

Supplementary materials: Training description

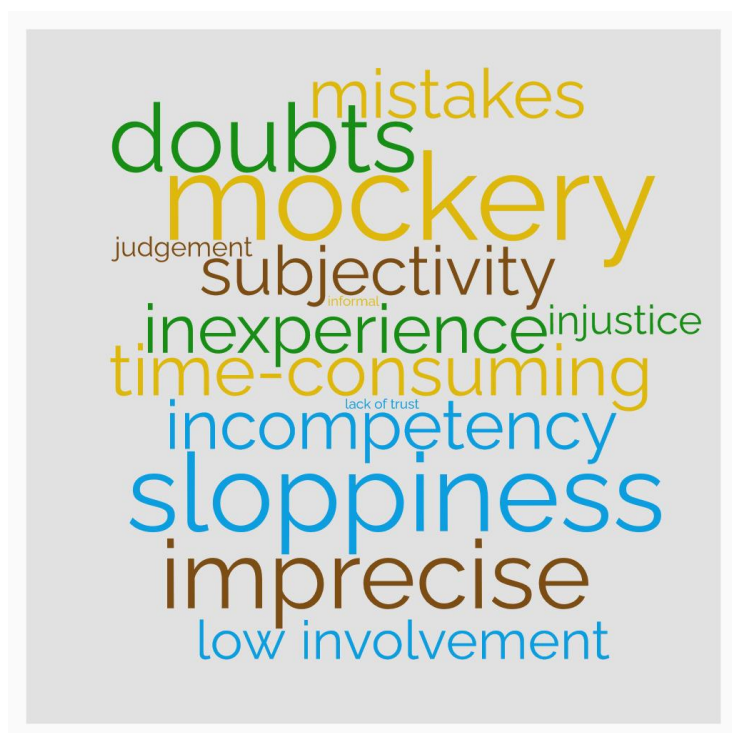
The training lasted one hour and was composed of three steps: (1) discovery of students' thoughts about peer assessment, (2) role-plays and discussions in small groups, and (3) summary of key learning points.

1. Discovery of students' thoughts about peer assessment (5 min)

The week before the training session, students were asked to answer four questions through an interactive platform (Wooclap): (1) In one word, what does peer assessment mean to you? (2) What are the advantages of peer assessment? (3) What are the disadvantages of peer assessment? (4) Do you have any concerns related to peer assessment? For the first three questions, students' answers were shown live as a words cloud and students could *like* them. Figure 1 is an example of a words-cloud generated for the third question (disadvantages of peer assessment).

Figure 1.

Words cloud for disadvantages of peer assessment



2. Role-plays and discussions in small groups (50 min)

Based on students' answers to the Wooclap, we designed two role-plays. Students were split into groups of six and received a detailed roadmap with two role-play scenarios and instructions on how to play and discuss them. The first role-play consisted of three friends who participated in a

peer feedback activity but were all dissatisfied with the received written comments for different reasons (e.g. the feedback was only positive, without any suggestion for improvement). In the second role-play, students had to put themselves in the shoes of three students who had to decide what grade and feedback to give to peers who did a poor oral presentation.

For each role-play three students acted out the roles while the three others observed the role-play and took notes to inform the following discussion. Having two role-plays allowed each student to play one role, either in the first or second role-play. After performing and discussing the two role-plays, they stayed in sub-groups to synthesize their discussions. More precisely, we asked them to identify the benefits and interpersonal risks of peer feedback, and what the professor and themselves as students can do to ensure that a peer feedback activity works well.

Role-play example

Léa, David, and Chloé are third-year psychology students. For one of their courses, they had to write a research paper. They had to develop a problematic, research question and hypotheses, then imagine a methodology to test them. They then participated in an anonymous peer assessment which was intended to give them some ideas for improvement before they handed in the final version of their work (evaluated by their teacher). Lea, David, and Chloe meet after classes for a drink and take the opportunity to complain about the feedback they received. Indeed, none of them is satisfied with it. Léa is the first to complain: "I only received very superficial feedback, always positive. How am I supposed to learn anything from this?" David continues: "It's the opposite for me, the guy who assessed me destroyed me. If I consider his feedback, it means that I have to start from scratch". Chloe is no more satisfied than he is: "All my assessor did was spot my spelling mistakes. That's not all that counts!"

Roles:

Lea: You are very disappointed. You feel that the student who gave you feedback was not qualified enough to assess your work properly and accurately. You only received feedback like, "You have a lot of references in your bibliography. Great!" which is not very helpful to improve your work. Fortunately, you were able to think of ways to improve yourself by realizing that some of the suggestions made to the student you assessed also applied to your work. Otherwise, you would have wasted your time participating in this peer review. You envy David who received some real suggestions for improvement. You initiate the role-play by explaining why you don't like the feedback you received.

David: You are upset and a little offended. Most of the comments you receive seem useful (e.g., "Be careful, when you put references at the end of a paragraph, it's not always clear which idea in the paragraph came from which reference."). But you have a hard time digesting this one: "It seems to me that the methodology you suggest does not allow you to answer your research question. To answer it, you should observe your participants instead of giving them questionnaires". This comment calls into question the core of your work, of which you were quite proud. You envy Chloe, who has received only surface comments that do not question the value of all her work and are easy to act upon.

Chloe: You are annoyed by the comments you received. The student who read your work just corrected the spelling mistakes (there were quite a few because you were so busy not proofreading). The comments you received are not very helpful and you think that the student who assessed you must have thought you were completely stupid. You envy Lea, who received a lot of compliments.

3. Summary of key learning point (10 min)

The last training stage was an open discussion to synthesize all the ideas in the large group. We asked a student from each group to report the key points of their discussions and took live notes on our slideshow so students could see how the discussion progressed. We used this moment to explain and justify the choices made by the professor for the organization of the peer feedback activity and to link these choices to the elements discussed by students and with the literature on peer feedback. We also used this moment to address any remaining concerns. Based on the discussion, we create a mind map (see figure 2) that students received a few days later. This mind map allows students to keep a record of the key ideas identified together during the training in a visual and accessible format.

Figure 2

Mind map

