Peer Assessment with Peergrade

June/July 2020

This session is being recorded

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McGill Teaching and Learning Services
Learning Outcome

**Define** peer assessment and the rationale for its use

**Identify** the key parts of a peer assessment activity

**Recognize** how Peergrade can be used for peer assessment

Webinar recording and slides will be available at https://www.mcgill.ca/tls/instructors/class-disruption/webinars
Barry Eidlin teaches Sociological Inquiry (SOCL 211) in the Faculty of Arts.

“Most undergrads typically encounter two forms of writing: their own jumbled mess of ideas that they struggle through as they’re coming up with their own assignments, and the highly polished, revised, peer reviewed work that they read in their classes. They don’t immediately see anything connecting the two. [...] Having students do PA exposes them to the idea of writing as a process.”

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Types of Peer Assessment

Peer assessment of other students' assignments

This refers to students providing feedback on other students' assignments to help them improve their work. This feedback may or may not involve a grade. When properly implemented, PA can be a reliable and valid method of assessment.

Peer assessment of contributions to teamwork

This refers to having students assess peers' contributions to teamwork as well as their behavior throughout the completion of the assignment. PA of teamwork has the potential not only to mitigate challenges associated with students working in groups, such as "social loafing," but also develop students' collaboration and negotiation skills.

What does teamwork look like? How can students develop their feedback skills to support teamwork? This brief TLS video addresses how peer assessment can support productive and harmonious team experiences by making students accountable to their team members.

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What is Peer Assessment of student work?

Students provide feedback on other students’ assignments to help them improve their work.

- Critical reflection
- Constructive feedback
- More perspectives

Mulder, Baik, Naylor, & Pearce (2014)

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How does Peer Assessment work?

1. Students hand in their work
2. They give anonymous feedback
3. They give feedback on the feedback
4. The teacher gets an overview

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Peer Assessment: The challenge of receiving feedback

A number of instructors at McGill have implemented peer assessment (PA) in their courses and have generously shared some of their reflections on the experience.

Dr. Claire Trottier, who teaches Introductory Microbiology (BMBE 214), a required 1st year course for 300+ students majoring in microbiology, immunology, anatomy and cell biology, shares her experience to other instructors considering implementing PA in their courses.

<table>
<thead>
<tr>
<th>Assignment task</th>
<th>% of assignment</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1: draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 65% for writing the newspaper article</td>
<td>- 26%</td>
<td>- 6.5%</td>
</tr>
<tr>
<td>- 35% for reviewing peers’ writing (PA)</td>
<td>- 14%</td>
<td>- 3.5%</td>
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<tr>
<td>Round 2: revision</td>
<td></td>
<td></td>
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<tr>
<td>- 65% for writing the newspaper article</td>
<td>- 39%</td>
<td>- 9.75%</td>
</tr>
<tr>
<td>- 35% for reviewing peers’ writing (PA)</td>
<td>- 21%</td>
<td>- 5.25%</td>
</tr>
</tbody>
</table>

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Benefits and Challenges of Peer Assessment

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Benefits for students

- Support critical reflection on work
- Receive more feedback
- Learn to give constructive feedback
- Develop assessment skills
- Reflect on and adopt discipline-specific practices

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Benefits for Instructors

- Focus on process, authentic work
- Gain insight into students’ misconceptions
- Provide students with diverse feedback
- Reduce the assessment workload*

*Not necessarily

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Challenges of Peer Assessment of Student Work

- Need for proper guidance
- Unease assessing peers
- Buy-in on feedback process
- May have past negative experience
- Potentially time-consuming
- Unaware of level of work involved

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Using Peergrade for Peer Assessment

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Why Peergrade?

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Type of Assignment

- Essay outline
- Written report
- Reflection on readings
- Oral presentation video
- Presentation visuals

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Types of Feedback

• Guided written feedback
• Scale
• Yes/No checklist

 TLS [Sample feedback guidelines]

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Review Process

(Bloxham & West, 2004; Leialoha, Leialoha, & Leialoha-Waipa, 2012)

- Number of reviews to complete/receive: 3–4
- Anonymity of assignment/reviewer
- Randomized assignment
- Self-evaluation
- Back-evaluation

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Timing and Language

Timing of submission and feedback
- Live
- Homework

Language categories for review
- Students pick category
- Instructor assigns category

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Weighting and Grading

- Submission Score
  - Question weighting
- Feedback Score
  - Back evaluation
- Resubmission of assignment after review

(Bloxham & West, 2004; Friedman, Cox, & Maher, 2008)

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Key Takeaways on Peer Assessment

- Increase critical thinking, reflection, feedback and quality of student work
- Requires careful planning
- Peergrade can manage the process to make it easier to implement PA

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Next Steps

Are you familiar with the tools in MyCourses? Need a refresher?

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Webinar Sessions

Planning for Remote Delivery for Fall 2020

Preparing Course Content for Remote Delivery

Promoting Student Interaction and Engagement for Remote Learning

Creating Online Assessments in myCourses

Managing your Course in myCourses

Designing Assessments for Remote Delivery for Fall 2020

- Getting started with Polling@McGill
- Engaging students online with Zoom
- Peer assessment with Peergrade

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What else would you like to know?

Type your question in the chat window / Raise your hand

To raise your hand:
• Click on ‘Participants’ in the zoom control panel
• In the new window, click on the ‘Raise Hand’ icon