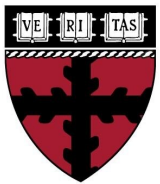
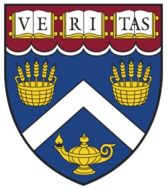
Two Tools for Encouraging Meaningful Peer Feedback

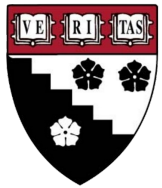
Inclusive Practice Fellowship Workshop
April 27, 2023



Kelly Miller
School of Engineering & Applied Sciences



Christina Smiraglia
Graduate School of Education



Please introduce yourself in chat!
We invite you to share your school affiliation/s and role/s.

Land Acknowledgment

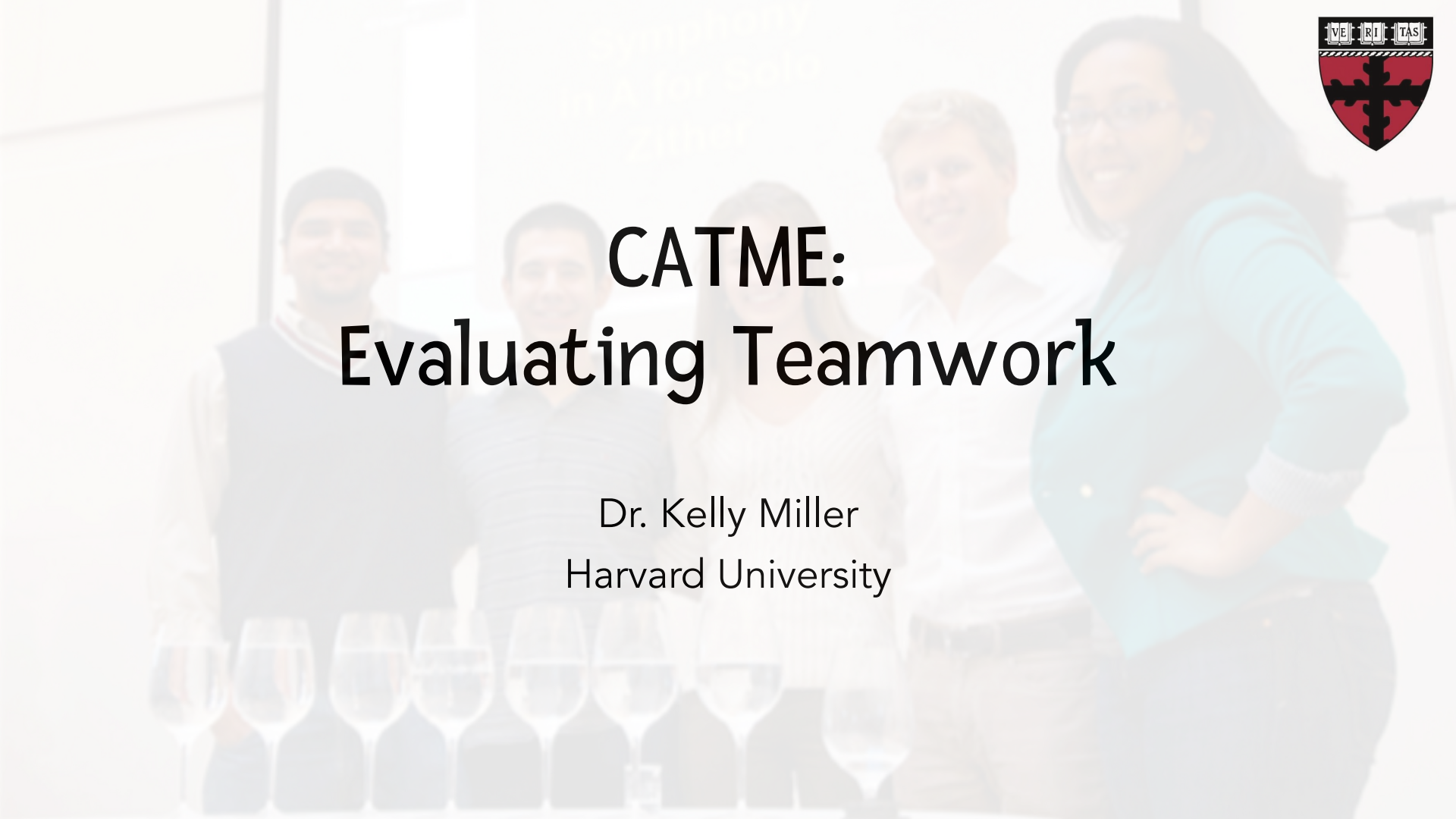
As professionals at Harvard, we acknowledge that much of our work happens on the ancestral lands of the Massachusett, Naumkeag, and Pawtucket Native nations, and we would like to acknowledge the Indigenous peoples past and present of all the lands that everyone is on today.

