



Utrecht University

Peer feedback to promote deep learning in online education:

*Unraveling the
process*

Renée Filius





Utrecht University

Directie Studenten, Onderwijs & Onderzoek





Utrecht University

TLL Teaching & Learning Lab

Afdeling Onderwijs



Utrecht University

Centre for Academic Teaching

Lifelong
Learning
Programme

Inspire and
empower academic
teachers



Werkprogramma
Internationalisering





Utrecht University

2010



elevate

UTRECHT ACADEMIC E-LEARNING ENVIRONMENT



Utrecht University

2010



elevate
UTRECHT ACADEMIC E-LEARNING ENVIRONMENT

elevate

2018





Utrecht University

Taart!





Bakkerij

Bakkerij Wammes



Deep learning



Surface learning

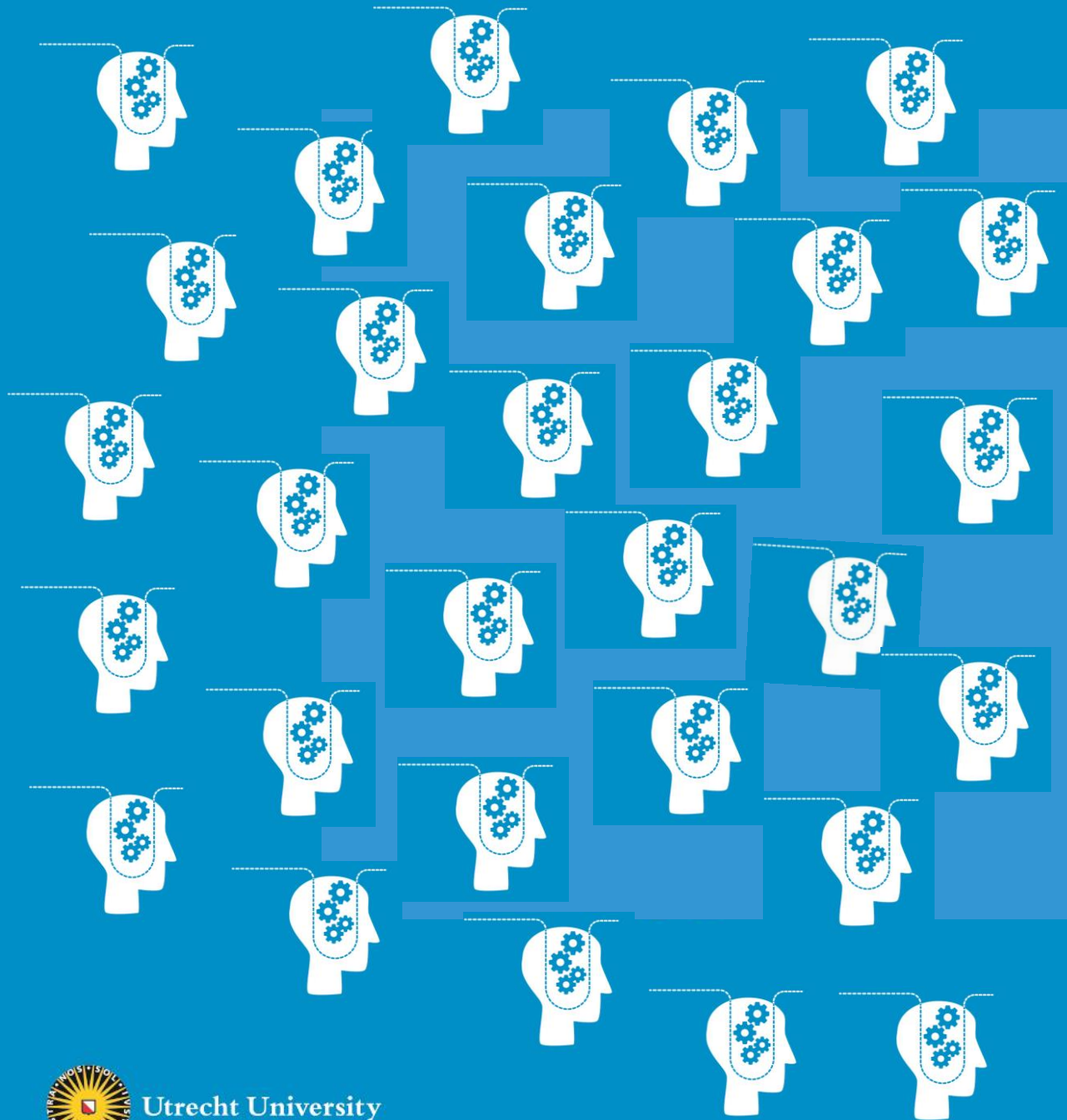
Deep learning



Utrecht University



UMC Utrecht



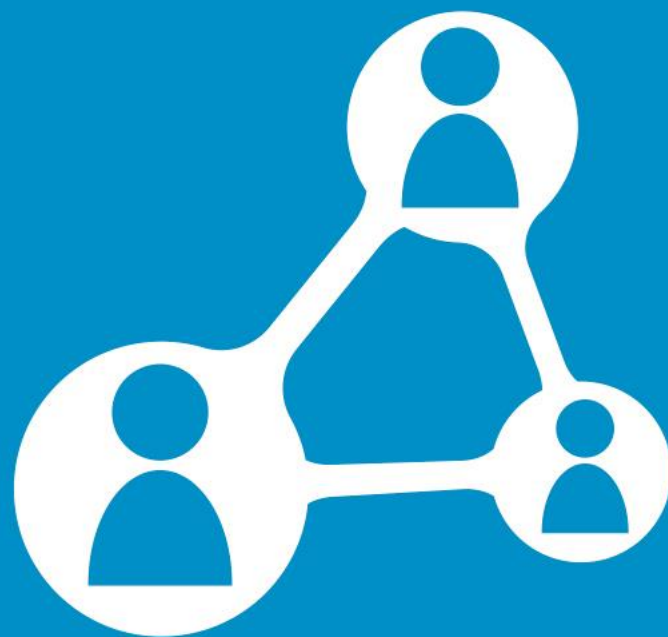
Utrecht University



UMC Utrecht

Hoe kunnen docenten
in online hoger onderwijs
diepgaand leren stimuleren?





