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Training Material

2.1. Designing peer assessment activities in VLE

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1. Defining peer assessment

- **Peer assessment** can be defined as an activity whereby students review and rate their peers' performance or understanding, regarding its "the **level**, **value**, or **quality**" (Topping, 2009, p. 20).

- It can concern a wide range of student-generated outputs, including: **oral presentations**, **essays** and **portfolios**, taking on multiple formats (e.g., **online** or **in-person**; **individual** (1:1) or **group-to-group**; **open** or **blinded**, etc.)

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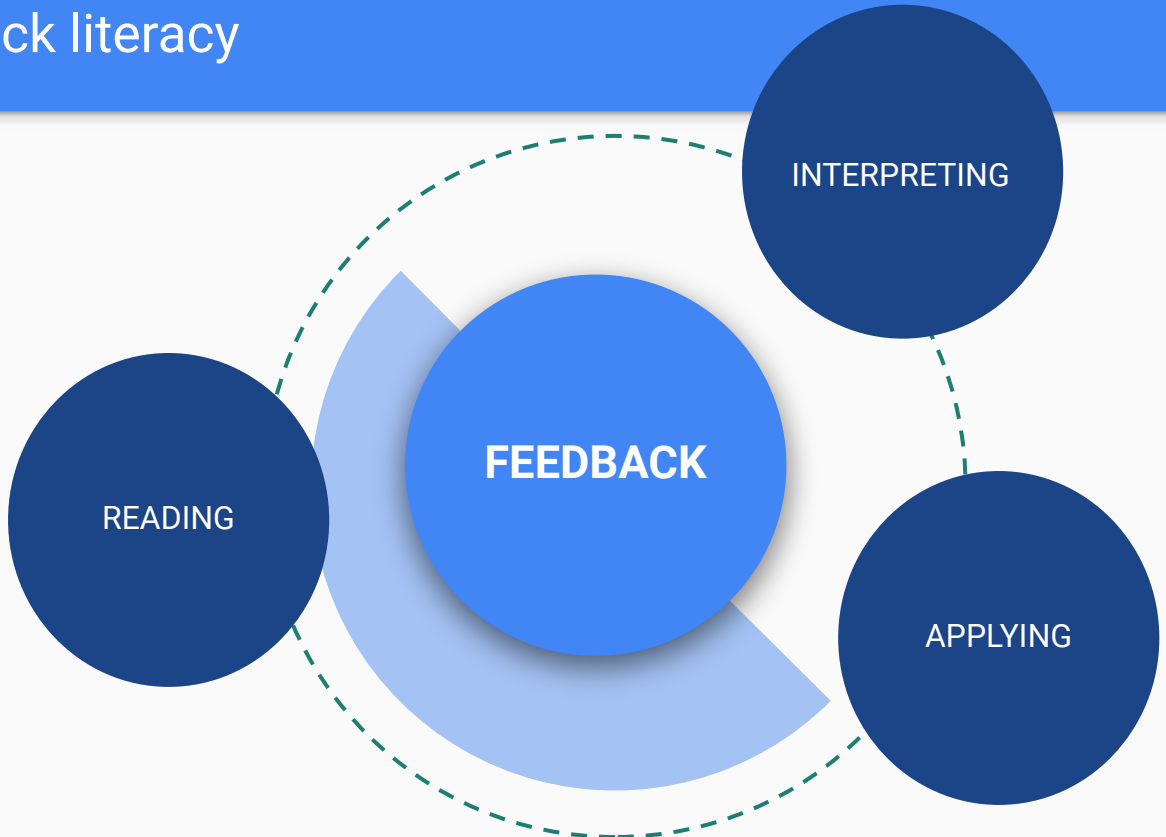
2. Feedback literacy