Please join us in recognizing the historic and ongoing harm against these members of our communities and in considering how we can each, in our own way, move forward as we engage in group processes of learning and strive for justice in education.

For a global map of indigenous territories, see https://native-land.ca

Agenda

- Tool #1: CATME
  - Q&A on CATME
- Tool #2: The Dialogue Toolkit
  - Q&A on the Dialogue Toolkit
- Breakout conversations
- Wrap-up



CATME:
Evaluating Teamwork

Dr. Kelly Miller
Harvard University

CATME: Evaluating Teamwork Outline

1. Context for Team & Project-based Instruction

2. Team Formation

3. CATME Metrics

4. CATME Data/ Bias

Applied Physics 50:Team Based Learning

How do we form teams in AP50?

Inputs for Team Formation:

- gender
- physics background knowledge
- exam performance
- previous teams
- learning styles
- student concentrations

CATME Metrics

Individual: CIKEH

C	Contributing to the Team's Work
I	Interacting with Teammates
K	Keeping the Team on Track
E	Expecting Quality
H	Having Related Knowledge, Skills, and Abilities

Team

I am satisfied with my present teammates
I am pleased with the way my teammates & I work together
I am very satisfied with working in this team

CATME Peer Evaluation

PURDUE UNIVERSITY

Help
For More CATME Info
Logout

Instructions | Contribution (2 of 9) | Interaction

Contributing to the Team's Work

Kelly Miller	Student Four	Student One	Student Three	Student Two	Description of Rating
○	○	○	○	○	• Does more or higher-quality work than expected. • Makes important contributions that improve the team's work. • Helps teammates who are having difficulty completing their work.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Completes a fair share of the team's work with acceptable quality. • Keeps commitments and completes assignments on time. • Helps teammates who are having difficulty when it is easy or important.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Does not do a fair share of the team's work. Delivers sloppy or incomplete work. • Misses deadlines. Is late, unprepared, or absent for team meetings. • Does not assist teammates. Quits if the work becomes difficult.

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CATME Peer Evaluation

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Interacting with Teammates

Kelly Miller	Student Four	Student One	Student Three	Student Two	Description of Rating
○	○	○	○	○	• Asks for and shows an interest in teammates' ideas and contributions. • Makes sure teammates stay informed and understand each other. • Provides encouragement or enthusiasm to the team. • Asks teammates for feedback and uses their suggestions to improve.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Listens to teammates and respects their contributions. • Communicates clearly. Shares information with teammates. • Participates fully in team activities. • Respects and responds to feedback from teammates.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Interrupts, ignores, bosses, or makes fun of teammates. • Takes actions that affect teammates without their input. Does not share information. • Complains, makes excuses, or does not interact with teammates. • Is defensive. Will not accept help or advice from teammates.

CATME
Peer Evaluation

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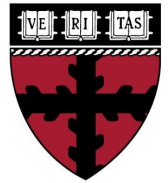

Keeping the Team on Track

Kelly Miller	Student Four	Student One	Student Three	Student Two	Description of Rating
○	○	○	○	○	• Watches conditions affecting the team and monitors the team's progress. • Makes sure that teammates are making appropriate progress. • Gives teammates specific, timely, and constructive feedback.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Notices changes that influence the team's success. • Knows what everyone on the team should be doing and notices problems. • Alerts teammates or suggests solutions when the team's success is threatened.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Is unaware of whether the team is meeting its goals. • Does not pay attention to teammates' progress. • Avoids discussing team problems, even when they are obvious.