Utrecht University



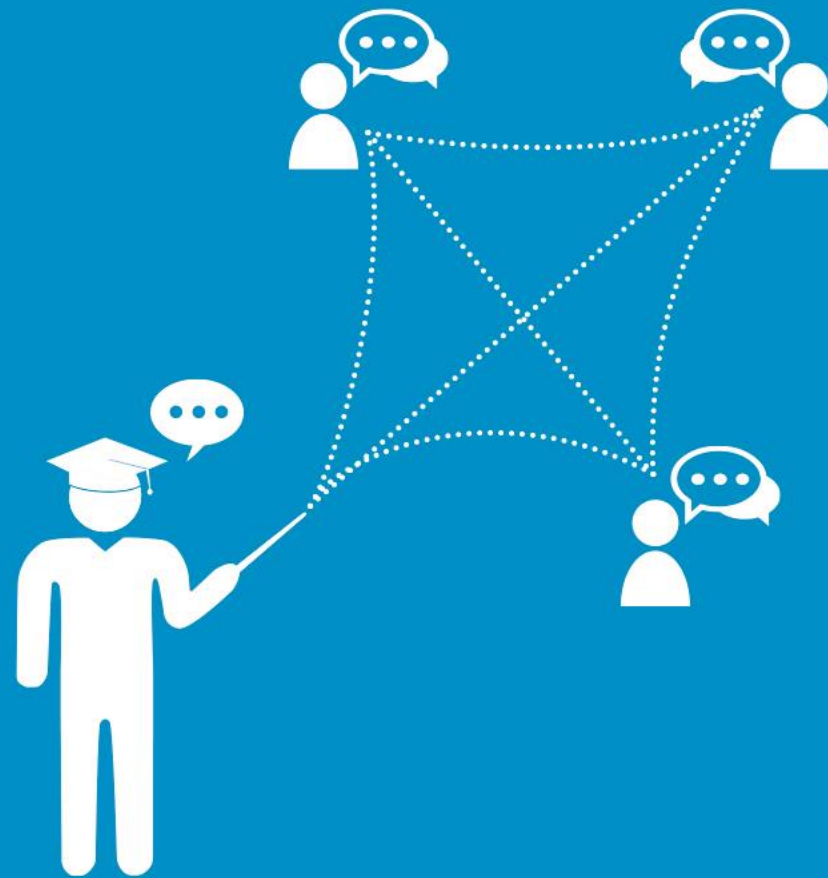
UMC Utrecht



SOCIAL INTERACTION

as a prerequisite for deep learning



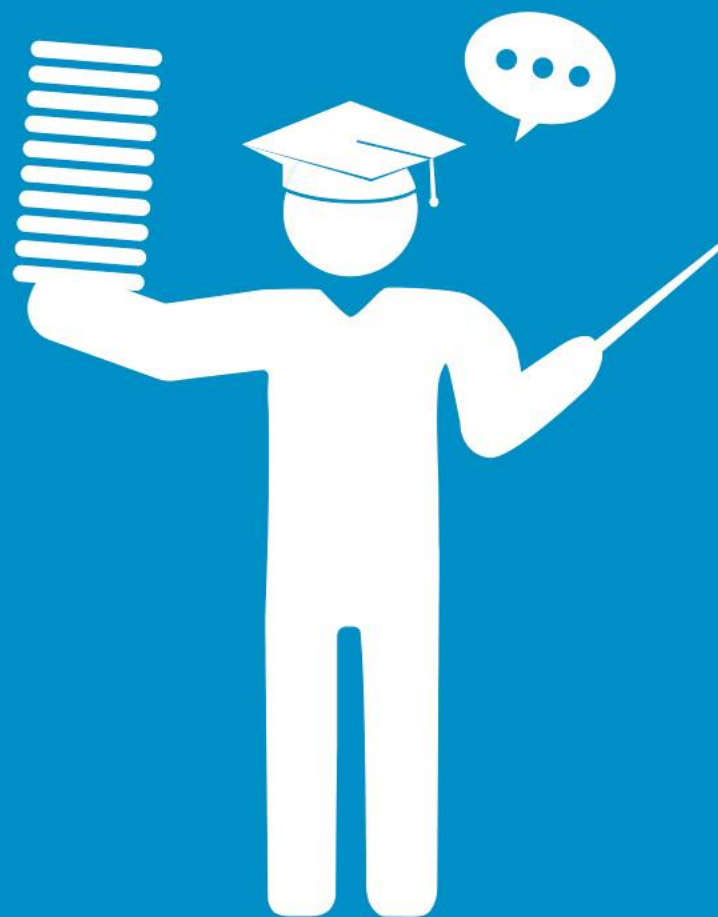




CHALLENGES FOR INSTRUCTORS

- Aligning learning activities
- Insight in students' needs
- Adaptivity in teaching strategy
- Social cohesion
- Dialogue creation





