05 levels of significance. So, the null hypothesis stating that there is no significant difference in the perception of BS Sciences and BS Social Sciences students about peer feedback was rejected and it is concluded that sciences and social sciences students have significant differences in their perceptions about peer feedback.

Discussion and Conclusion

Peer assessment is a creative feedback approach that has recently attracted the interest of both educators and professionals. Peer feedback is well known mutual assessment practice. With a focus on student centered learning and learning by doing, peer feedback becomes vital part of the learning process and classrooms. Peer feedback is one form of feedback that has become an

increasingly important part of higher education's learning and teaching strategies. Feedback is often considered an important part of classroom experience and essential to students' learning and progress. The findings of this study revealed that students know their role as peer feedback provider but they do not take responsibility and they also find that peer feedback help them get develop. Based on findings following conclusions were made in this study, it was discovered that several students disagreed with their responsibilities as a giver and recipient of peer evaluation. While some others believe that, students don't receive worthwhile experiences from peer feedback. This is in line with the finding of the study carried out by Banister (2020). Some students develop skills through peer feedback, on the other side only a few students develop skills through feedback. Peer feedback activity helped some students to reduce their stress in studying, while others takes this stressful activity. According to students' points of view, positive feelings don't help students cope with their stress and anxiety while offering peer feedback. Some agreed that Peer feedback helps them to develop critical and evaluative thinking skills. The study goes by finding in a study conducted by Nicole, Thomson and Breslin (2014). Many respondents disagreed about peer feedback gives me motivation for improvement. Students don't feel comfortable giving negative feedback to their peers. Some respondents disagreed about students did not like to give negative feedback on peers' work.

Recommendations

Based on the conclusion, the following recommendations were made, that teachers may use peer feedback strategies in classroom planning and practices and may motivate students for the provision of feedback or reviews on the assigned tasks of their classmates. It is also recommended that teachers may discuss with students the importance of peer feedback for their academic success. Further, the study recommends that there may be a proper opportunity in the classroom for students, to freely discuss their classmate's work or assignments. Teachers may train students to accept negative feedback on their work from peers with a peaceful mind and may feel easy to incorporate feedback in other work. The study also recommends a comprehensive study on the dynamics and impact of feedback on the academic performance of students in higher education.

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