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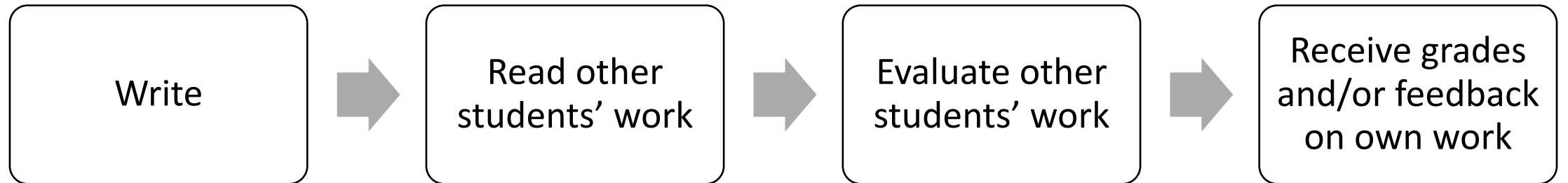
The Peer Assessment Training Workshop

Arts ISIT Workshop ~ 17 May 2018, 12-2

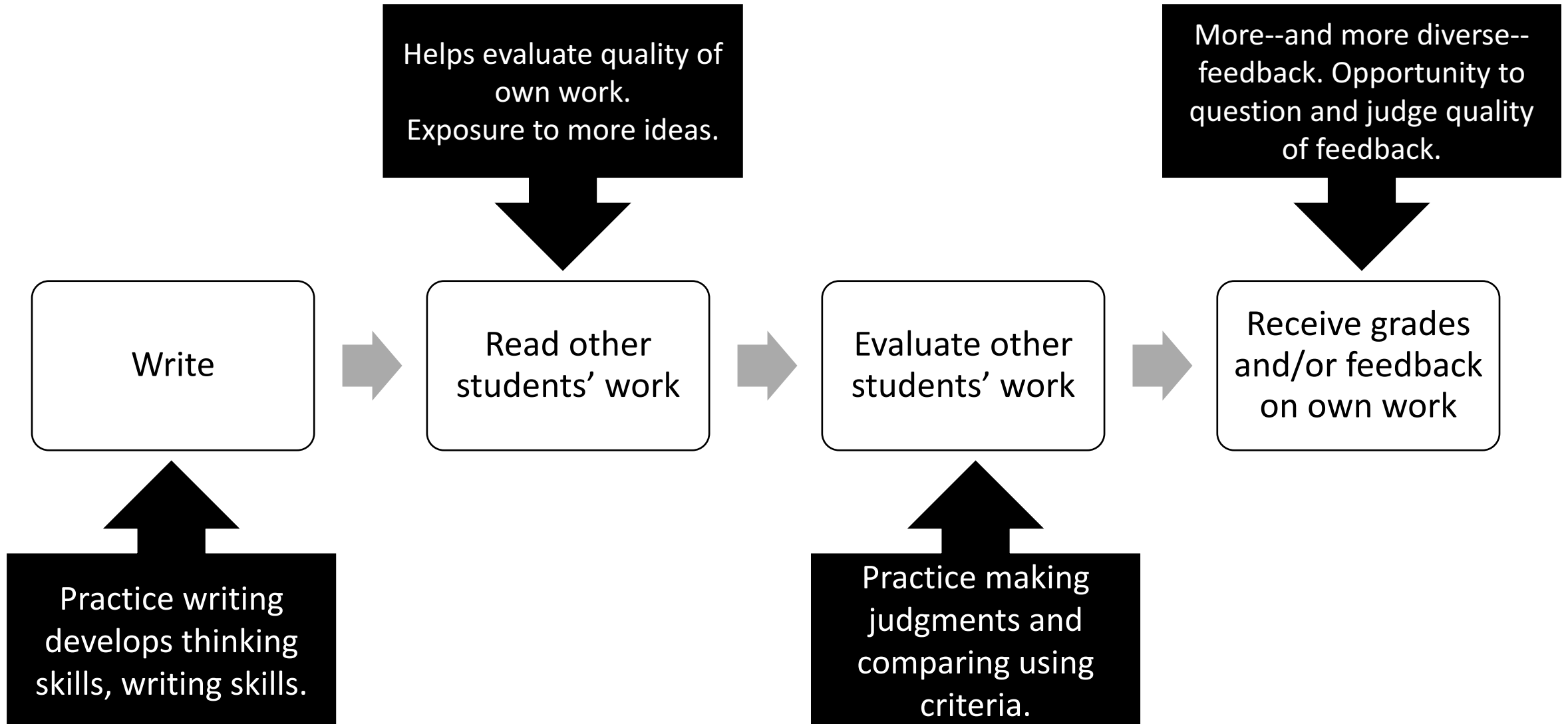
Catherine Rawn (Psychology), Bosung Kim (CTLT), Peter Graf (Psychology),
Janel Ferguson (Psychology)

