STUDENT PEER ASSESSMENT ESSENTIALS

What you need to know before implementing this approach

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Student Peer Assessment (SPA) - (in groups of 3-4)

Introduce yourself (name and affiliation)

Respond to question depending on umbrella colour:
- Pink: 1 thing that makes you nervous when you think about implementing SPA
- Yellow: 1 question about SPA
- Blue: 1 thing that intrigues you about SPA
- Green: 1 thing you think is true about student peer assessment

WHAT IS STUDENT PEER ASSESSMENT?
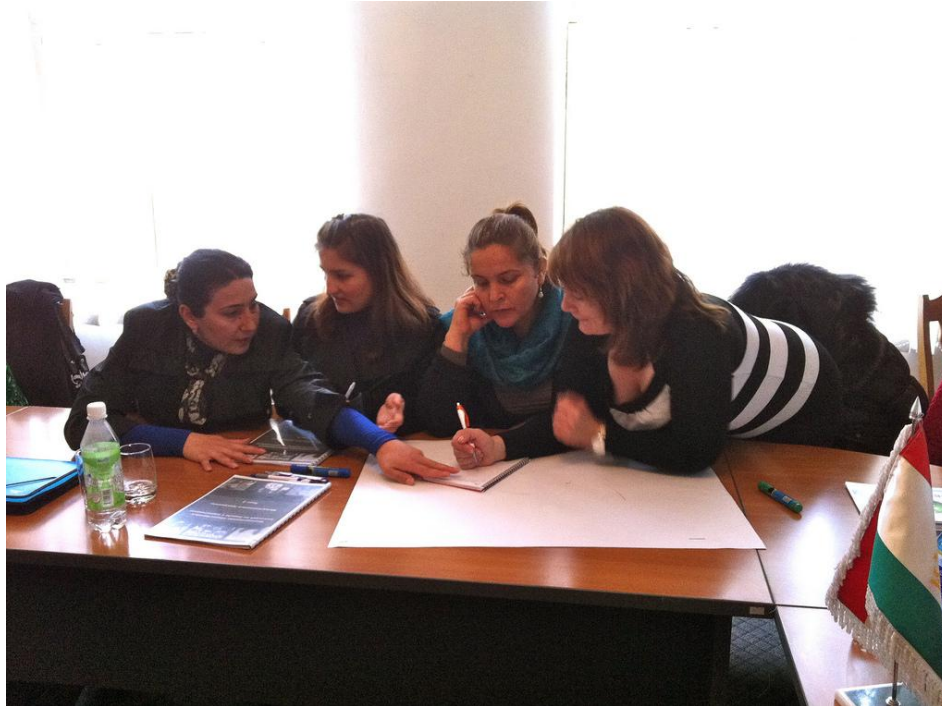
https://www.flickr.com/photos/katya-boltanova/8232345414 Photo by Katya Boltanova

SESSION OBJECTIVES

By the end of the session, learners will be able to:

- Describe several research-based approaches for the successful implementation of student peer assessment.
- Recall some benefits and challenges of above strategies.
- Plan their own next steps as it relates to student PA.

AGENDA

1 | Welcome, introduction to session

2 | Using SPA in your work: why + benefits + technologies

3 | Challenges

4 | Practical guidelines for implementation

5 | Your next steps + session close

USING SPA IN YOUR TEACHING/WORK

In groups of 2-3:

1. Introduce yourself (name, affiliation and teaching context)
2. Why use SPA in your teaching? (if possible, think of a specific reason)

In a few minutes, we will ask you to report out 1 idea or question that stood out from your conversation. Please nominate a spokesperson.

Why are UBC instructors using peer assessment?

- Writing and critical review in large classes

- Think critically about work other than their own

- Build community, engage students in peer learning

- Increase the amount of feedback students receive

- Actively engage with an audience

- Accountability in group work

Why use peer assessment - Benefits

Providing feedback is a learning opportunity

"While rating peers texts using rubrics and scoring criteria can improve students writing skills in certain contexts, students consistently benefit more from providing feedback to peers more than any other activities that are part of the peer review process (Lu and Law 2012; Wooley et al. 2008)."

