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## Interested in Student Peer Assessment? Planning Your Teaching Approach

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## Welcome and Introductions

Tell us:

- Your name and department
- How/if you use student peer assessment



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## Workshop Outcomes


By the end of this workshop, participants will:

- be aware of several benefits of student peer assessment,
- be able to describe several approaches to conducting student peer assessment as well as technology tools for this purpose, and
- have begun a plan for incorporating student peer assessment into one of their own courses.

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## What is Student Peer Assessment?

Student peer assessment is an approach to teaching and learning in which students assess the quality of their peers' performance and give feedback to one another. It has been defined as the "quantitative or qualitative evaluation of a learner's performance by another learner of the same status" (Patchan & Schunn, 2015, p. 592).



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## Before we begin...consider:

Brainstorm with a partner (10 minutes):

- WHY do I want to incorporate student peer assessment into my teaching?
- What rationale will I give to my students?
- How does this fit with my course objectives?

(If you already incorporate student peer assessment in your teaching, discuss your reasons for doing so.)

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## Why Conduct SPA? Benefits of Using Peers

Giving/receiving feedback:

- is a skill valued by employers (Jacques, 2000)
- improves learning (Falchikov, 2001; Hamer, Purchase, Luxton-Reilly & Denny, 2014)
- develops appreciation for what counts as high-quality work in a discipline/subject area (Nicol & MacFarlane-Dick, 2006)
- increases learning through teaching (Liu & Carless, 2006)
- is more immediate (Gibbs, 1999)
- tends to be of greater volume (Gibbs, 1999; Nicol, Thomson, & Breslin, 2013)
- may sensitize student to different reader's perspectives (Nicol, Thomson, & Breslin, 2013)

## Why did I choose to use peer assessment?

- My original intent was to share student projects
  - To expand course content
  - To have students think about their audience/ a larger audience
  - To motivate students to work to high standards
- Additionally, I wanted students to develop skills that transfer to the workforce
  - Team work
  - Giving and receiving feedback
  - Presentation/communication skills
- Finally, I wanted to foster a collaborative course environment
  - To highlight the value of working with peers
  - To facilitate friendships and trust

## Example Program/Course Outcomes – How Can SPA Help Achieve These?

### Sociology Program Outcome:

- present compelling and meaningful results of analyses of data for both scientists and non-scientists linking ideas and evidence to construct arguments about the social world

### Course Objectives:

- summarize current research and explain controversial issues in the sociology of family, and family populations in North America,
- become a responsible consumer of social scientific research. Students are expected to identify and evaluate the quality of research articles from a methodological/theoretical standpoint and their contribution to the body of scientific knowledge in the area of family sociology, and
- reflect on and further develop teamwork, communication, research, and writing skills.

## The Sales Pitch: Getting Student Buy In

### Things to consider:

- Make it clear on the syllabus/first day of class SPA will be conducted and WHY
- State/cite pedagogical benefits that are based on evidence and/or show how this aligns with course objectives
- State date/type of training they will receive/model giving feedback
- Provide rubrics they will use for SPA or some mechanism showing what they should consider – encourage elaborate feedback
- Provide a structured timeline for WHEN SPA will occur
- Provide opportunities to use the feedback (e.g. revision)

## Exploring what to assess

Work individually (5 minutes) then share in small groups (15 minutes):

- What aspect of my course assignment(s) should be student peer assessed?
- How would this be implemented? What do I need to consider?
- When will this occur?(use 13 week schedule to plot when this would occur – including any follow up /revision)
- If you're already using student peer assessment in your teaching, consider an aspect that you might want to modify based on what you want to assess.

## When and How Should SPA Occur?

### Students can provide feedback/assessment on:

- Drafts or plans/outlines of work (formative)
- Written work or presentations designed to round out instructor/TA feedback (formative or summative)
  - Provided "in addition to"
- Instructor/TA feedback
  - Provide interpretation or ideas for incorporation (formative)
- SPA can be done in individually or in groups; graded/ungraded; for homework/during class

## What kind of peer assessments have I done?

- Summative – students provide feedback at the end
- Formative – students provide feedback on a draft
- Graded
- Ungraded
- Individual
- Group
- Evaluation of course work
- Evaluation of team member performance

### Challenges I have encountered

- Student resistance to peer assessment (Brown et al., 1997)
  - Time consuming
  - Dislike judging peers
- May inhibit cooperation (Bass et al., 1999)
  - Students become grade competitive
- Low motivation for the process if not incorporated into grades in some way (Pardet et al., 1999)