**Do you already use Peer Assessment? What are you here to learn?
What do you hope to get out of today's session?**

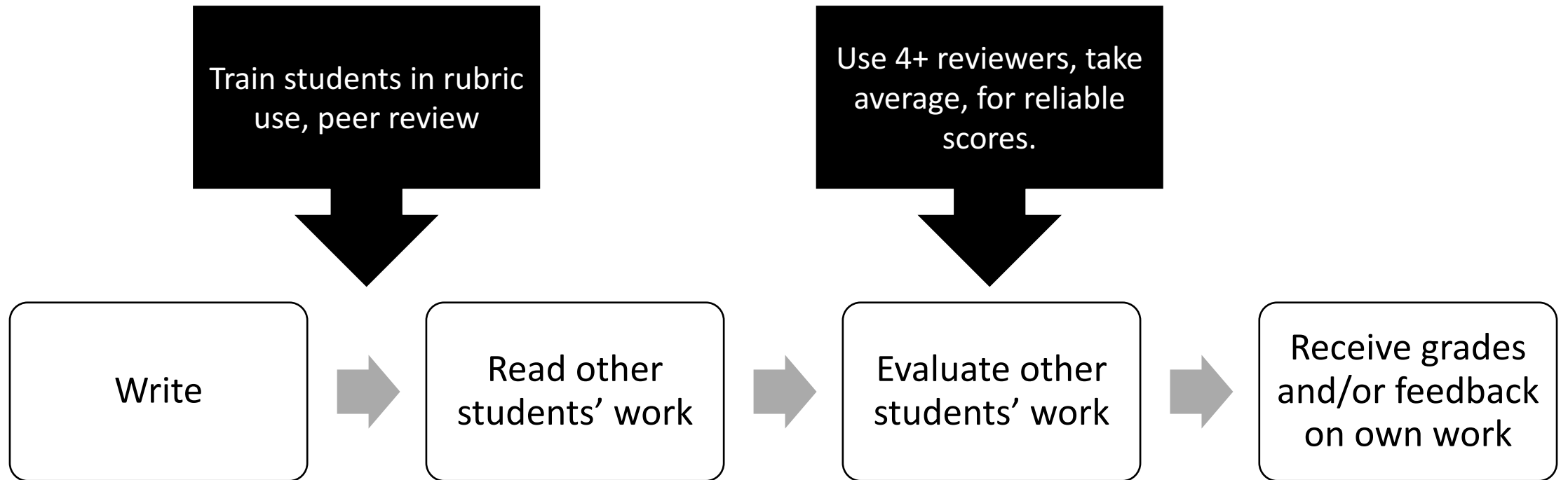
Peer Assessment Overview



Learning Opportunities



Implementation Tips



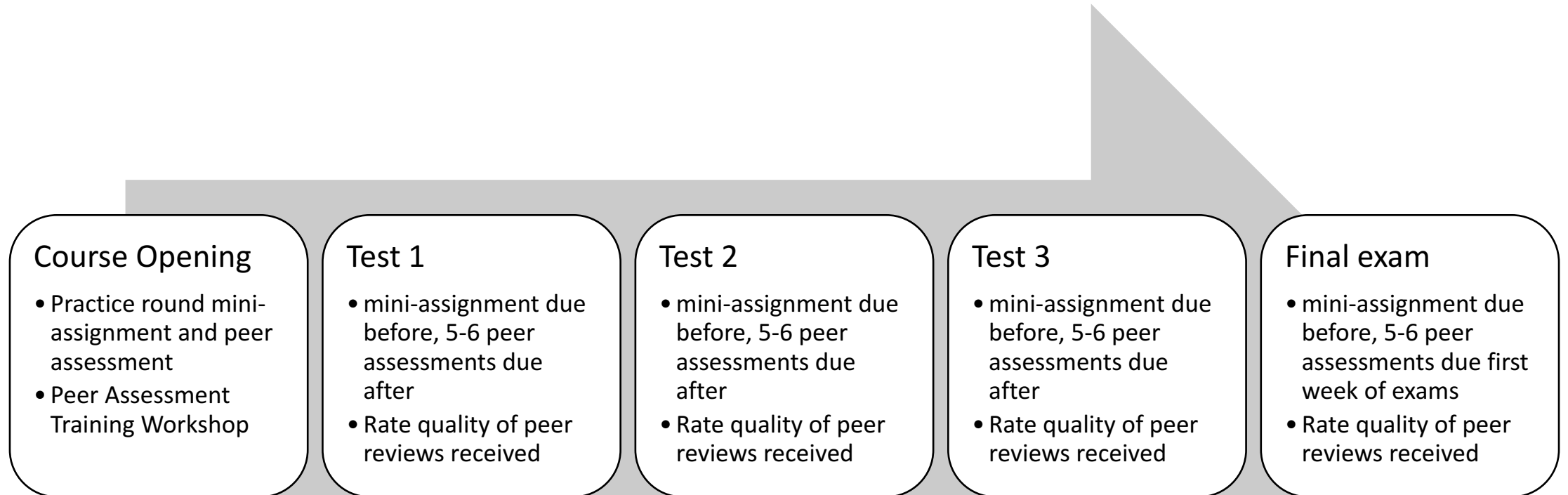
Large class?

Need a way to submit work and facilitate anonymous reviews.
peerScholar, Moodle, turnitin, etc

Large class?

Need a way to auto-calculate grades and release them.
Ask for raw data, check algorithms.

Example: Catherine's PSYC 101 and PSYC 102 *Introductory Psychology* courses



Total points value across all assignments, submissions, steps: 10%
Average peer review score: 4 x 1%
Quality of peer reviews (as rated by peers across term) average: 2%

Catherine's Rubric Example

Your written work is evaluated based on the following criteria:

1. Selecting a concept from the appropriate key terms list	5
2. Describing the concept thoroughly and accurately	5
3. Drawing an interesting and useful connection between the concept and an experience or example beyond the course	5
4. Communicating ideas so they are easy to understand	5
	20 points

Catherine's Rubric Example

2. Describing the concept.

