

Edge Hill University

“Peer review as a Pedagogy”

David Callaghan
December 2016



Why listen to me?

- I got results ...
- ... outstanding results:

Sort Columns By: Layout Position Order: ▲Ascending Last Saved: 21 June 2013 17:55

Last Name	First Name	TMP3000	Literature Revik	Introduction - TI	The Sandbox	Methodology TI
[REDACTED]	ELA	74.00	!	--	--	--
[REDACTED]	EN	70.00	!	!	--	!
[REDACTED]	SH	68.00	--	--	--	--
[REDACTED]	RE	74.00	!	--	!	--
[REDACTED]	EN	76.00	!	!	--	--
[REDACTED]	ELA	72.00	--	--	--	--
[REDACTED]	EN	72.00	!	--	--	--
[REDACTED]	SH	64.00	--	--	--	--
[REDACTED]	RE	70.00	1.00	--	--	--
[REDACTED]	EN	--	1.00	!	--	--
[REDACTED]	ELA	64.00	--	--	--	--
[REDACTED]	EN	72.00	!	--	--	--
[REDACTED]	SH	96.00	--	!	--	--
[REDACTED]	RE	62.00	!	--	!	!
[REDACTED]	EN	64.00	--	--	!	--

Selected Rows: 0

Move To Top Email

Icon Legend

- (but it was a strong cohort)
- Details:
- <https://blogs.edgehill.ac.uk/learningedge/2013/11/01/a-tidal-wave-of-discussion/>

Who am I?

- Learning technologist
- Associate tutor
- SOLSTICE Fellow



Headlines / context

- 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:

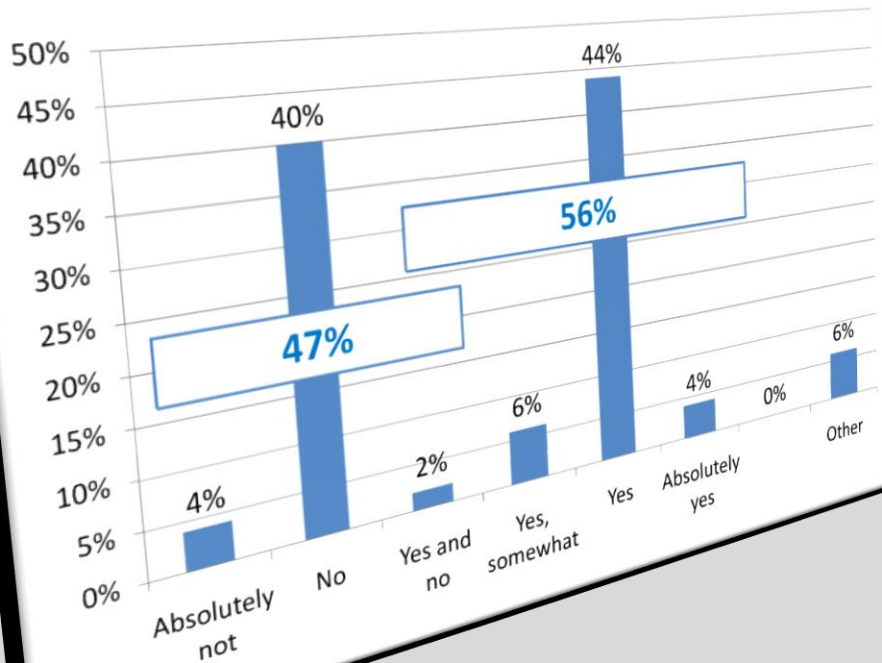
- Poor quality feedback (? reluctance to offer areas for improvement ?)
 - Model feedback / exemplars
 - Lead by example
 - Feedback writing frames

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:

Did you find the peer assessment exercise for essay 2 useful? (n=563)



- 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:

