

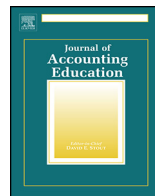


ELSEVIER

Contents lists available at ScienceDirect

J. of Acc. Ed.

journal homepage: [www.elsevier.com/locate/jaccedu](http://www.elsevier.com/locate/jaccedu)



Teaching and educational notes

## Incorporating face-to-face peer feedback in a group project setting <sup>☆</sup>



Jennifer Butler Ellis <sup>a</sup>, Mark E. Riley <sup>b,\*</sup>,  
Rebecca Toppe Shortridge <sup>b</sup>

<sup>a</sup> Ernst & Young Leadership and Professional Development Center, Northern Illinois University, DeKalb, IL, USA

<sup>b</sup> Northern Illinois University, DeKalb, IL, USA

### ARTICLE INFO

#### Article history:

Available online 14 September 2015

#### Keywords:

Feedback delivery  
Feedback receipt  
Group projects  
Face-to-face peer feedback

### ABSTRACT

We present a teaching strategy in which students provide fellow group project members with face-to-face feedback on their performance over the course of the project. The first step in the strategy is a classroom session covering important elements of the feedback process. Student groups then meet for two face-to-face feedback sessions; the first session occurs midway through the project and the second session occurs after the group has completed the project. Both sessions provide students the opportunity to deliver and receive feedback. Students who take part in this process gain valuable experience that they can apply throughout their professional careers. While we incorporate this strategy into our Master of Accounting Science program, the ideas and teaching strategies are transferable to upper-division and masters-level accounting courses. The process can also be adapted to settings where less time is available. Our goal is to provide educators with information and ideas that will enable them to implement similar strategies in their own courses.

© 2015 Elsevier Ltd. All rights reserved.

## 1. Introduction

We present a teaching strategy that allows students to provide face-to-face feedback to one another in team or group projects. Students often enter the workforce having received little or no guidance on how to navigate feedback processes, either as providers or recipients of feedback. The strategy we

<sup>☆</sup> Note: This manuscript was processed and accepted by the preceding editor-in-chief, David E. Stout.

**Data Availability:** Data used in this study are available from the authors.

\* Corresponding author. Tel.: +1 815 753 6204; fax: +1 815 753 8515.

E-mail address: [meriley@niu.edu](mailto:meriley@niu.edu) (M.E. Riley).

describe is one that educators can use in courses that entail group work. In addition, we present alternative steps that educators can take in any upper-division or masters-level accounting course. Our goal is to allow students to enter their professional careers armed with practical knowledge of the characteristics of effective face-to-face feedback.<sup>1</sup>

The ability to provide and receive feedback in ways that yield positive outcomes is important in the professional environments in which students will work. Boyle, Mahoney, Carpenter, and Grambo (2014) asked public accounting professionals to rank the importance of 24 core skills; at the manager level, respondents ranked the ability to provide feedback as the *fourth* most important skill. Barry Melancon, AICPA President and Chief Executive Officer, stated:

...firms have ignored the need to develop their people. We put emphasis on our technical skills, but not necessarily nurturing or mentoring. There's a need for partners or CFOs to invest some time in that one-on-one coaching. It's not just about the project, it's about discussing things that are important to their development and to reinforce certain attributes (DeFelice, 2009).

A recent announcement by Adobe that it is dropping its annual review system in favor of a “check in” system in which employees receive feedback at least every eight weeks is indicative of corporate interest in improving feedback processes that do not serve employees or employers well (Fisher, 2015). As employers such as Adobe place added emphasis on improving their feedback processes, employees will continue to benefit from the ability to deliver and receive feedback effectively. We hope that providing students exposure to effective feedback delivery and receipt techniques will strengthen their ability to provide useful feedback to others and to benefit from receiving feedback in their professional careers.

Despite the importance of feedback to organizations and individuals, research findings about the effectiveness of feedback are sometimes discouraging. Drawing upon insights from psychology, neuroscience, and various workplace experiences, Stone and Heen (2014) argued that providing feedback is a lost art, and that feedback is often unfair (or off base) and delivered at the wrong time and in the wrong way. Surprisingly, research has also shown that feedback interventions often lead to a decline in performance (Kluger & DeNisi, 1996) and can negatively impact workplace cooperation and relationships (Coens & Jenkins, 2000). Similarly, Smither, London, and Reilly (2005) examined organizational or workplace performance appraisal reviews and found negligible effects on motivation and performance improvement.

The literature does, however, contain suggestions on how to improve the effectiveness of feedback. For example, Kluger and DeNisi's (1996) historical meta-analysis draws from over 100 research studies (e.g., literature from psychology and management) and technical reports that examine feedback interventions, and provides some key elements of effective feedback. First, feedback interventions that focus on the recipient's personal traits or characteristics (e.g., “you aren't very articulate” or “you are talented”) were less effective than feedback that focused on the task. Furthermore, feedback messages explaining why particular answers are correct or why a particular course of action is best are more likely to improve performance. Bell and Arthur (2008) explored performance appraisal reviews and feedback at an operational developmental assessment center and suggested that low ratings should be coupled with clear and objective evidence of the individual's performance. Hattie and Timperley (2007) reviewed the feedback literature and reported that feedback was most effective when individuals received information about a task and how to improve versus feedback pertaining to praise, rewards, and punishment. Finally, Ellis and Grimaldi (2015) argue that feedback messages should be specific and incorporate examples to illustrate the main points of the feedback. Examples may enable the receiver to more effectively internalize the message and understand where to focus future efforts.

---

<sup>1</sup> There are streams of research in accounting education that focus on the effectiveness of feedback from educators regarding student performance. For example, Curtis (2011) and Perera, Nguyen, and Watty (2014) focus on formative feedback to improve student learning. Phillips and Wolcott (2014) focus on the impact of the type of feedback (interspersed versus summary) on student writing. Marriott and Teoh (2012) argue that technology (screencasts) might enhance feedback provided to students. Educator feedback to students is an important area that deserves substantial attention. However, educator feedback to students is not the subject of this article. Instead, this article provides a strategy to develop students' ability to provide feedback to others.

Download English Version:

<https://daneshyari.com/en/article/359362>

Download Persian Version:

<https://daneshyari.com/article/359362>

[Daneshyari.com](https://daneshyari.com)