Utrecht University



UMC Utrecht

INTERVENTIONS

FEEDBACK

3

AS DIALOGUE

- Feedback management
- Peer feedback
- Automatic feedback

4

TYPED PEER FEEDBACK

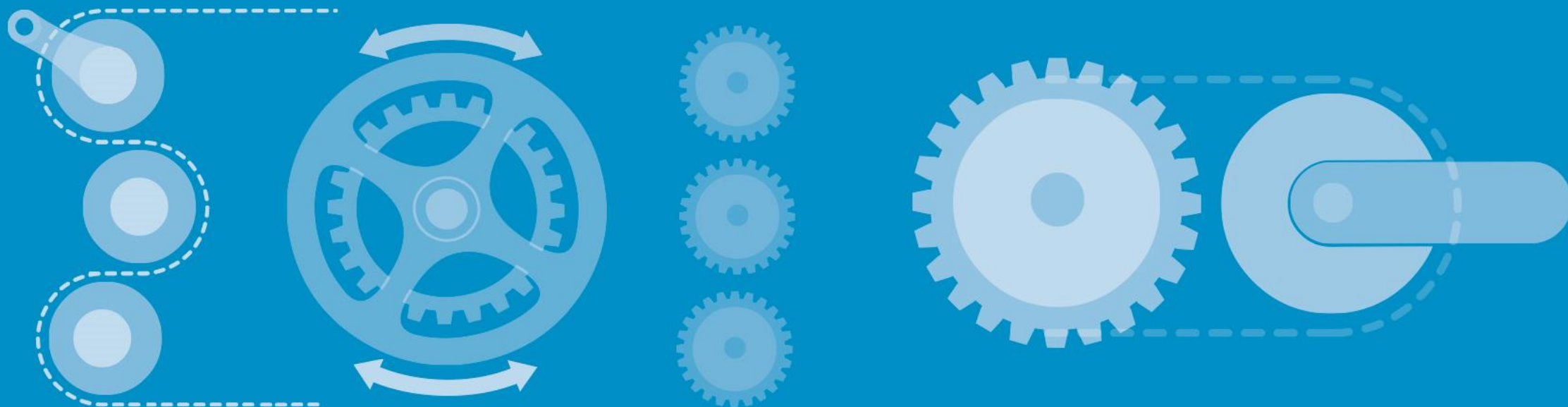
Students question peer feedback which leads to deep learning

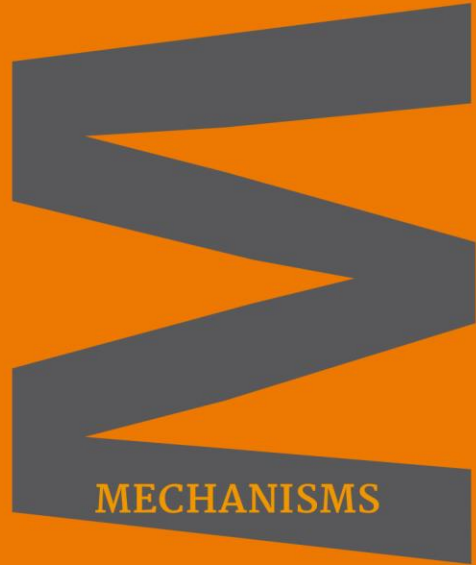
5

AUDIO PEER FEEDBACK

Both providing and receiving peer feedback lead to deep learning







TRIGGERS

- Feeling personally committed
- Probing back and forth
- Understanding one's own learning process
- Asking and providing relevant feedback