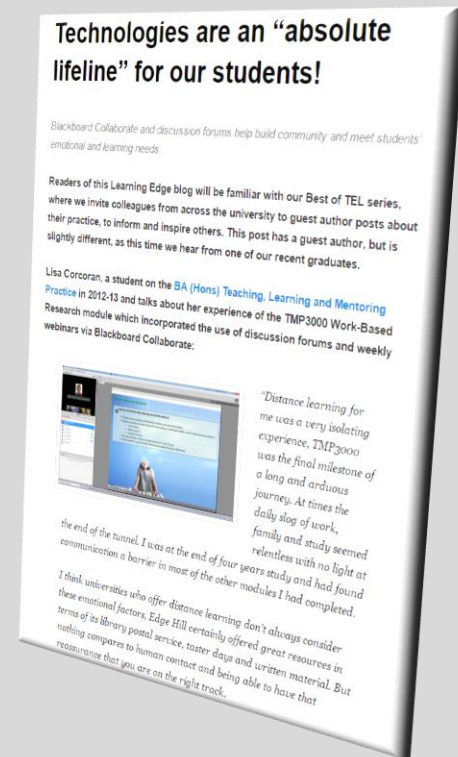
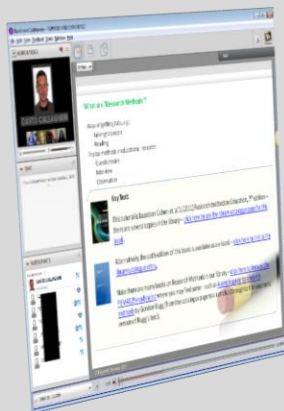
- Introduce peer review concept, via:
 - Face 2 face
 - Use course announcements (tick email!)
 - Talking head video
- Encourage subscription to discussion boards
- Create guidance instruction on discussion boards
- Identify non-engagers via performance dashboard
 - & encourage
 - ...then challenge
- 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

Learning Technology Development

The LTD team:

- Manage and facilitate the use of all Learning Edge technologies
- Provide guidance on the integration of specialist software, classroom and mobile technologies
- Advise Programme/Module teams on all aspects of technology enhanced course provision from validation through to delivery

Contact Us:

Contact us for advice, ideas or to chat about getting started with technologies, or doing more to enhance your student experience.

Email: ldsupport@edgehill.ac.uk

Tel: 01695 650754 (ext. 7754)

S2, Learning Innovation Centre (LINC), Western Campus, Ormskirk

The Learning Technology Development Team are here to help you and your students make the best use of technologies for teaching and learning.

@LTDatEHU

blogs.edgehill.ac.uk/learningedge

<div style="display: flex; align-items: center;"> <div> <p>Lindsey Martin Assistant Head (Learning, ICT and Media Technologies) 01695 584518 (ext. 4518)</p> </div> </div>	<div style="display: flex; align-items: center;"> <div> <p>Carol Chatten Learning Technology Development Officer 01695 650981 (ext. 7981) <i>Faculty of Arts and Sciences - Performing Arts - English & History - Sport & Physical Activity - Computing - North Western Deanery Project</i></p> </div> </div>	<div style="display: flex; align-items: center;"> <div> <p>Martin Baxter Learning Technology Development Officer 01695 657619 (ext. 7619) <i>Faculty of Arts and Sciences - Psychology - Geography - Biology - Social Sciences - Media, Business - Law & Criminology</i></p> </div> </div>
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<div style="display: flex; align-items: center;"> <div> <p>Peter Beaumont Learning Technology Development Officer 01695 650749 (ext. 7749) <i>Faculty of Health - Undergraduate Programmes</i></p> </div> </div>		

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

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- [Zingaro, D., & Porter, L. \(2014\) Peer instruction in computing: The value of instructor intervention. *Computers & Education*, 71 , 87–96.](#)

And: Blog posts:

- **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/>

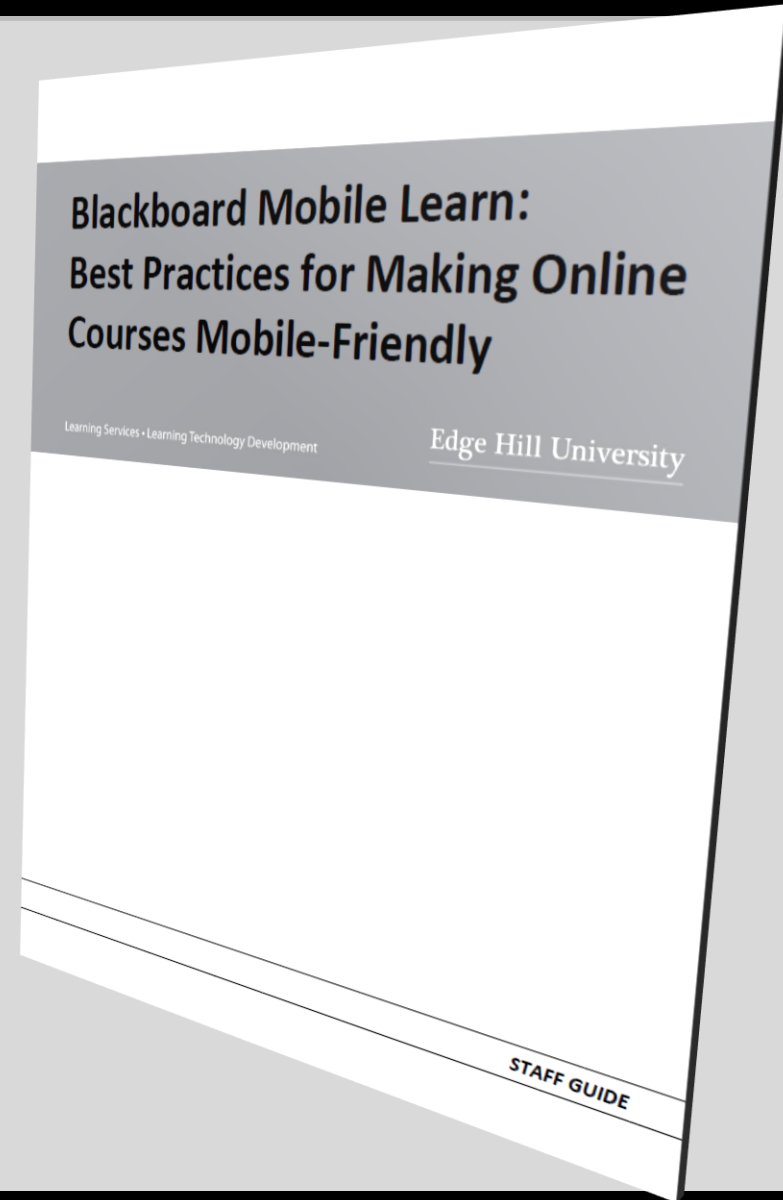
Technologies:

Mobile

Enhanced student engagement

Full guide for staff:

<http://www.eshare.edgehill.ac.uk/1372/>



Tracking: Retention Centre

- '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/>

Forum: General - (aka the Coffee Room)

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Create Thread Unsubscribe Search Collapse All Expand All

Message Actions Collect Delete

Thread	Author	Date
Classification - Please help!	LISA	28/06/13 18:12
RE: Classification - Please help!	LISA	28/06/13 20:52
RE: Classification - Please help!	KIM	28/06/13 21:05
RE: Classification - Please help!	LISA	01/07/13 12:54
RE: Classification - Please help!	ALIC	01/07/13 17:47
Congratulations and update on my assignment.	KIM	01/07/13 16:03
RE: Congratulations and update on my assignment.	KIM	28/06/13 20:03
RE: Congratulations and update on my assignment.	JAC	28/06/13 10:58
RE: RE: Congratulations and update on my assignment.	RACH	28/06/13 11:32
RE: RE: Congratulations and update on my assignment.	ESTE	28/06/13 11:36
RE: RE: Congratulations and update on my assignment.	JAC	28/06/13 11:59
RE: RE: Congratulations and update on my assignment.	CL	28/06/13 12:51
RE: RE: Congratulations and update on my assignment.	JAC	28/06/13 13:01

Announcements

- Announcements – incl links to resources:

This example shows:

- YouTube for verbal feedback
- Notes from a tutorial

Blackboard Learn x

Edge Hill University

Learning Edge Homepage System Ac

https://learningedge.edgehill.ac.uk/webapps/portal/frameset.jsp

DAVID CALLAGHAN 500+

- Use a wide range of literature. (with thanks to Estelle for this list) books, peer-reviewed journal articles, newspapers, radio programmes, speeches, government documents, videos and conferences. Add in discussion boards – both those in this course and others like the TES forums. Don't say the same thing again and again using different authors, instead group common arguments/points with all the authors in one bracket.
- Try and come up with some original notions or perspectives; identify gaps in the existing literature and suggest how these might be addressed, find discrepancies in the literature or with your findings and suggest how such contradictions may have arisen.
- Re- Referencing - If in doubt - reference. Sometimes it's OK to skip references (it gets annoying every time you mention motivation to reference Herzberg and Maslow) – but if there is any doubt REFERENCE.
- Finally, the use of English. My advice is to HONE your work. Again and again. Compare what you've written to literature that you think is well written. Another Here's a tip: look for adjectives that clash with the direction of an argument – a good example of a bad example is: "... increasingly smaller ...". When you go through your work you'll be surprised how many of these you'll find.

