Quick Survey:

- Raise your hand if you enjoy grading student work

Skeptical? Does peer-review really work?

- Hundreds of studies have attested to its benefits (Topping, 1998)

- Associated with gains for both reviewers and reviewees (Bouzidi & Jaillet, 2009; Doiron, 2003; Topping, 2005)

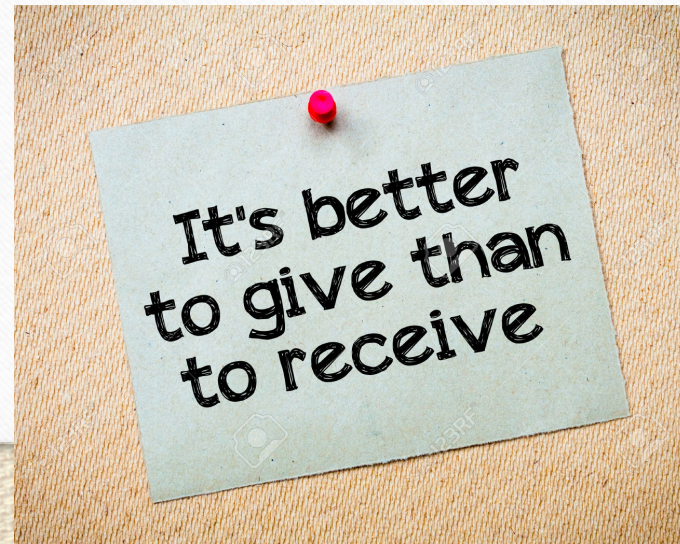- Feedback is one of the top influences on student achievement (Hattie & Timperley, 2007)

Not just Receiving, but also Giving reviews

- New studies find *giving* reviews has even stronger effects than *receiving* peer reviews (Cho & MacArthur, 2011; Lundstrom & Baker, 2009; Wooley, Was Schunn & Dalton, 2008)

It's better to give than to receive

Infinite Variations…

- Purpose: Formative (feedback) or Summative (grading)
- Tools: (Google Drive, Blackboard Self/Peer Assessment, Blackboard group file exchange, Expertiza)
- Methods: Rating, Ranking, Rubrics, Comments, In-line Editing
- Process: Anonymity, Multiple Rounds, Grouping
- Miscellaneous: Author directions to reviewers, reflections etc etc etc

at the same time. Slavin (2014) suggests using multi-media tools and also computer-based activities in conjunction.

How can teachers make cooperative learning effective?

Just like all other methods of teaching, teachers must make sure cooperative learning is effective. Ensuring this can be

condensed into five steps (Slavin, 2014). First, forming interdependent teams allows students to depend on each other

to not only achieve the goals set forth by the teacher, but to learn from one another. If the students choose their groups,

they may be missing out on an important lesson in diversity, or freeloaders. Some teachers may even assign group roles

on a set, rotating basis to ensure all students participate (Manis, 2012). Second, setting group goals enables students to

help each other to achieve common interests, such as a group report or presentation (Slavin, 2014). Third, ensuring

individual accountability ensures that each student understands the lesson content. This may require individual tasks

within each group to complete the finished product. Fourth, communication and problem-solving skills have to be

taught. These two skills are required in every aspect of cooperative learning, and even life. Lastly, integrating

cooperative learning with other structures allows students to enjoy learning, and relate the material to real-life

experiences.

References

Chui, M. M. (2000). Group problem-solving processes: Social interactions and individual actions. *Journal for the Theory of*

Comments sidebar:

No need for "also"

Macey Barnes
12:21 PM Sep 20

Format: highlight

Macey Barnes
12:22 PM Sep 20

Maybe add a few more examples in this paragraph so we can truly understand how to make this effective. Possibly research a teacher who utilizes this, and the benefits she sees.

Natalie Mcelroy
11:45 PM Sep 20

I agree with Barnes. Exemplifying some active methods will help us understand and relate better in cooperative learning.

Codie Reynolds
4:04 PM Sep 20

Resolve

this shows bias.

Natalie Mcelroy
10:10 PM Sep 20

Review 1

Reviewer: AMY PARIKH (APARI001D)   hide review
Last reviewed: Thursday October 29 2015, 04:38PM

Question 1: *How IMPORTANT was the information included by the author?*

Score: 5 out of 5
Response: Information covered is important for teachers to know and understand. The information was explained well.

Question 2: *How INTERESTING was the content created by the author?*

Score: 5 out of 5
Response: Visuals were attractive and informative. All visuals related to the content.