CATME Peer Evaluation

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Expecting Quality

Kelly Miller	Student Four	Student One	Student Three	Student Two	Description of Rating
○	○	○	○	○	• Motivates the team to do excellent work. • Cares that the team does outstanding work, even if there is no additional reward. • Believes that the team can do excellent work.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Encourages the team to do good work that meets all requirements. • Wants the team to perform well enough to earn all available rewards. • Believes that the team can fully meet its responsibilities.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Satisfied even if the team does not meet assigned standards. • Wants the team to avoid work, even if it hurts the team. • Doubts that the team can meet its requirements.

CATME Peer Evaluation

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Having Related Knowledge, Skills, and Abilities

Kelly Miller	Student Four	Student One	Student Three	Student Two	Description of Rating
○	○	○	○	○	• Demonstrates the knowledge, skills, and abilities to do excellent work. • Acquires new knowledge or skills to improve the team's performance. • Able to perform the role of any team member if necessary.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Demonstrates sufficient knowledge, skills, and abilities to contribute to the team's work. • Acquires knowledge or skills as needed to meet requirements. • Able to perform some of the tasks normally done by other team members.
○	○	○	○	○	Demonstrates behaviors described immediately above and below.
○	○	○	○	○	• Missing basic qualifications needed to be a member of the team. • Unable or unwilling to develop knowledge or skills to contribute to the team. • Unable to perform any of the duties of other team members.

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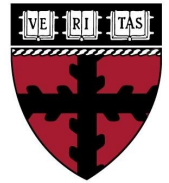

Team Satisfaction

I am satisfied with my present teammates

I am pleased with the way my teammates and I work together

I am very satisfied with working in this team

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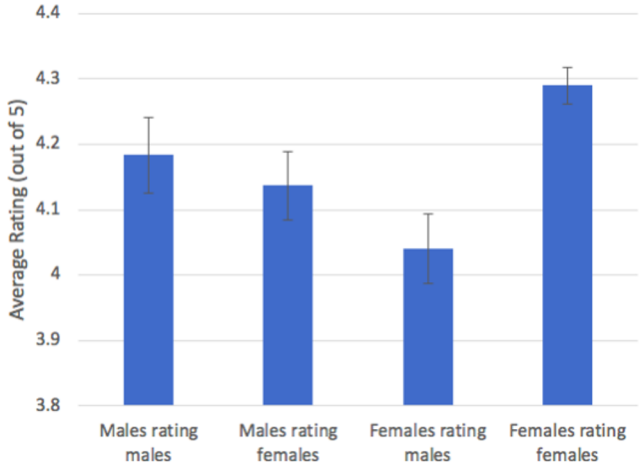
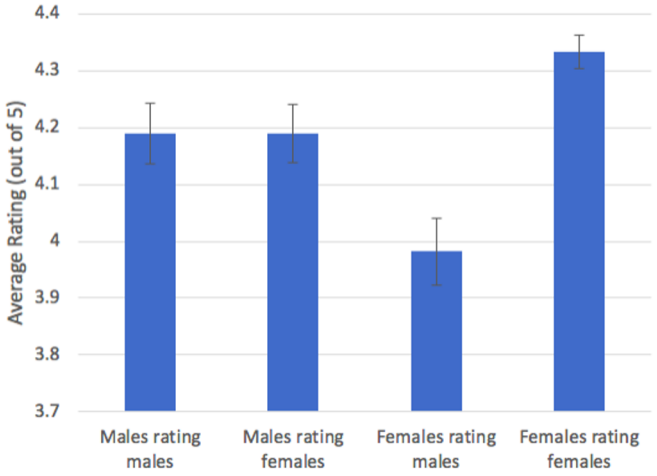
- ✓
- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