What have you learned about this concept? Describe the concept thoroughly, including its nuances, *in your own words*. In your response, you might explore how this concept compares and contrasts with another concept to show its nuances. Or you might compare your current understanding of this concept with what you used to think was true, and how your thinking has changed.

To be evaluated on a 0-5 scale, with these anchors:

5 points	4 points	3 points	2 points	1 point	0 points
<ul style="list-style-type: none">• Perfect mastery of the concept. Accurate (check the course materials), complete, detailed, and thorough.	<ul style="list-style-type: none">• Accurate, no key aspects about the concept are missing.	<ul style="list-style-type: none">• Expected value for most work. Some detail, no major errors.	<ul style="list-style-type: none">• Minimal detail, multiple small errors or one major one, key aspects about the concept are missing.	<ul style="list-style-type: none">• Minimal description taken word-for-word from the text (if word-for-word and not quoted, provide feedback that it should be quoted or paraphrased).	<ul style="list-style-type: none">• Missing.

Example: Peter's PSYC 101 *Introductory Psychology* course

Course Opening

- Peer Assessment Training Workshop

Account Verification

- Moodle & TurnItIn

Submit & Review

- 6 reviewers for each essay; 10 item rubric (12% for essay)

Review Reviews

- Teaching staff review assessments (4%) & constructive feedback (2%)

Challenges

Students didn't trust each other.