### Solutions that have worked

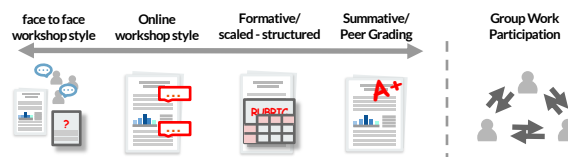
- Use modest weighting of peer grades (Liu & Carless, 2006)
- Use multiple reviewers to reduce bias (Liu & Carless, 2006)
- Award marks for quality of peer assessment (Baskham & West, 2004)
- Teach students how to provide feedback
  - Ladder of feedback (Purkins, 2003)

### Technology can help!

- Let's explore some tech options for student peer assessment



### Range of Peer Assessment Approaches



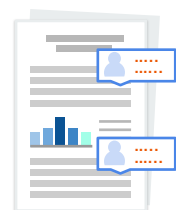
### Face to Face/workshop

- In person in small groups (or pairs)
- Students provide feedback to each other through dialogue
- Important to build trust, cultivate a community of learners helping each other
- No technology needed!
  - handout worksheet with guided questions
  - could share papers online ahead of class



### Online/workshop style

- Online in small groups (or pairs)
- Students provide feedback to each other through online discussion and commenting
- Feedback through dialogue within a group
- Students can see the comments of other students in their group



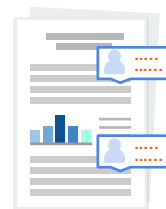
### Canvas group discussions

- Students share their work within a private group space
- Group discussion assignments allow instructors to create a discussion activity in each group
- Can be used with graded discussions



### UBC Blogs

- Use a shared course blog to allow students read and comment on the posts of other students
- Provides a flexible space for collaborative sharing and commenting
- No built in features for organizing the peer review or for grading



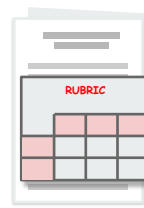
### CLAS

- Performance based peer assessment - presentations, demonstrations, language practice
- Peer review of video, audio or images
- Annotation and threaded discussion



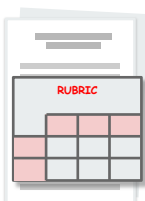
### Formative/scaled & structured

- Online tools to support distribution and collection of feedback
- Distribution may be randomized and anonymous
- Ratings and feedback through a templated form or rubric
- Peer feedback on draft assignment that can be revised before instructor grading



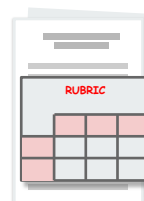
### Canvas peer review assignment

- Allows for assignment submission and automated distribution of reviews
- Low barrier to getting started
- Can be anonymous or not
- Uses Canvas rubric tool
- Instructor grades submissions using the Canvas speedgrader



### Compair

- Distributes submissions randomly and anonymously
- Students review in pairs and comparing them based on a set of instructor criteria and providing feedback
- Good for students new to peer review
- No grading mechanism



### Summative/Peer Grading

- Online tools to support distribution and collection of feedback
- Distribution is randomized and anonymous
- Minimum of 5-6 peer reviewers
- Grades based on mean or median of peer scores



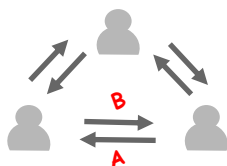
### Peer Scholar

- Full featured tool built specifically for peer assessment
- Allows for peer grading as a percentage of total grade
- Provides a stage for reflection and revision
- UBC has a contract for 2018/19



### Assessing Group Work - iPeer

- Allows students to assess the contributions of other students in group projects
- Can provide points and/or comments
- Feedback and grades can be revealed to the students or kept private to the instructor
- Syncs with Canvas groups



### Supporting students in the process

In small groups (5 minutes):

- What do we need to provide for students to be successful in peer assessment?



### Developing Student Competency: Students Need Training!

Success criteria you can provide:

- Exemplars
- Rubrics
- Instructor modelling
- Student generated criteria
- PRACTICE!
- Instructor monitoring of feedback/assessment
- Help with/discussion on receiving feedback
- Reflection on what feedback to accept and what to ignore – thoughtful decisions on the feedback received

### How Can SPA be Assessed?

- You can do a reliability check (compare peer grades with your own) and share with students (if having students provide a grade)
- Have the students met the aspects of elaborated feedback you requested? (e.g. I request a summary, discussion of positives, constructive critique and (short) errata)
- Develop a rubric

## Final Thoughts

- Explain the **pedagogical value** of peer review to students
- Be sure to provide scaffolding/training
  - A lesson
  - Examples of good / bad reviews
  - A rubric (for the review and perhaps for how you will grade the reviews)
  - Practice and modelling
- If using technology, walk the students through the process
- Consider timing carefully to allow time for the reviews and reflection on/revision based on the reviews

## Questions?



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## Thank you!



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