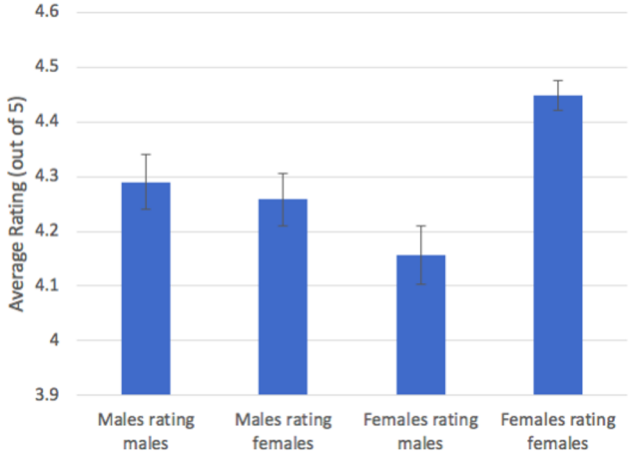
Contributing to the Team's Work



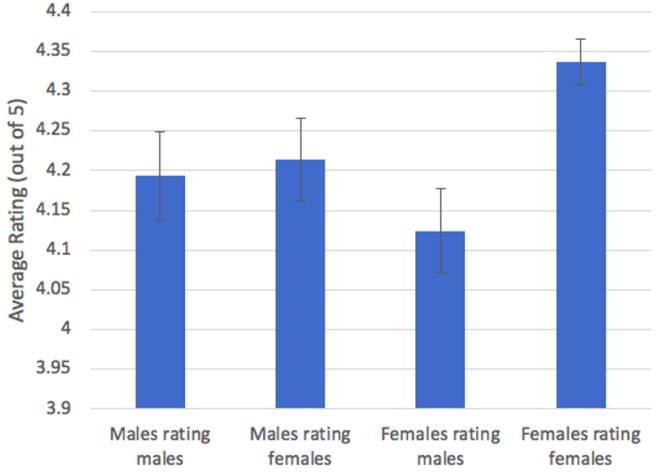
Keeping the Team on Track



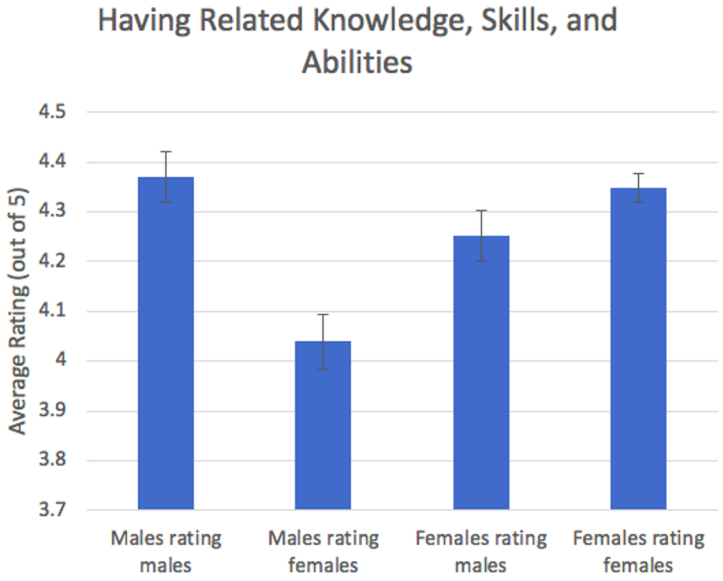
Interacting with Teammates

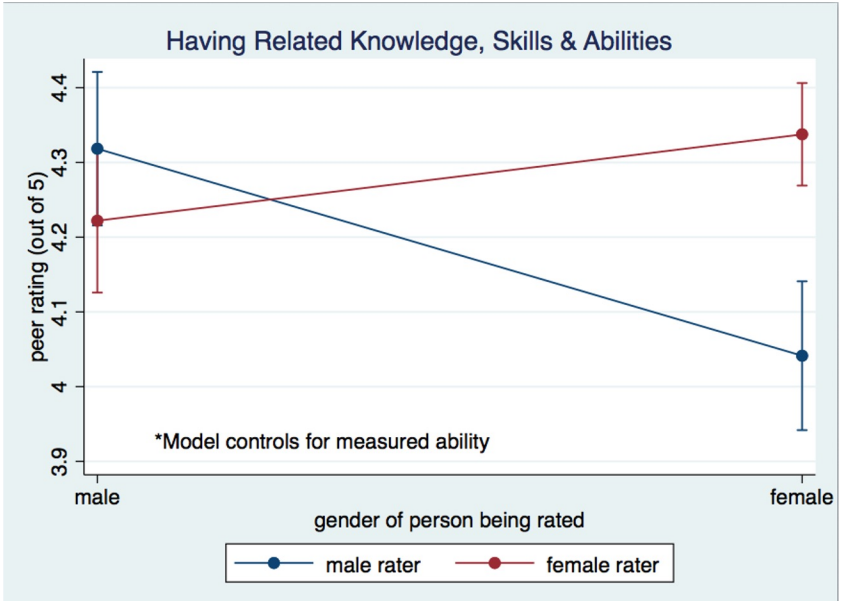


Expecting Quality



Male students rate female students as having lower ability than other male students, even controlling
for actual ability