I have some hesitancy about writing this kind of advice down – so to mitigate somewhat I've created a video about this on YouTube that expresses this discomfort. You may get more understanding out of what I say rather than what I write (please email me any questions about it) http://youtu.be/F_LDyUjUJJo

Kindest regards to all

David

====

Posting from Estelle about technology and the future of education:

Hi

After having a tutorial with David, he prompted me to have a look at what may become the future of teaching and learning. I have spent all day watching, being amazed, and delving further into new pedagogical approaches as it may well affect us all.

http://www.ted.com/talks/peter_norvig_the_100_000_student_classroom.html

This is about MOOCs - Massive Open Online Courses. As a distance learner, we get a small insight into how these communities work

edgehill.ac.uk/ls

Timed announcements

Tidy up your act

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

Edit Announcement
 New Announcements appear directly below the repositionable bar and can be dragged to new positions to modify the

* Indicates a required field.

1. Announcement Information

Subject

Message

Hi

I've just logged into the web conference area ... so if you have a quick question, join the conference - it's an easy way to have a quick chat. I've got a dozen or so emails to wade through at the moment so using the web conference area might get a faster response.

Answering a general question - I've set the assignment to accept submissions until 23:59 on Friday - and I'll try to be around some of Friday evening to help.

Kindest regards,

David

Path: p

Words: 82

2. Web Announcement Options

Duration

Not Date Restricted

Date Restricted

Select Date Restrictions

Display After 22/08/2013
 Enter dates as dd/mm/yyyy. Time may be entered in any increment.

Display Until 22/08/2013 21:50
 Enter dates as dd/mm/yyyy. Time may be entered in any increment.

Send a copy of this announcement

Performance Dashboard

- Track student progress
- Pick out students that:
 - Haven't logged on
- Drill down ...
 - Discussion contributions

Performance Dashboard

The Performance Dashboard provides an up-to-date report on the activity for all students. Information appears in a table format. Click a column heading or the caret in the header row of a column to sort the table data by that column. [More Help](#)

Page 1 of 3 > >>

Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Customise Retention Centre	View Grades
AR		20528744	Student	19-Jul-2013 09:32:21	18	0		5	3/4	
BA		20433573	Student	25-Jul-2013 10:34:51	12	0		2	2/4	
BE	LEY	20338635	Student	22-Jun-2013 13:22:08	45	0		4	2/4	
BU	RON	20169930	Student	10-Jul-2013 20:13:05	27	0		3	2/4	
CA	HAN	caina	Instructor	23-Apr-2013 15:30:58	105	0		0	2/4	
CA	D	callagda	Instructor	06-Aug-2013 14:55:09	0	0		0	-	
Ca		callagda_s	Student	22-Jul-2013 10:31:08	15	0		8	-	
CA	RON	20942974	Student	22-Jun-2013 19:06:12	45	0		1	0/4	
CH	E	20822383	Student	20-Jul-2013 20:04:00	17	0		0	0/4	
CO	R	20842991	Student	27-Jun-2013 22:10:00	40	0		7	1/4	
CO	LA	20846452	Student	11-Jul-2013 11:47:14	26	0		0	2/4	
CO	LA	20682488	Student	02-Jul-2013 08:16:18	35	0		5	2/4	
						0		1	3/4	

This is a table showing the attributes of a collection of items.

Turnitin

Use for formative assessment
Originality report

Sort Columns By: Layout Position Order: ▲Ascending Last Saved: 21 June 2013 17:55

Last Name	First Name	TMP3000	Literature Revis	Introduction - TI	The Sandbox	Methodology TI
[REDACTED]	ELA	74.00	!	--	--	--
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[REDACTED]	EN	--	1.00	!	--	--
[REDACTED]	ELA	64.00	!	--	--	--
[REDACTED]	EN	72.00	--	!	--	--
[REDACTED]	SH	96.00	--	--	!	--
[REDACTED]	RE	62.00	!	--	--	!
[REDACTED]		64.00	--	--	!	--

Selected Rows: 0

Icon Legend

Other tools:

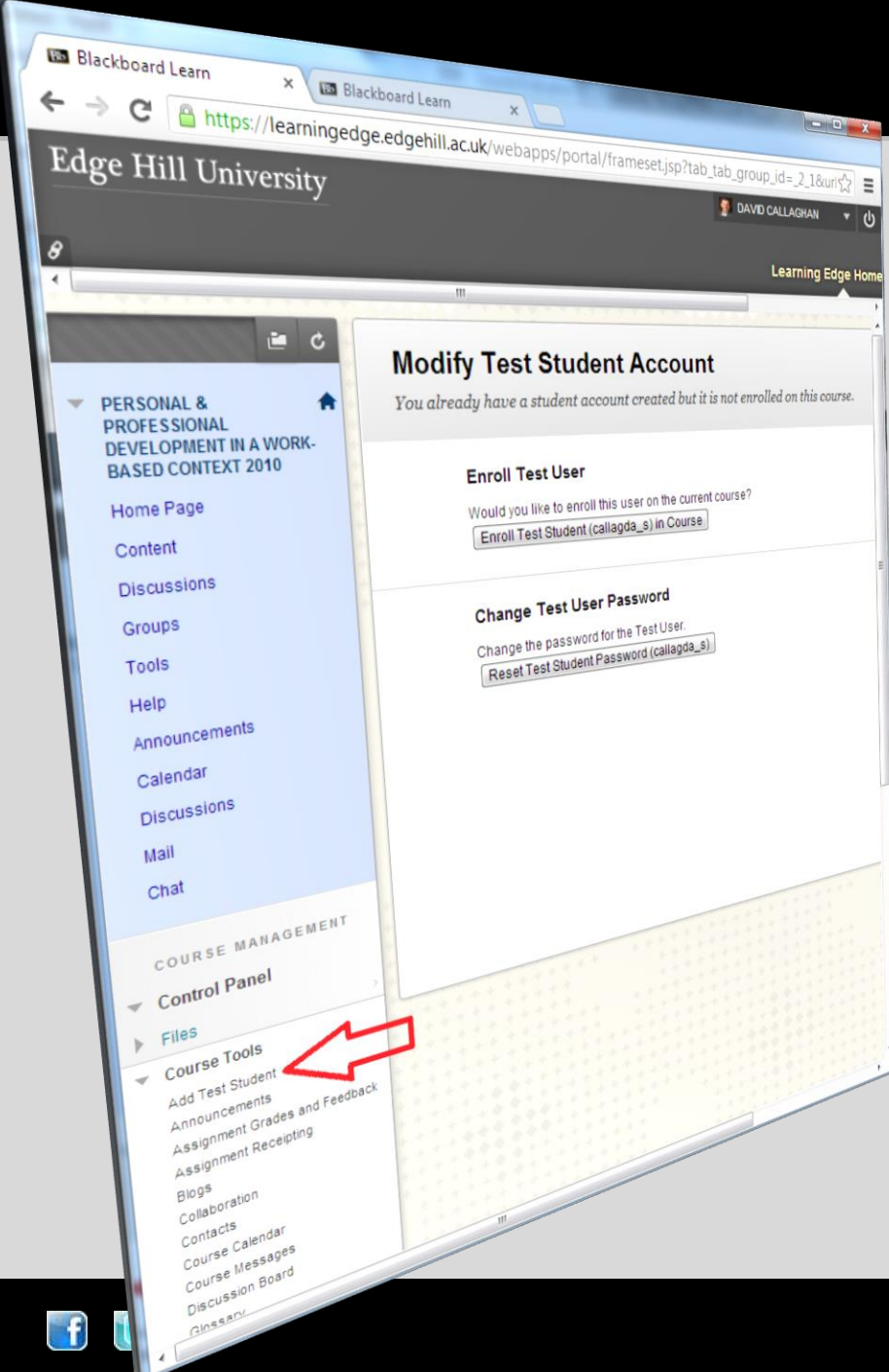
- [Announcements](#) and [Timed announcements](#)
- [Performance Dashboard](#)
 - drilling down to see student performance
- [Originality check](#)
 - Turnitin
- [Test student account](#)
 - what the student ‘sees’
- [Formatting items](#)
- [Mobile](#)

- [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

The screenshot shows a web-based grade centre interface. At the top right, it says 'Sort Columns By: Layout Position' and 'Order: Ascending'. Below that, it says 'Last Saved 21 June 2013 17:55'. The table has columns for 'Last Name', 'First Name', 'TMP3000', 'Literature Revie...', 'Introduction - TI', 'The Sandbox', and 'Methodology TI'. The table contains several rows of data, with some cells containing yellow icons with a downward arrow, indicating feedback or issues. The interface also includes 'Move To Top' and 'Email' buttons at the top and bottom, and an 'Icon Legend' button at the bottom right.

Last Name	First Name	TMP3000	Literature Revie...	Introduction - TI	The Sandbox	Methodology TI
...	ELA	74.00
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...	ELA	72.00
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...	H	64.00
...	RE	70.00	1.00
...	EN	..	1.00
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...	RE	62.00
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