Utrecht University

≡ Menu

nrc.nl



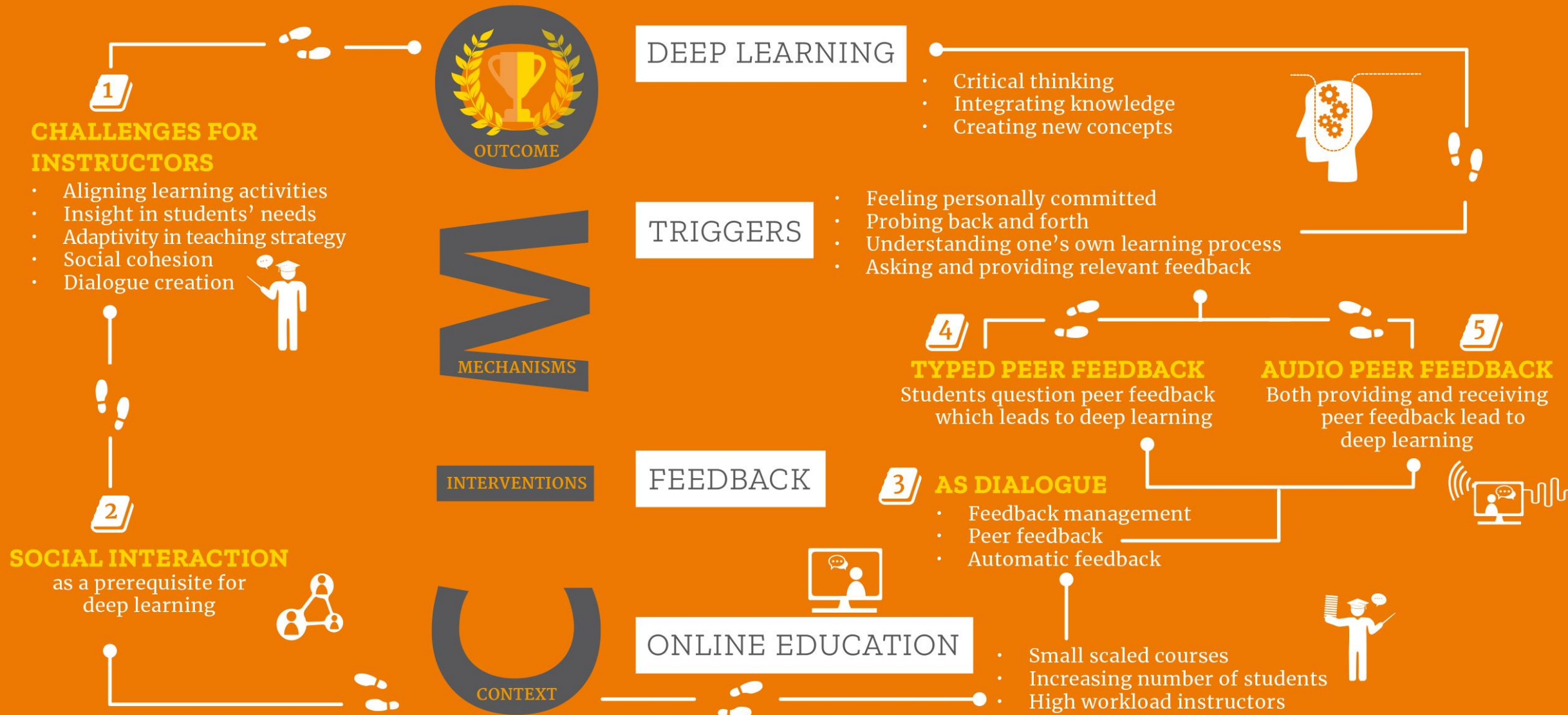
🕒 2 november 2018

Online onderwijs is geen videokopie van de klas

Onderwijsblog Onderwijs voor de klas zou beter zijn dan online. Het hangt er maar van af hoe, zeggen specialisten.



How can instructors promote deep learning in online education?





SUMMARY

Universities aim for deep learning. Two trends may threaten the achievement of deep learning: the massification of students and the increasing choice for online education by universities. Considering these trends, this dissertation examines the extent to which instructors can promote deep learning in online higher education.

As a consequence of the often asynchronous and typed interaction, instructors experience specific challenges in online education. Scalable instructor interventions are described that can be used to meet these challenges. Additionally, mechanisms have been identified that are triggered and lead to deep learning.

“Peer feedback” intervention is focused on. This intervention leads to deep learning because students question the feedback of peers more than that of an instructor, and therefore they think longer about it. Providing peer feedback is shown to be just as valuable as receiving it.

Results can be used by instructors in designing and teaching. Universities are advised to review their teaching strategy on the basis of current trends and the results of this dissertation.

ISBN: 978-90-829085-1-0

PEER FEEDBACK TO PROMOTE DEEP LEARNING IN ONLINE EDUCATION

Unraveling the process

Renée M. Filius

PEER FEEDBACK TO PROMOTE DEEP LEARNING IN ONLINE EDUCATION

Unraveling the process

Renée M. Filius

Uitnodiging

Voor het bijwonen van de
openbare verdediging
van het proefschrift
van Renée Filius

PEER FEEDBACK TO
PROMOTE DEEP LEARNING
IN ONLINE EDUCATION
Unraveling the process

Op donderdag 23 mei
om 16.15 uur
In het Academiegebouw
Domplein 29 te Utrecht

Receptie
Na afloop van de
verdediging bent u van
harte welkom op de
receptie ter plaatse

Paranimfen
Martine Filius
Meike Ansems-Bootsma

Defence.Renee@gmail.com



Utrecht University



UMC Utrecht