Edge Hill University
“Peer review as a Pedagogy”

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Why listen to me?

- I got results …
- … outstanding results:

- (but it was a strong cohort)
- Details:
  - [https://blogs.edgehill.ac.uk/learningedge/2013/11/01/a-tidal-wave-of-discussion/](https://blogs.edgehill.ac.uk/learningedge/2013/11/01/a-tidal-wave-of-discussion/)
Who am I?

- Learning technologist
- Associate tutor
- SOLSTICE Fellow
Peer review and feedback is generally perceived as an effective pedagogy. Nicol et. Al. (2013) state:

– “… both the production and the receipt of feedback reviews can enhance students learning without necessarily increasing teacher workload.”
Aims of this session

- Define what we mean by peer review and formative / summative assessment;
- Discuss the effects of peer review
- … & then in your & the presenters contexts;
- Explore barriers to the techniques
- … and how some might be overcome;
- Plan how you might implement in your courses.

And:
- How to use technology to support;
- How to get help with the technology / pedagogy.
Define peer review

“… an arrangement whereby students evaluate and make judgements about the work of their peers and construct a written feedback commentary.”

Nicol et. al., 2013
The aim of peer review?

- Increase effective feedback
- … whilst maintaining / reducing tutor workload.
The effects of peer review*

- Encourages a constructive approach / pedagogy;
- Timely feedback, from multiple perspectives, in ‘student language’;
  - & be able to incorporate into CURRENT work;
- Reinforce the learning outcomes – in their contexts;
- Increase student ability to self-assess;
- Others?

However

- Needs to be ‘well guided’

* formative
In your contexts?

- Discussion
Barriers to peer review:

• A lack of confidence:
  – in their own work
  – in commenting on peers’ work;

• Not happy with others commenting on their work;
• Poor quality feedback
  – Perhaps due to reluctance to offer areas for improvement?

• ‘… lack of confidence in assessors and/or assessments …’
• 47% of students found student peer assessment ‘… not useful.
• Concerned about others using their work
• Evidence that instructor intervention is required to reap significant learning gains (Zingaro & Porter, 2014);
Overcoming some barriers:

- A lack of confidence in their own work:
  - Create private journals
  - Private email / phone calls
Overcoming some barriers:

• A lack of confidence in commenting on peers’ work;
  – Model the type of feedback you see as useful
  – Comment on others feedback
  – Give guidance about feedback (writing frame?)
    • Suggest students ASK for a focus for feedback
  – Persuade them their voice is valued
  – Private email / phone calls
Overcoming some barriers:

- Not happy with others commenting on their work
  - Persuade that all opinion is valid;
  - Encourage welcoming peer feedback
Overcoming some barriers:

- Poor quality feedback (reluctance to offer areas for improvement)
  - Model feedback / exemplars
  - Lead by example
  - Feedback writing frames
Overcoming some barriers:

- ‘... lack of confidence in assessors and/or assessments ...’
  - Persuade all opinion is valuable
    - Even when wrong, it makes you think;
    - Encourage students to be circumspect about all feedback
Overcoming some barriers:

- 47% of students found student peer assessment ‘… not useful.
  - Don’t use peer assessment.
Overcoming some barriers:

- Concerned about others using their work
  - Post first!
  - Encourage the idea of once an idea is given away, two better ones come along.
Overcoming some barriers:

- Evidence that instructor intervention is required to reap significant learning gains (Zingaro & Porter, 2014);
  - Instructors have to engage
  - Note Salmon model – invest early & model activity.
Plan - how to implement?

David’s ideas:
- Introduce peer review concept, via:
  - Face 2 face
  - Use course announcements (tick email!)
  - Talking head video
- Encourage subscription to discussion boards
- Create guidance instruction on discussion boards
- Identify non-engagers via performance dashboard
  - & encourage
  - …then challenge
- Model feedback
  - Posting
  - Comments on others posts
Plan - how will you implement?
Using technology to support:

- Discussion boards
- Talking head videos:
  - Welcome video;
  - 3rd party video (Literature Review)
- Searching discussions
- Performance dashboard
  - to identify poor performance & offer support
  - to identify & reward engagement
- Web conferencing
  - Content, and
  - Social cohesiveness – social ‘presence’
How to get help with:

- **Technology**
  - Learning Technology Development

- **Pedagogy**
  - Centre for Learning and Teaching
Take away messages

• What will you be using with your students this / next year?
Evaluation

Later today please take a couple of minutes to reflect on:

• What you liked about this session
• What you think could have been done to improve it

... and email me your thoughts: david.Callaghan@edgehill.ac.uk

Many thanks,
David
References


• **Savvidou, C. “Thanks for sharing your story’: the role of the teacher in facilitating social presence in online discussion.” *Technology, Pedagogy and Education* ahead-of-print (2013): 1-19.**


And: Blog posts:

- **A Tidal Wave of Discussion:**
  - [http://blogs.edgehill.ac.uk/learningedge/2013/11/01/a-tidal-wave-of-discussion/](http://blogs.edgehill.ac.uk/learningedge/2013/11/01/a-tidal-wave-of-discussion/)

- **Technologies are an “absolute lifeline” for our students!**
  - [https://blogs.edgehill.ac.uk/learningedge/2015/01/27/technologiesstudentlifeline/](https://blogs.edgehill.ac.uk/learningedge/2015/01/27/technologiesstudentlifeline/)
Technologies:
Mobile

Enhanced student engagement

Full guide for staff:  
http://www.eshare.edgehill.ac.uk/1372/
• ‘New’ in SP12
  – (was the Early Warning System)
• Help identify students ‘at risk’
  – Missed deadlines
  – Grades
  – Activity
  – Access
• Tutors create ‘rules’
• System can email en-mass
• Use to send ‘well done’ and ‘what next’ messages

http://ondemand.blackboard.com/r91/movies/bb91_evaluation_retention_center.htm
Discussion subscription

Notify by email when others post
- Increases engagement
- Speeds up discussion
- Reduces frustration

Forward student to personal email:
http://www.eshare.edgehill.ac.uk/943/
Announcements

- Announcements – incl links to resources:

This example shows:
- YouTube for verbal feedback
- Notes from a tutorial
Timed announcements

Tidy up your act

- Set a date restriction
- Automatically remove out-of-date announcements
- Stops students re-reading old messages
Performance Dashboard

- Track student progress
- Pick out students that:
  - Haven’t logged on
- Drill down …
  - Discussion contributions
Turnitin

Use for formative assessment
Originality report
Other tools:

- **Announcements** and **Timed announcements**
- **Performance Dashboard**
  - drilling down to see student performance
- **Originality check**
  - Turnitin
- **Test student account**
  - what the student ‘sees’
- **Formatting items**
- **Mobile**

- **Grade centre**
Test Student

To get a ‘students eye’ view
• Test student activity
  – Submissions
  – Assignments / Tests
  – Availability (content, results)
  – Retention rules
Grade Centre

Formative:
• Tracking progressions

Summative:
• Results and feedback