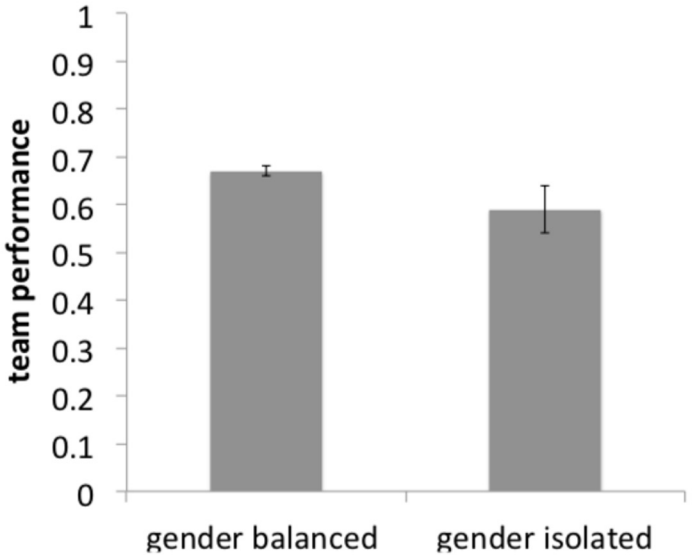


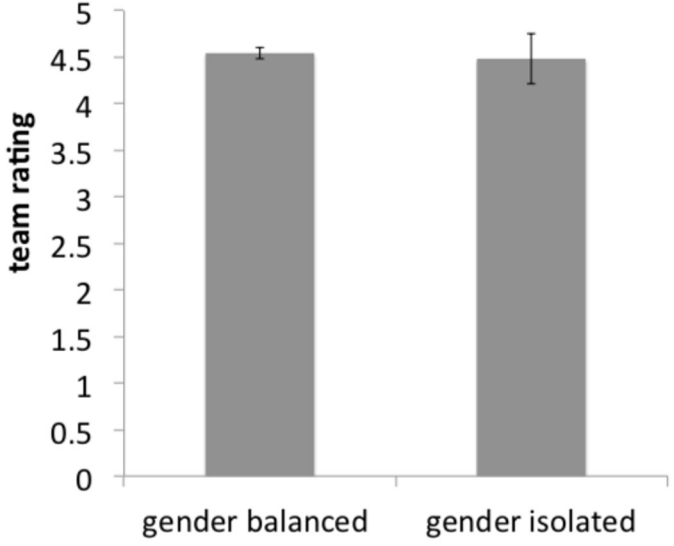


Team-level data

Gender balanced teams perform slightly better than gender isolated teams

but - they rate their team experience just as high.