Comments were poor quality.

A Solution: Peer Assessment Training Workshop

TLEF

Overview

Which to choose for developing your PAT?

Choose Canvas if you...

- Want to providing training opportunity for students
- **Are seeking an easier set-up process**
- Might use completion scores (e.g., 1% completion)
- Might use PAPAQ pre-post data
- Might use exit questionnaire
- ***Don't need detailed student performance data (e.g., how accurately they did the training)***

Choose edX Edge if you...

- Want to providing training opportunity for students
- **Are up for a bit more complex set-up process**
- Might use completion scores (e.g., 1% completion)
- Might use PAPAQ pre-post data
- Might use exit questionnaire
- ***Plan to use detailed student performance data (e.g., how accurately they did the training)***

Talk to Bosung first to make sure you'll be able to get data

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Setup guides

Other helpful links

Has the PAT helped address these challenges?

Students trust each other more than before the workshop.

Comment quality has improved.

Bonus: Students more accurately estimate their own paper grades.

Ready to Start?

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Phase 1: Assignment

- Develop Assignment and Rubric
- Choose platform for Peer Reviews (e.g., peerScholar, Moodle, Canvas?), and create assignment there
 - *Get advice!*
- Test the platform
including any automatically-generated scores

Phase 2: Peer Assessment Training Tool

- Create brief quiz to test knowledge of assignment & rubric
- Source 2-4 sample assignments, grade them using the rubric and add comments
- Choose Canvas or edX Edge
- Follow instructions in corresponding Workshop Setup Guide
- Option: Assign completion score

Phase 3: Evaluation

- Finalize Peer Review grades (Examine auto-generated scores to ensure fairness and accuracy)
- Options: Compare your students' attitudes toward peer assessment before and after doing PAT (PAPAQ)

Some References

- <http://peerscholar.com/research>
- Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education*, 24, 331-350. <https://doi.org/10.1080/03075079912331379935>
 - Reviewed 63 studies and conclude that “the use of a combination of different new assessment forms encourages students to become more responsible and reflective.” Includes guidelines.
- Ashenafi, M. M. (2017). Peer-assessment in higher education – twenty-first century practices, challenges and the way forward. *Assessment & Evaluation in Higher Education*, 42, 226-251. DOI: 10.1080/02602938.2015.1100711
 - Literature review of 64 articles highlights disagreement and inconsistencies in application and measurement of peer assessment, implores use of technology to facilitate
- Falchikov, N., & Goldfinch, J. (2000). Student peer assessment in higher education: A meta-analysis comparing peer and teacher marks. *Review of Educational Research*, 70, 287-322. <https://doi.org/10.3102/00346543070003287>
 - Meta-analysis of 48 quantitative studies. Peer assessments are similar to teacher assessments when: global judgements based on well understood criteria are used (rather than many dimensions); no differences among different levels of courses or disciplines; no improvement by averaging multiples over singles
- Paré, D. E., & Joordens, S. (2008). Peering into large lectures: Examining peer and expert mark agreement using peerScholar, an online peer assessment tool. *Journal of Computer Assisted Learning*, 24, 526-540. <https://doi.org/10.1111/j.1365-2729.2008.00290.x>
- Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: A peer review perspective. *Assessment & Evaluation in Higher Education*, 39, 102-122. <https://doi.org/10.1080/02602938.2013.795518>
 - *Using accounts of their experiences of peer review, this study illuminates students’ perceptions of the different learning benefits resulting from feedback receipt and feedback production, and, importantly, it provides insight into the cognitive processes that are activated when students construct feedback reviews. The findings show that producing feedback reviews engages students in multiple acts of evaluative judgement, both about the work of peers, and, through a reflective process, about their own work; that it involves them in both invoking and applying criteria to explain those judgements; and that it shifts control of feedback processes into students’ hands, a shift that can reduce their need for external feedback.*
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68, 249-276. <https://doi.org/10.3102/00346543068003249>
 - Includes theory of why this works, literature review showing reliable and valid.