Question 3: *How CREDIBLE was the lesson produced by the author?*

Score: 5 out of 5
Response: Cited 5 reputable sources. Clearly divided facts from opinions.

Question 4: *How effective was the PEDAGOGY of the lesson?*

Score: 5 out of 5
Response: All required elements are included, MC questions were good.

Question 5: *How is the WRITING QUALITY of the lesson?*

Score: 5 out of 5

Peer Review

Peer Review ⌄

Build Content ⌄   Assessments ⌄   Tools ⌄   Partner Content ⌄

IDW Faculty Workshop Spring 2015 (2015_SPRING_IDWF_WORKSHOP)

Home Page

Information

Content

Discussions

Peer Review

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Tools

Help

ORGANIZATION MANAGEMENT

Peer Review Sample

Enabled: Statistics Tracking

Submission dates: April 10, 2015 10:30:00 AM to April 10, 2015 2:30:00 PM
Evaluation dates: April 10, 2015 2:30:00 PM to April 10, 2015 3:00:00 PM

>>View/Complete Assessment

Directions for Using Peer Assessment in Blackboard

What you need to know about using Peer Review (Peer Assessment) in Blackboard

OVERVIEW

1. You will need to set a submission window and an evaluation window. There is a HARD deadline for submissions. Students
late (after the evaluation window opens).

Groups › Breanna, Brenda, & Kim S. › File Exchange

ASSESSMENT & EVAL OF STU LRNG (201420_SPRING_FOUN641_30355)

Announcements

Teaching Staff

Syllabus

Schedule

Our Facebook Group

Modules

Exams

Peer Reviews

Tools

COURSE MANAGEMENT

Control Panel

File Exchange

Add File

Delete

	File Name	Posted by	File size (bytes)	Date Post
☐	Brenda Lawrence Project 2 Peer Review for Breanna Scully	BRENDA LAWRENCE	90333	Monday,
☐	Breanna Performance Assessment	BREANNA SCULLY	90451	Sunday,
☐	peer review for Brenda- from Kim	KIMBERLY VON FANGE	57344	Thursday
☐	Brenda Lawrence Project 2 Peer Review for Kim	BRENDA LAWRENCE	771943	Monday,
☐	Kim Struyk Project 2 Draft	KIMBERLY VON FANGE	772559	Sunday,

Sharing Tips/Strategies

- Require students to provide directions to their reviewers
- Have reviewers use a rubric **and** make comments
- Teach reviewers to <u>give</u> good (DESCRIPTIVE) feedback
  - Use samples assignments to calibrate student scoring
  - Provide examples of good/poor feedback
- Teach authors to <u>receive</u> feedback
  - Provide feedback to their reviewers
  - Reflect on the feedback received – useful or not? act upon it? Why?
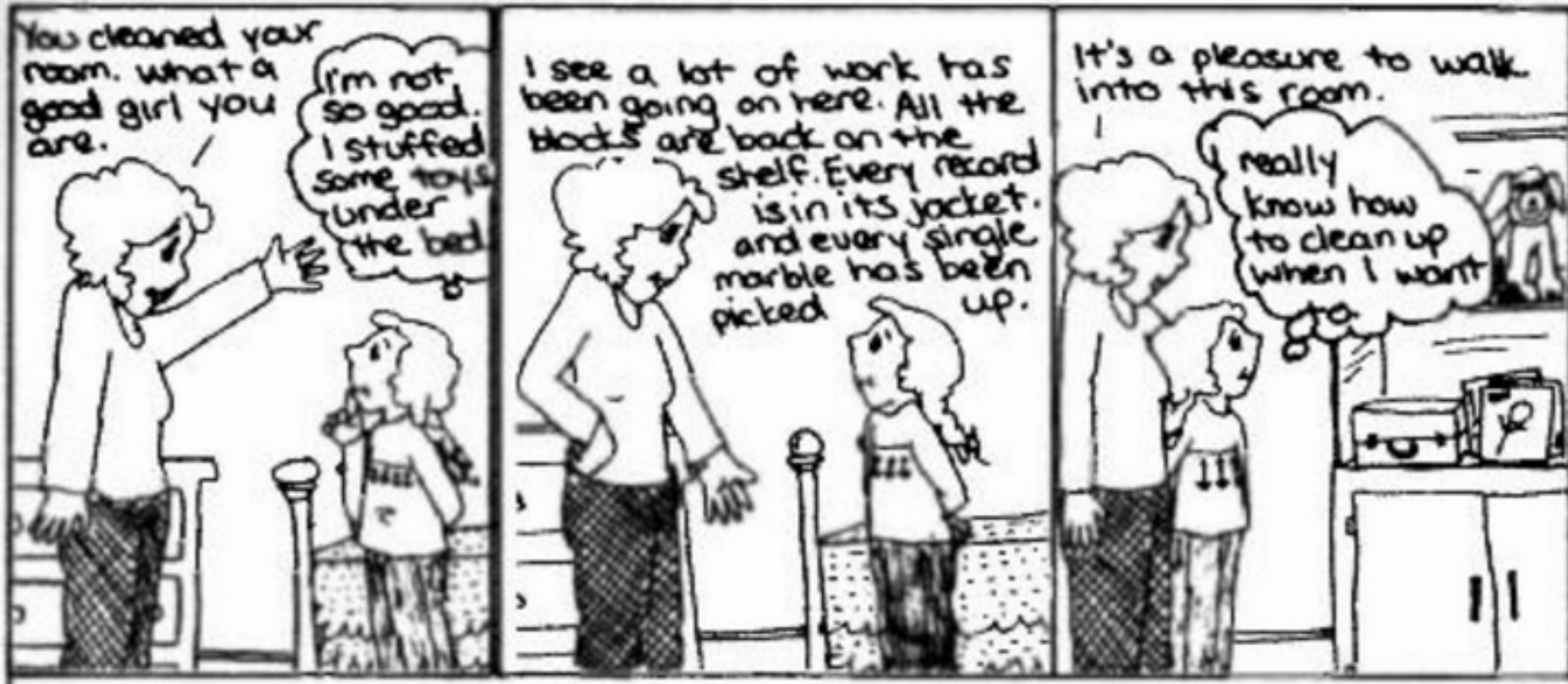 - Document HOW they changed their work based on the peer review process