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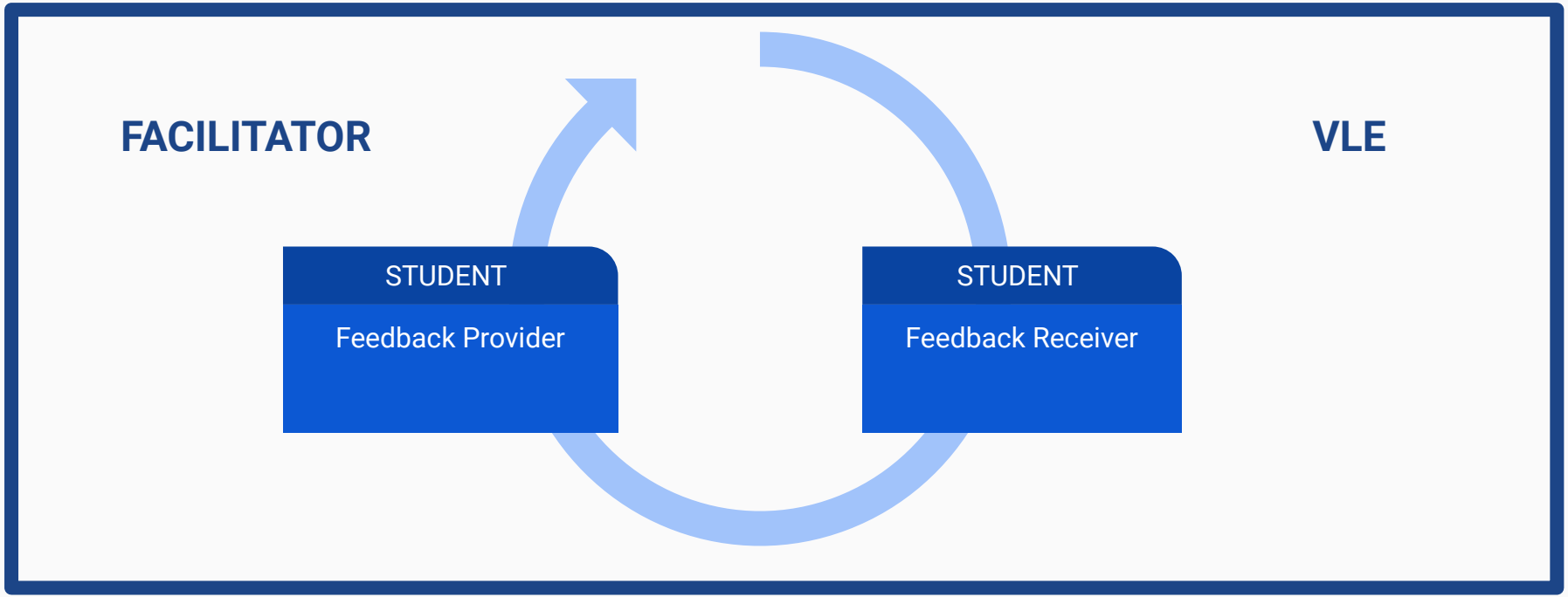

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3. Designing peer assessment activities

1. Identify assignments/activities to be carried out

- Make sure the students will benefit from the peer feedback
- Carefully design the different phases of the assignment/activity
- Consider dividing larger assignments into smaller chunks

2. Define general guidelines, rubrics and criteria

- Define clear tasks and instructions for the reviewer

3. Provide examples

- Model constructive feedback through your own practices
- Pilot the activity prior to its implementation

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4. Getting started: key questions

- Will peer assessment take place in class?
- How many students will provide/receive feedback? How will you assign feedback/reviews?
- What sort of guidelines/examples will the facilitator provide? Will students be involved in defining assessment criteria?
- Will the peer assessment activity be graded?
- Will the assignments be reviewed anonymously?
- Will instructors provide feedback on reviewers feedback?
- Will students be able to improve and resubmit their work after the peer review phase? If so, how much time will they have to work on their assignments?

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4. Getting started: general guidelines

- Online peer assessment activities can take place **in class** (with students using computers or personal mobile devices to provide feedback on each other's work and/or performance); or **outside the classroom** (as a homework or complementary activity). This will depend on the overall conditions, the previously-defined learning outcomes and other elements, such as the size of the class.

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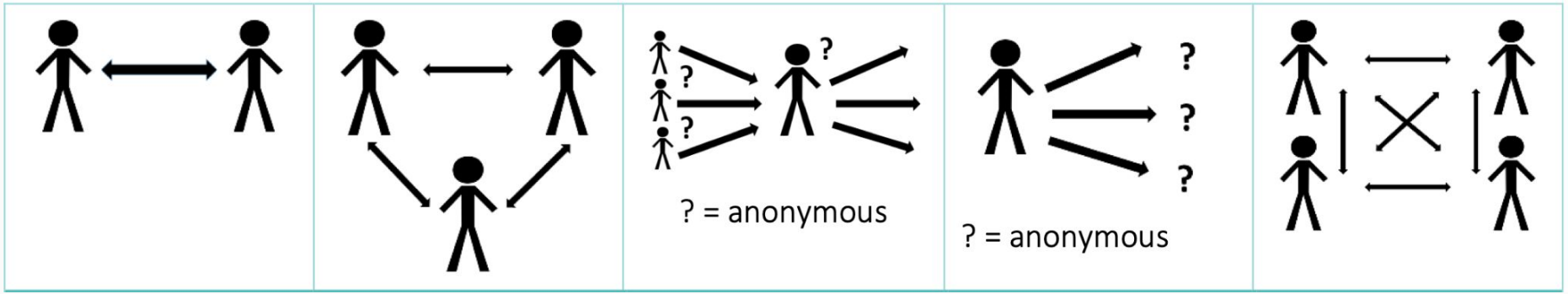
4. Getting started: feedback directions



