LEVERAGING PEER ASSESSMENT

Teachers’ Lounge | October 11, 2017
“INCLUSIVE GRADING”

OK, CLASS, HERE IS YOUR FINAL EXAM.

EVERY PROBLEM IN IT IS EXACTLY THE SAME AS WHAT YOU’VE BEEN TESTED ON BEFORE. THERE’S NOTHING IN IT THAT WE HAVEN’T COVERED IN CLASS REPEATEDLY AND IN DEPTH.

SO, YOU’RE ALL GOING TO GET A PERFECT SCORE. RIGHT?

WRONG. WRONG. WRONG. WRONG!
WHY RUN PEER ASSESSMENT?
LEARNING BENEFITS OF PEER ASSESSMENT

BENEFITS OF RECEIVING PEER FEEDBACK
LEARNING BENEFITS OF PEER ASSESSMENT

BENEFITS OF RECEIVING PEER FEEDBACK

Research suggests….

STUDENTS FIND FEEDBACK TO BE MORE UNDERSTANDABLE & HELPFUL

VARIETY -> FEEDBACK THAT IS MORE USEFUL TO STUDENTS

MORE NON–DIRECTIVE FEEDBACK

CLOSES GAP BETWEEN FEEDBACK AND APPLICATION
LEARNING BENEFITS OF PEER ASSESSMENT

BENEFITS OF CONSTRUCTING AND GIVING PEER FEEDBACK
LEARNING BENEFITS OF PEER ASSESSMENT

BENEFITS OF CONSTRUCTING AND GIVING PEER FEEDBACK

Research suggests…

STUDENTS WHO WRITE REVIEWS WRITE BETTER PAPERS

WRITING IMPROVED MORE BY GIVING THAN RECEIVING FEEDBACK

HELPS PRACTICE INTERPRETATION, PROBLEM-SOLVING, EXPLANATION

STOKES REFLECTION AND LEARNING TRANSFER
LEARNING BENEFITS OF PEER ASSESSMENT

Merely ‘telling’ students what is right and wrong in their work, and how it might be improved, will not on its own enhance learning nor develop deep learning expertise.

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, analyze it, ask questions about it, discuss it with others and connect it with prior knowledge.

LEARNING BENEFITS OF PEER ASSESSMENT
If we set up partnerships [with students] focused on assessment, we can acknowledge established standards in our fields while helping students to better understand and act within our disciplinary contexts.

We can also contribute to enhancing their understanding of assessing learning outcomes in ways that are crucial to developing their knowledge of learning how to learn.

DESIGNING PEER ASSESSMENT
DESIGNING PEER ASSESSMENT

SOME VARIABLES

NUMBER OF REVIEWERS
KNOWN OR ANONYMOUS REVIEWERS
FACE-TO-FACE OR ONLINE
IN-CLASS OR NOT
REVIEW ITSELF GRADED OR NOT
REFLECTION ON REVIEW REQUIRED OR NOT
DIRECT RESPONSE OR INSTRUCTOR-SUPPLIED RUBRIC
UNDERSTOOD PURPOSE OF REVIEW
FLAVORS OF PEER REVIEW

RESPONSE-CENTERED

Process-oriented, no advice. Reviewed student responsible for making decisions about what to change.

ADVICE-CENTERED

Product-oriented, directive. Peer reviewers could collaborate to give advice to writer. Works best with criteria or rubrics.

GOING DEEPER
SOME RESOURCES


Software: Aropa, Calibrated Peer Review, PeerMark, SWoRD