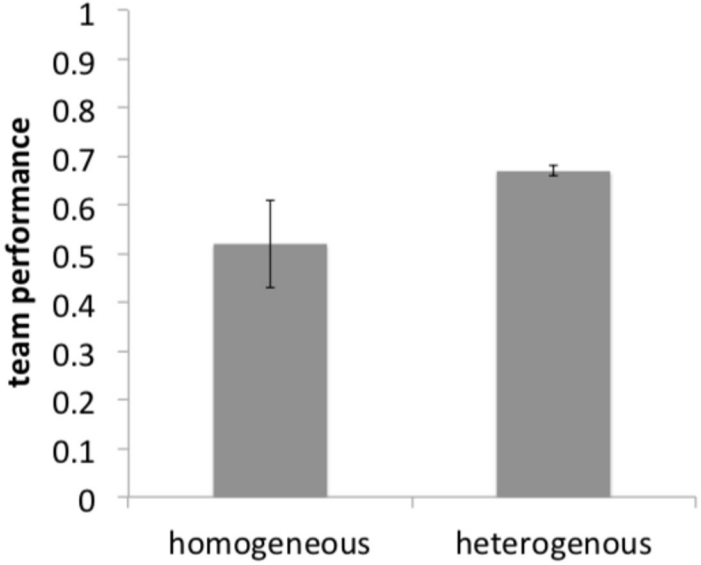


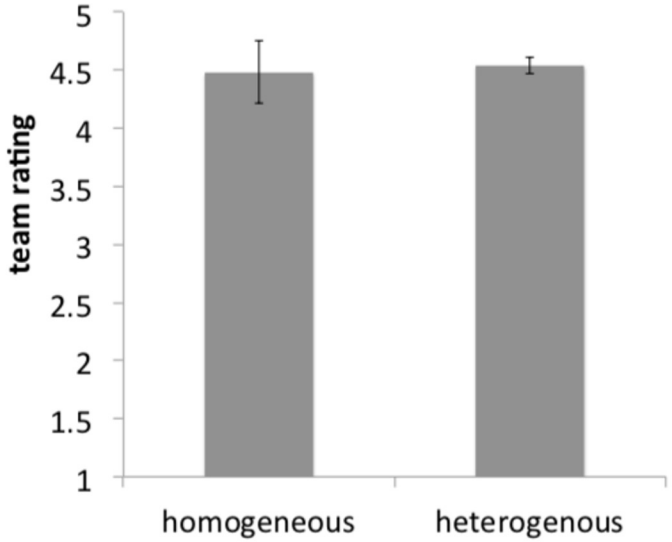


Team-level data

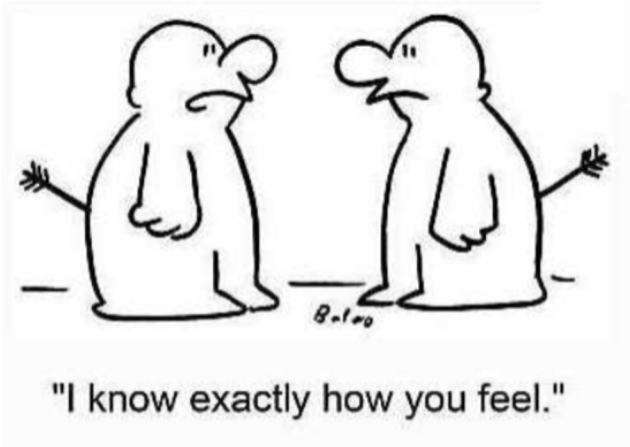
Teams where all members have the same learning style **perform worse** than teams with a diversity of learning styles

but - they rate their team experience just as high.





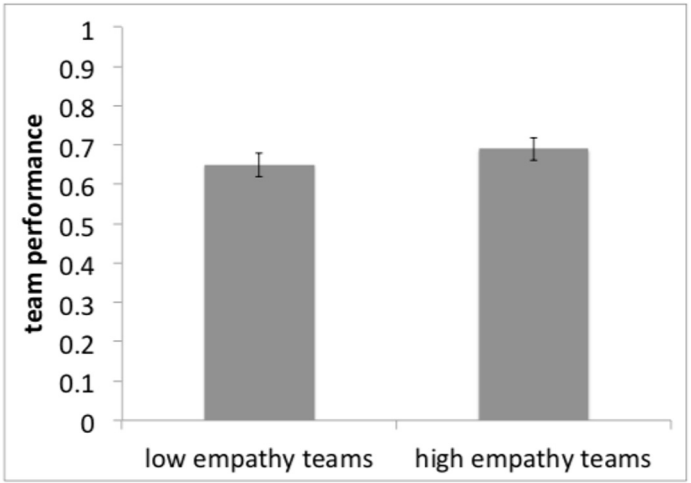
The ability to step into the shoes of another person, aiming to **understand their feelings and perspectives**, and to use that understanding to guide our actions.

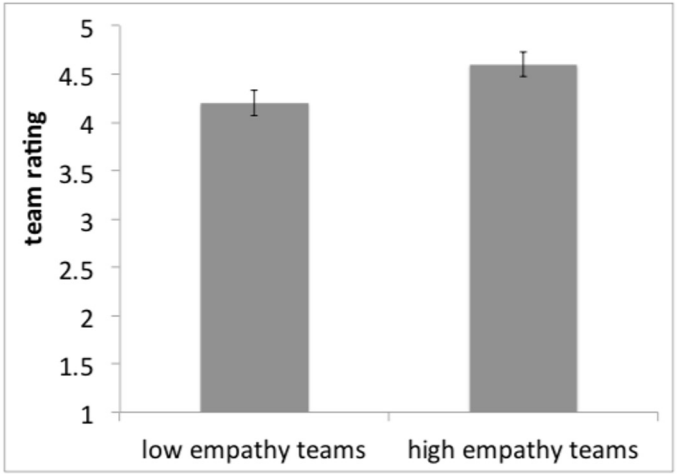


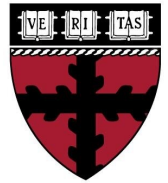
Lawrence, E. J., et al. "Measuring empathy: reliability and validity of the Empathy Quotient." Psychological medicine 34.05 (2004): 911-920.