Source: Teaching and Learning Services. (2021). *Designing peer assessment assignments*. Montreal: Teaching and Learning Services, McGill University

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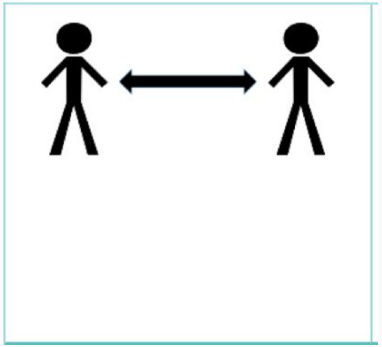
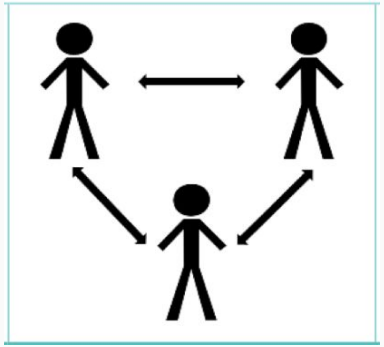
4. Getting started: feedback directions





1:1

Students are grouped, and provide each other with feedback.

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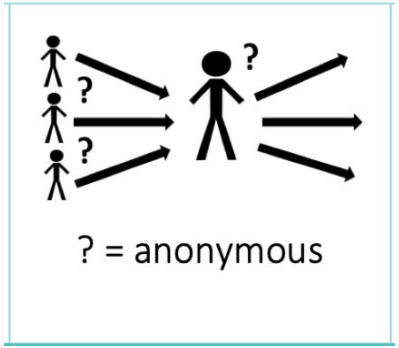
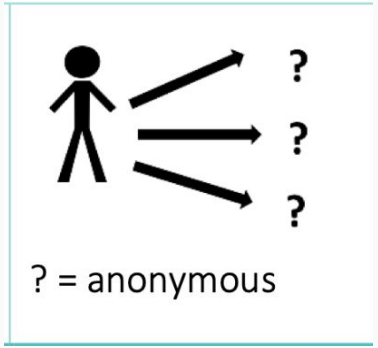
4. Getting started: feedback directions



Students receive feedback from 3 peers. The process is double-blind. After students read the feedback, they provide feedback to their peers on the quality of the feedback they received (feedback on the feedback).



Each student provides feedback on several assignments.

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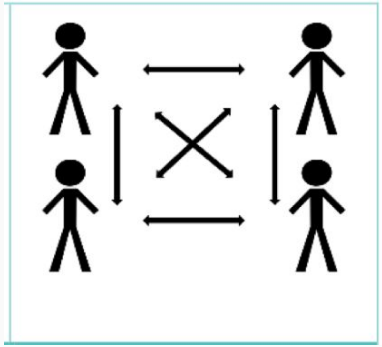
4. Getting started: feedback directions



Working in groups students provide each other with feedback regarding a shared activity.

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4. Peer assessment - benefits

- Students have a clearer understanding of what is required of them, thus developing deeper insights into their own learning process (student agency, autonomy and self-regulation);

- It promotes higher-order learning and fosters responsibility, critical thinking and collaboration competences;

- Anonymity and flexibility.

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5. Why use peer learning activities in VLE?

- It is an easy way to set up peer marking, as it enables students to submit work and receive as well as provide feedback from and to their peers;
- It can reduce marking load;
- Digital tools automate peer assessment, by allowing the customization of settings (random allocation of tasks, anonymity, grading, etc…);
- It makes it easier to replicate assignments and examples (which can be used as future training exercises;
- It can create engagement with assessment criteria (and student agency);
- They are integrated within existing VLE and can complement ongoing tasks/work.

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7. Involving students in peer assessment activities

- Raise awareness to the importance of peer assessment and outline how it will be implemented;
- Make sure the activities are in line with the course learning outcomes and make that clear to the students;
- Explain the importance of constructive feedback and the benefits of peer assessment;
- Encourage group discussions on different types of feedback and share your own experiences.

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7. Involving students in peer assessment activities

- Involve students by negotiating and/or co-creating assessment criteria/rubrics. If they are new to peer assessment it might be important to pilot the activity ensuring they understand and are able to put it into practice. Providing feedback on feedback is also key.

- Provide examples and give students the opportunity to practice with sample assignments and rubrics.