-       *Patchan and Schunn 2015*

Why use peer assessment - Benefits

critically reflect on the work of others and their own

"First, students reported that reviewing involves a comparative process wherein they evaluate each peer assignment against an internal representation of their own work. According to the students, this comparison triggers a reflective process, where they use the feedback they generate for others to update their thinking about their own assignment."

- *Nicol, Thomson and Breslin, 2013*

Why use peer assessment - Benefits

Increase **student agency**

"...if formative assessment is exclusively in the hands of teachers, then it is difficult to see how students can become empowered and develop the self -regulation skills needed to prepare them for learning outside university and throughout life (Boud, 2000)."

-   Nicol and Macfarlane-Dick, 2007

What do we mean by peer assessment?

Which approach is right for my course?

- What are the **learning goals** you want to achieve?

- What is the **context**?
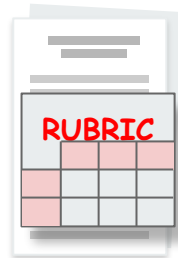
Range of Peer Assessment Approaches
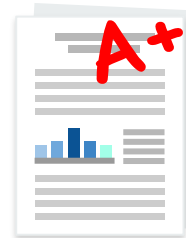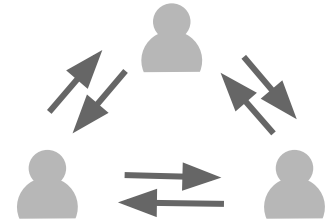
face to face workshop style | Online workshop style | Formative/ scaled - structured | Summative/ Peer Grading | Group Work Participation

RUBRIC

A+

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
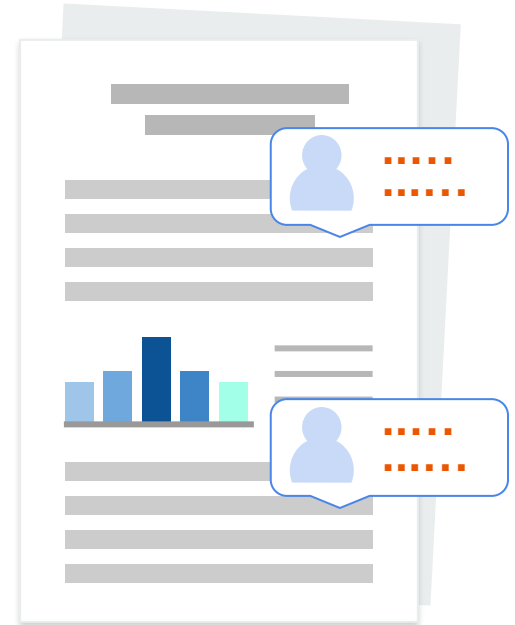- Can be used with graded discussions

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
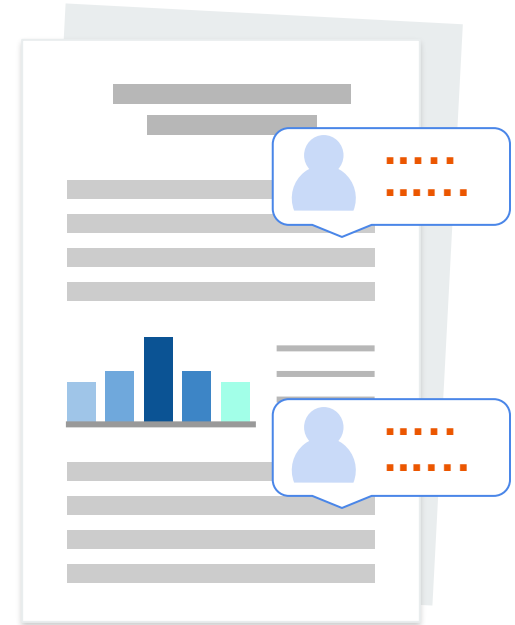
CLAS

