Lluch Molins, L., y Cabrera Lanzo, N. (Coords.). (2022). *Competence of learning to learn and self-regulation at the university*. Barcelona: Octaedro. 130 pp. ISBN: 978-84-19312-60-0

This book describes five practical applications of peer assessment among students in subjects from different university degrees: Teaching Degree, Master's Degree in Education and ICT, Archeology Degree, and Biotechnology Degree. It is aimed, therefore, at teachers working in higher education.

The first chapter is an updated review of the concept and impact of assessment among students in formal learning contexts. Laia Lluch and Nati Cabrera provide the theoretical foundations that support the formative power of peer feedback. The researchers explain how this tool favors the self-regulation of the student body.

Below are the five experiences described by the teachers who designed and implemented them in their subjects. All the descriptions follow the same outline of contents. First, the subject is located in its context and the activities to which the peer feedback is applied are defined. The methodology is justified below. Transversal skills developed that affect self-regulation are indicated. Afterward, the tasks of the students and the teacher are detailed. It describes how these tasks were organized and the feedback among students. Finally, the advantages and disadvantages found are described. This way of presenting the work allows the readers to understand how to apply peer feedback in other contexts.

The first experience is told by Carles Lindín. He applied peer feedback in the Digital Literacy subject of the Teaching Degree at the University of Barcelona (UB). The activity was individual and consisted of making an e-portfolio on the incorporation of technology in education. Two feedback loops were implemented between pairs of students. This allowed two enhancement opportunities for each student. The students gave feedback based on the task evaluation criteria established by the teacher.

The second experience was given in an optional subject of the Archeology Degree at the UB taught by Marta Sancho. The activity was carried out in groups of three to five students. It consisted of making a mental map. The feedback was provided by each group of students to another group that, after receiving it, could implement the suggestions of their peers. She used the MIRO tool. It allowed students to make the map, communicate through the chat, and register the feedback.

The third experience was implemented at the Universitat Oberta de Catalonia's Master's in Education and ICT in the online modality. It is described by Nati Cabrera, Lourdes Guàrdia, Maite Fernández and Marcelo Maina. The task was individual and consisted of writing an essay. A chatbot, a doubts forum, and another forum containing peer feedback were used. Each student provided feedback to a peer, which was randomly assigned, before final delivery.

The fourth experience is told by Laia Lluch. It was given in a subject of Teaching degree at the UB. The activity was in groups and gamified. The students had to design a complex, gamified, and inclusive task from the perspective of the integrated curriculum. The feedbacks were individual and two loops were implemented. To carry them out, Lluch established evaluation criteria both for the design of the task and for the quality of the feedback.

The last experience was given in the Genetic Analysis subject of the second year of the Degree in Biotechnology at the UB. It was taught by David Bueno. The group consisted of 80 students. This subject is taught simultaneously in other university degrees. The activities and evaluation systems are rigidly established by the faculty, and all tasks are individual. Bueno, however, managed to introduce peer feedback and cooperative learning in a context where it seemed impossible: taking a personal multiple-choice exam. That is, he trained his group of students in self-regulation competence in conditions where this is not expected.

The last chapter collects the conclusions of the coordinators of this work. It is explained that digital tools improve any didactic methodology because they facilitate interaction and the recording of evidence. They argue that peer feedback makes the tasks more motivating and that the students take ownership of the assessment criteria.

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