Team-level data

High empathy teams both perform better and rate their experience as higher than **low empathy teams**







Questions about CATME?

The Dialogue Toolkit

Dr. Christina Smiraglia
Harvard Graduate School of Education

PZ PROJECT ZERO

Dialogue Toolkit Outline

1. Original Purpose
2. Dialogue Moves
3. Contexts, Benefits & Challenges for Use
4. Educator & Student Feedback
5. Further Resources

Original Use & Context

Facilitate more meaningful individual peer responses…

- on asynchronous discussion boards
- for K-16 students

"Nice job!"

"I really liked the way you paired the lines with polar-opposite views to show how different the perspectives on immigration really are.

Do you think people who are anti-immigration are creating a fair narrative of immigrants (illegal or not)–and vice versa? If not, why?"

The Dialogue Toolkit Toolbar

What students see when they (asynchronously) respond to another student's post

NOTICE: What stands out to you or catches your eye in this person's post? In other words, what do you notice in particular? Be specific

APPRECIATE: Share what you like, appreciate or value in the post you've read. Be specific.

SNIP: Cut and paste a phrase or sentence from the original post into your comment. Ask a question about it or say what you find interesting or important about what is being said.

PROBE: Probe for more details. Ask questions that will help give you a better sense of another person's perspective. (See Creative Questions & Sentence Starters below)

CONNECT: Make a connection between something in the post and your own experiences, feelings, or interests

EXTEND: Describe how the post extended your thoughts in new directions or gave you a new perspective.

POV: Express your point of view (POV), position or opinion.

CHALLENGE: Question or challenge a point of view (POV) or idea someone else has shared.

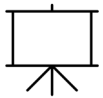
NAME: Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.

Adapted Uses & Contexts

Facilitate more meaningful peer responses…

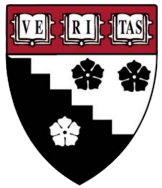
In discussion board response posts

On anonymous physical sticky notes about presentations



In comments on peer work in Google slide decks

(Also for providing assignment feedback!)



Benefits

- Generally intuitive
- Modular
- Format-flexible
- Anonymity-flexible
- Free

Challenges

- Potentially overwhelming
- Students may forget to use moves
- Unclear move names
- English-only

Example Educator Feedback on the Tool

"two students who disagreed with one another on an issue came to a better understanding and place with one another after using the Name move to support (and describe the source of) their POV"

"students are developing the more difficult and nuanced skills of critical thinking and empathic listening – both skills that the DTK addresses. These skills are teachable but there's not a perfect formula – I can't say 'you do a, you do b, you do c, and now you're empathetic.' The DTK gives me strategies and tools to scaffold these skills for students"

Example Student Feedback on the Tool

"It's helped me look at things in a different way and in different perspectives"

"it helps you actually notice things and pay attention to small details instead of just typing something like 'oh i like that'"

Dialogue Toolkit Resources

- Website with info: https://learn.outofedenwalk.com/dialogue-toolkit/
- Printable PDF: https://s3.amazonaws.com/outofeden/OOEL+Dialogue+toolkit_printable_Fall+2018.pdf
- Blog post with useful teacher practices: https://walktolearn.outofedenwalk.com/2020/09/15/exploring-6-powerful-teacher-moves-for-enhancing-dialogue-in-digital-exchange-programs-on-out-of-eden-learn-and-beyond/
- Research that included (but didn't focus on) the Dialogue Toolkit: https://www.digitalcultureandeducation.com/volume-10-papers/commenting-across-difference-youth-dialogue-in-an-intercultural-virtual-exchange-program

Questions about the Dialogue Toolkit?

PZ PROJECT ZERO

Process Together

In a breakout group with 1-2 others, take about 10 minutes to consider:

- *How might you use any of these ideas/tools in your own work?*
- *What additional questions do you have about either tool?*

Take a moment to reflect on an idea that you're personally taking away from the workshop.

When you're ready, please share it in the chat!