Fostering Peer Learning & Assessment Skills

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Background & Objectives

Peer assessment -- the assessment of student work by other students -- has been recognized as:

- A. fostering engagement in the learning process,
- B. giving students a sense of ownership of the assessment process,
- C. encouraging students to take more responsibility for their learning,
- D. enhancing students' ability to evaluate their interpretation of assessment criteria,
- E. and developing the broad range of skills involved in the critical analysis and evaluation of the work of others.

Motivated by these outcomes, we:

- 1. created an online work-shop for training peer-assessment skills;
- 2. investigated the effectiveness of this workshop (by tracking changes in the peer assessments provided by students who have versus have-not completed the workshop),
- 3. and examined (by means of a survey) how training in peer assessment affects students' perception and acceptance of the peer evaluation process and of the critical evaluative feedback provided by peers.

Implementation & Progress

- ➤ The online workshop has been delivered to ~900 students in Psych 101 & ~300 in Psych 102.
- These courses require students to write either one 1200-word research essay, or a series of 250-word concept papers. Each essay is assigned randomly to 6 anonymous peer reviewers.
- ➤ To investigate potential benefits arising from the online workshop, students in Psych 101 (003 & 004) were required to complete it either BEFORE, BETWEEN or AFTER writing their essay and/or completing any peer assessments.
- ➤ About 78% of all students consented to the research participation in this project.
- ➤ The research arm of this project was approved by the UBC Behavioral Ethics Review Board.

Workshop Elements & Arrangments

20-item quiz:
Assignment Description & Rubric

Students studied a detailed description of the research essay assignment & the rubric for this assignment. They had to achieve a score of > 75% on the quiz in order to proceed to the training workshop.

Research Consent

18-item questionnaire:
Perception & Acceptance of Peer Assessment

Phase 1 Assessment

We assessed studen immediately before a internal consistency, in own assessment in own assessment with feedback from peers

Phase 2 Assessment
With feedback from instructor

18-item questionnaire:
Perception & Acceptance of Peer Assessment

21-item questionnaire:

We assessed students' perception & acceptance of peer assessment as a peadagogic method immediately before and after completing the training workshop. The 18-item PAPAQ has excellent internal consistency, and measures 3 factors: Confidence in peers' assessment skills; confidence in own assessment skills; 3 = appropriateness of peer assessments in university courses.

Training was delivered in two Phases. In Phase 1, workshop participants focused on one rubric aspect at a time. They scored an essay on this aspect, watched a video with peers scoring the essay on the same aspect, re-rated the essay on the same aspect, and finally compared their rating with the rating provided by peers. In Phase 2, participants scored another essay, watched a video of the instructor scoring the same essay, rescored the essay, and then compared their scores with the instructor's scores.

We used a questionnaire to identify workshop elements that will require revision in future implementations.

Research Design

Assignment Workshop Component Condition BEFORE Write & Submit Essay Review Peer Essays BETWEEN

AFTER

Acknowledgements

Workshop Questionnaire

We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund.

We appreciate the hundreds of PSYC 101 & 102 students who consented to participate in the research arm of this project.

Discussion

This project is ongoing. Analysis of the data from the 2015-16 implementation has just commenced. Preliminary data analysis showed that students in the BEFORE condition scored ~5% higher on the research essay than students in the BETWEEN & AFTER conditions. Insight from the current implementation will be used to refine the workshop for delivery in 2016-17, as well as for implementing it in connection with other assignment types.

