Self- and Peer Assessment using the Workshop activity in Moodle

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Objectives

1. Why do self- and peer review?
2. What do we want students to gain?
   - Preparing a Unit Outline with a self- and peer- review assessment item: 1 + 2 + 3 = 6
3. Outlining the online task
4. Issues to be aware of:
5. Marking ...
6. Final thoughts
Why do self and peer review?

**Growing consumers of research**
- Health
- Evidence-based healthcare
- Best evidence – public safety
- Asking clinical questions
  - PICO(T)
- If there are gaps that the student can propose research or discuss possibilities for research

**Growing doers of research**
- Replicate the processes related to research development
What do we want students to gain?

- **A community of learning**
- **Ability to critique and feedback**
  - **Levels?** In research...
  - Cho and Cho (2011)
    - Used SWoRD system
      - scaffold writing and reviewing in the discipline
    - Comments by peer reviewers included:
      - Surface features (mechanics)
      - Micro-meaning (focus and development 1 paragraph)
      - Macro-meaning (focus and development across all paragraphs)
  - Yangin Ekşi (2012)
    - Analysed data according to Faigley and Witte’s Taxonomy for Revisions
      - Surface = formal changes, preserving meaning
      - Semantic = microstructural, macrostructural
What do we want students to gain? (cont)

- **Ability to receive feedback and adjust work accordingly**
- **What was found:**
  - Students adjusted their own work more readily based on what they said to others!
  - Students with limited knowledge attended to the surface rather than the micro- and macro-meanings
  - Students had difficulty including the feedback into the next iteration
What do we want students to gain? (cont)

- **A community of learning**
  - Where the learning is:
    - Social
    - Transparent
    - Fun
    - Takes advantage of what your colleagues know
    - Encourages life-long learning
    - Deep rather than surface learning
      - SMITH (2012)
Preparing a Unit Outline with a self- and peer-review assessment item: $1 + 2 + 3 = 6$

• Much discussion about intent and outcome ...
  ○ Idea: want to replicate a research tool is developed: pre-test
  ○ Idea: want the student to read and engage in literature
  ○ Idea: want to encourage public process in scholarly work
  ○ Idea: wanted to have a consistent flow of work for the student across the semester rather than the student cramming a day or two before a due date
  ○ Idea: wanted to encourage ownership of work
  ○ Need: did not want to grade essays where no one read my comments!

• Went to an Introductory session for Moodle 2 and *workshop module in Moodle* was mentioned!
Preparing a Unit Outline with a self- and peer- review assessment item: $1 + 2 + 3 = 6$ (cont.)

Be clear about what you want the students to do
- Find out what Moodle can ACTUALLY do
- Rethink what you want the student to do
- Write the peer assessment
- Get it peer reviewed
- Go see what Moodle can ACTUALLY do
- Try it in Moodle
- Oh oh, it does not look right ...
- Again, ask what can Moodle ACTUALLY do for the student (and lecturer)
- Then, clarity about what you want them to do ...
The online assessment task

Prepare a questionnaire

Post it in the Workshop module

Self-review your own

Peer review one other

Take the feedback and revise the questionnaire

Prepare a scholarly discussion
Issues to be aware of:

- Self and peer review CANNOT happen as a progression
- Grade evaluation phase IS confusing (for DB)
- Go back to what it is that you really want to do ... see slide 8 ... cannot emphasise this enough ... discuss the difference in interpretation: academic vs. learn online manager / trainer persons
- Possible: Standardised instructions for students: is this possible: what are the implications for the university / ies?
• Resorted to calculator and fingers to add them up and subtract
• Popped them in manually

• Moodle did push them to the grade book
• This is an ongoing investigation of interest
• Evaluation phase is extremely confusing
Final thoughts

- Understand peer review better
- Identify where to put self-review
- Shake-up blended learning
- See that there are other options than the essay, exam, test ...
- Involve PEOPLE

- It is a work in progress
- It did do what I wanted it to do
- Students engaged
  - Students benchmarked their work
  - Students (most) provided great critique and ideas for revising the questionnaire