- 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

RUBRIC

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

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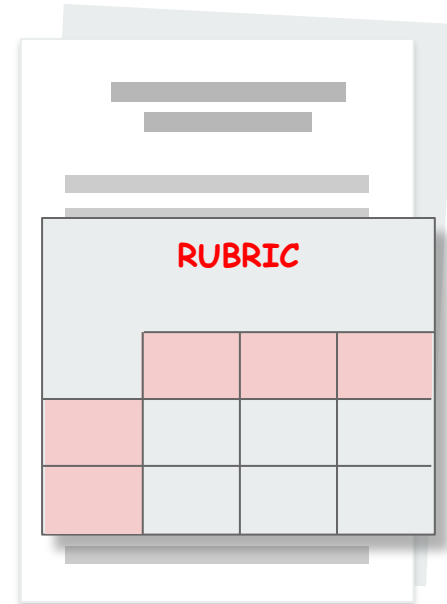
Compair

- 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
- Developed at UBC, but available for use by other institutions - http://ubc.github.io/compair/index.html
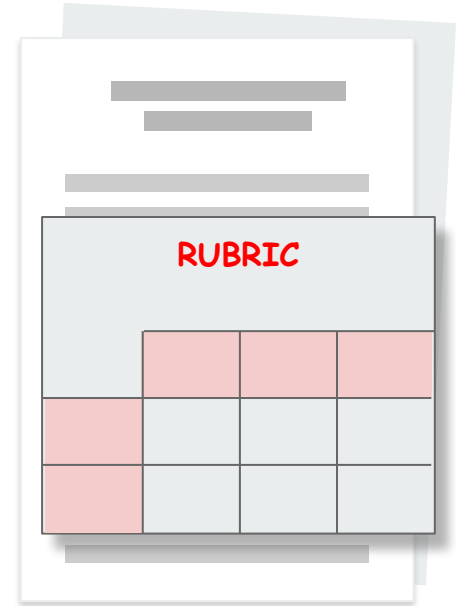
Summative/Peer Grading

- 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
- Commercial service requires per student cost or institutional license

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
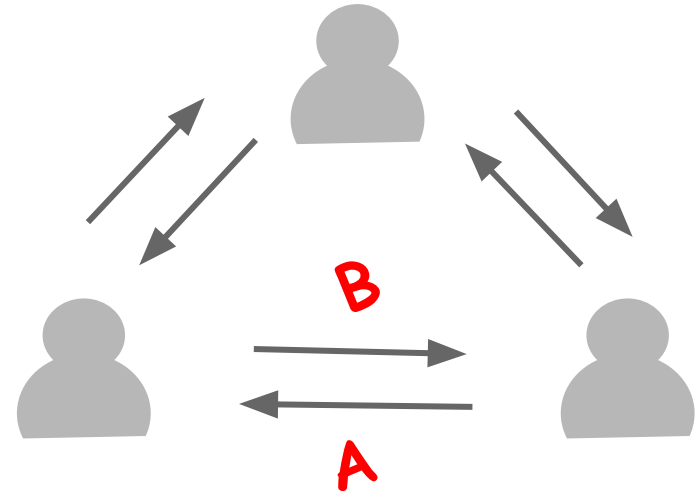
What challenges do you anticipate?

CHALLENGES

- **TIME** - Time-consuming endeavour for both students and instructors, especially the first few times.
  (Topping 1998)

- **ACCEPTANCE** - Students may feel uneasy about assessing their peers or may not accept that their peers are able to assess them.
  (Carvalho 2013, K. Cho, Schunn, & Wilson, 2006, Topping 1998)

- **INEXPERIENCE** - Students may not be able to provide meaningful feedback unless they have proper guidance and training.
  (Cho and Schunn 2007, Patchan and Schunn 2015)

Before planning SPA, ask yourself:

1. **WHY** do I want to incorporate student peer assessment into my teaching?

2. **WHAT** rationale will I give to my students?

3. **HOW** does this fit with my course objectives?

