

PEER EVALUATION IN MOODLE

Peer assessment and review offers learners opportunities to develop the evaluative skills they need to monitor and adjust their own performance. Through assessing or evaluating each other's work, learners take up the role of appraisers and, over time, acquire the skills they need to make judgements on their own work (Sadler, 2010).

Background

Dr Richard Kamm (Senior Teaching Fellow in the School of Management) shares his experience of setting up a peer assessment activity using the Workshop tool in Moodle as formative feedback exercise.



Purpose

"I have used the Workshop facility in Moodle to enable students to submit an essay proposal and receive feedback from unit convenor (me) and also one of their fellow-students on the unit.

There are two main purposes:

- To enable all students on the unit to get an equivalent amount of support from the unit convenor.
- To encourage all students to consider a topic within the subject matter of the unit that is different from the one that they are addressing in their own individual essays."

Methodology

The facility is designed as a peer evaluation tool and a set of stages needs to be set up: initial submission; allocation of peer reviewers; review; feedback. This involves defining due dates and making sure that each stage is activated at the appropriate time (e.g. so that reviewers can see the piece of work they are meant to be reviewing).

You can set the allocation of reviewers to be automatic and random (I don't because I want to make sure that all students review a proposal that is on a different topic to their own). You can also set it up to allocate marks (I don't, since the exercise is purely formative) or to ask for reviewers to comment against specific criteria (again, I don't and simply ask for overall feedback)."

Dr Richard Kamm is Senior Teaching Fellow in the School of Management, University of Bath.

Outcomes

Pros:

- Students engage with a topic outside of the chosen topic addressed in their individual essays.
- Timeliness of feedback is improved.
- Student understanding of topics improved.

Cons:

- Students have to submit work within strict timescales, and it's difficult to manage deadline extensions.
- You need to manually manage the phases of the workshop
- It's difficult to replicate the student view of the workshop activity

Why use online Peer Assessment/Review?

Software tools that enable learners to actively participate in processes of peer assessment and review – whether devising questions for peers, marking, reviewing, moderating or giving feedback on each other's work – provide benefits such as:

- Increasing the scalability of peer assessment
- Engaging learners in spending time with assessment criteria
- Developing learners' evaluative and digital literacy skills
- Use in any location at any time
- Providing confidential and immediately collated results
- Supporting group work and independent learning

Peer assessment can also prompt learners to:

- Learn from one another
- Engage in dialogue about their decisions
- Understand the value of feedback
- Construct meanings of their own

Further Reading and Links:

Peer Assessment and review, JISC Design Studio: <http://jiscdesignstudio.pbworks.com/w/page/52947134/Peer%20assessment%20and%20review>

For a discussion of the value to be gained from peer review, see [Assessment and Feedback – in the hands of the student](#), a webinar led by Professor David Nicol (2012)

Nicol, D (2011) Developing the students' ability to construct feedback, Published by the Quality Assurance Agency for Higher Education, Available here <http://tinyurl.com/avp527r>

Nicol, D (2010) The foundation for graduate attributes: developing self-regulation through self and peer assessment. Published by The Quality Assurance Agency for Higher Education. Available here <http://tinyurl.com/avp527r>