

## Peer Assessment of Reports & Posters

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### PSYCH 101: Introduction to Biological & Cognitive Psychology

- ✓ 250 students / section; 192 hours TA support
- ✓ Course requires one 1250-word essay based on peer reviewed research articles; counts for 12% of course grade
- ✓ Review is anonymous; 6-reviewers & self assessment; completion of valid assessments counts for 4% of course grade
- ✓ Essay grade: Median of grade awarded by reviewers (class mean 68% in most recent term)
- ✓ Review grade: Awarded by course leaders (mean of 2.5 / 4 in most recent term)

### Why use Peer Assessment?

- ✓ Enables students to make direct comparison with work of others
- ✓ Provides more extensive feedback on each submission
- ✓ Sharpens critical thinking skills

## What has worked!

### A stepwise approach, detailed instructions, training, & work schedule

- ✓ Syllabus includes a detailed description of assignment, of scoring rubric, and of peer assessment methods; syllabus sent out to students before the beginning of classes
- ✓ Extensive discussion of syllabus, peer assignments, peer assessments on Piazza (all term)
- ✓ Graded syllabus quiz: Increase awareness of course components (where to find required information)
- ✓ Credit for completing online survey on Peer Assessment (18 items): Raise awareness of what is peer assessment
- ✓ Credit for accessing accounts: TurnItIn & Moodle (submit pdf to each, with answer to simple question)
  - ✓ Graded by course leaders
- ✓ Credit for accessing library resources: Find 3 journal articles related to research essay & upload them to Moodle
  - ✓ Graded by course leaders
- ✓ Tutorial sessions on all aspects of resources & assignment (use Piazza polls to identify tutorial topics)
- ✓ Completed essay uploaded as pdf to both Moodle & TurnItIn (integration of platforms would be desirable): 6 am deadline
- ✓ Each essay reviewed by 6-reviewers (2 week review window); 6 am deadline
  - ✓ Reviews graded by course leaders
- ✓ Option to have essay graded by course leaders (2 such requests in most recent term)
- ✓ Students complete a 2-hour online peer assessment training workshop (first time in 2015)

## Factor 1: Confidence in Peers

I trust the grading/evaluations and feedback provided by peers.

My peers know what to look for when grading/evaluating my written course assignments.

My peers have the skills required for grading/evaluating my written course assignments.

I have confidence in my peers' ability to grade/evaluate my written course assignments.

Students are capable of grading/evaluating the written course assignments of their peers.

My peers have received adequate training on how to grade/evaluate my written course assignments.

My peers are able to grade/evaluate my written course assignments in a fair manner.

I believe my peers are sufficiently well trained for grading/evaluating my written course assignments.

## Factor 2: Confidence in Self

I have received adequate training on how to grade/evaluate the written course assignments of my peers.

I know what to look for when grading/evaluating my peers' written course assignments.

I am adequately prepared for grading/evaluating the written course assignments of my peers.

I am able to grade/evaluate my peers' written assignments in a fair manner.

I have the skills required for grading/evaluating my peers' written course assignments.

I have confidence in my ability to grade/evaluate my peers' written course assignments.

I have received adequate training for grading/evaluating the written course assignments of my peers.

### Factor 3: Importance of Peer Assessment

Peer grading should be an important part of every university course.

It is fair that part of my course grade is based on evaluations and feedback provided by peers.

It is appropriate that part of my course grade is based on evaluations and feedback provided by my peers.

### Research Questions:

Does the online PAW influence the quality/validity of peer assessments?

Does the online PAW influence students' perception & acceptance of peer assessment methods?

Does completion of the online PAW influence the quality of students' written work?