(Adapted from Bartolic, S. and Myers, J's workshop at CTLT Winter Institute 2018, UBC)

Most Common/Critical Advices for Using SPA

1. Plan ahead

2. Get student buy-in

3. Support students in the process

4. Get advice from colleagues who have been using SPA

Planning Ahead

1. Determine how SPA fits into your course (timeline/procedure)
2. Outline when each step will occur and what students need to do for each step in details. Allow adequate time and space between each step.
3. Determine logistics (e.g. product for peer review, anonymous review or not, back-review or not, grading structure).
4. Choose platform for SPA and test it (including automatically-generated scores).

Planning Ahead - Timeline/Procedure (1)

Give students with the opportunity **to act on the feedback** they received from their peers

"Most researchers are now in agreement that, if students are to learn from feedback, they must have opportunities to construct their own meaning from the received message: they must do something with it, analyse it, ask questions about it, discuss it with others and connect it with prior knowledge (Nicol 2010; Carless et al. 2011; Price, Handley, and Millar 2011). "

-   *David Nicol, Avril Thomson & Caroline Breslin, 2014*

Planning Ahead - Timeline/Procedure (2)

Three methods that encourage students to act on the peer feedback

1. Formative use of SPA

Draft	⇨	Provide Peer Feedback	⇨	Read Peer Feedback	⇨	Revise & Resubmit

2. Summative use of SPAs on multiple mini-assignments

1st Assign + SPA	⇨	2nd Assign + SPA	⇨	3rd Assign + SPA	⇨	Final Assign + SPA

3. Require students to reflect and elaborate what they would do differently next time

Submit an assignment	⇨	Provide Peer Feedback	⇨	Read Peer Feedback	⇨	Reflect on the Peer Feedback

Getting Student Buy-in for SPA (1)

1. Integrate SPA with the course learning outcome
2. Explain/cite how it will benefit student learning
3. Explain the timeline/procedure of SPA including what and how students need to do in each step
4. Explain what kinds of support/training will be given to students
5. Provide (or co-construct) assessment criteria (e.g. rubrics, guiding questions, rating scales) that are usable and understandable by students.
6. Provide opportunities to use the feedback (e.g. revision, reflection, transfer)

Supporting Students in the Process

Emphasize **written feedback,** help students **develop competency,** and **become positive** towards SPA

- Students' writing improves the most when they provide quality written feedback to peers (e.g. Cho & Cho, 2011; Lu & Law, 2012; Wooley, Was, Schunn, & Dalton, 2008).
- Training on peer assessment through practices help students improve their understanding about the task and its skills and become more positive towards peer assessment (e.g. Hu 2005; Min 2006; Sluijsmans & Prins, 2006; Saito 2008; van Zundert et al., 2010; MacArthur, 2016).

Supporting Students in the Process

1. Prepare assessment criteria (e.g. rubric, guiding questions, checklists) that is usable and understandable by students
2. Provide exemplars of student work
3. Provide exemplars of peer feedback
4. Model and discuss feedback behaviors
5. Have students practice SPA skills using sample works (e.g. [Peer Assessment Training Workshop](#))
6. Monitor feedback/assessment
7. Share revision tips/strategies and guide students for revision activity

How can SPA be Assessed?

1. Acknowledge/award the completion of each phase in the assignment.

2. If using peer grading, examine peer review scores to ensure fairness and accuracy. To increase reliability, consider dropping the highest and lowest scores. Or consider using peer grading as a reference to instructor's final grading.

3. Consider requiring students to provide back-review scores on the peer review they received. Or instructor or TA review and assign points to the quality of peer review

OPPORTUNITIES: 15% Solutions

Assuming you want to further explore SPA, then

What **can you do**?

(2 minutes individually)

OPPORTUNITIES: 15% Solutions

1. Share in your pair/group. Each person takes 1-2 minutes. [no feedback or questions]
2. Provide mini-consultations to one another, one person at a time [~3 minutes per person]

1-MINUTE PAPER

a. What was your most important take-away from today as it relates to SPA?"

b. "What SPA-related question is top of mind for you at the end of this session?"

Thank you!

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