Faber, A. & Mazlish, E. (1980) How To Talk So Kids Will Listen & Listen So Kids Will Talk. New York, NY: Harper Collins Publishers.

Effective Descriptive Feedback

- Effective feedback lets students assess themselves. It doesn't tell them what to do, but it does help them understand where to make improvements.

Formula for Effective FB

- State what exists (<u>describe</u> rather than evaluate)

- Explain why it is important by relating feedback performance criteria/learning targets

- Provide specific information to help improve the work

Effective feedback?

- You have great ideas and organized your paper well.

- I noted a couple of instances where your opinion is presented as factual information; using phrases like "in my opinion…" or "I think..." will help differentiate your opinion from fact, thereby adding credibility to your paper.

Interesting findings from my research

- Round: 1st Round had most positive responses
  - My suggestion: use progressive assignments if doing multiple rounds
- Anonymity: more positive responses when students knew their reviewers/reviewees
  - My suggestion: consider non-anonymous if Formative
- Type of Technology: ease of use very important
  - My suggestion: Google Drive or File Exchange in Bb; Screencasts too!

....interesting

Faculty Reflections – what didn't work

- "Students seemed most annoyed with their slacker peers – those who didn't submit a draft for review and those who didn't complete reviews or just gave everyone 10s and/or didn't provide any written feedback."

Solution Suggestion:

Assign multiple reviews/reviewers (3 is a good number)

Faculty Reflections – what they'd change

- "…my biggest regret was that I did not have them write a reflection about what they changed…"

- "Next semester… I will do a great deal more handholding with the technology as it played such a pivotal role in whether or not students completed the peer review and their faith in it."

Solution Suggestions

Do the reflection!
Practice round with technology

Faculty Reflections

- "The benefits of using peer review were enormous! You can see how the quality of the students' work improves. The grades are better as well. Definitely the students can learn from each other. No question about it. I plan to use peer review for all my project assignment in my different classes."

Peer Review Examples

Google Drive Example:

- https://docs.google.com/document/d/1qL3KA9d7DIyfabPQLjHFTqqMPpD7B_ZCrzpCpXyfv6c/edit

Screencast Example:

- http://screencast.com/t/zZQIyZjuh

Student Artifact and Peer Review in Word Rubric Embedded:

- https://sites.google.com/a/odu.edu/education-2014----1-30-edition/home/content/section-3-effective-teaching/instructional-strategies/flipped-classroom
- https://docs.google.com/a/odu.edu/viewer?a=v&pid=sites&srcid=b2R1LmVkdXxlZHVjYXRpb24tMjAxNC0tLS0xLTMwLWVkaXRpb258Z3g6MWZlOGFlNTM4OGI4ZjEzNQ

More help?

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