ASSESSING IN-CLASS STUDENT PRESENTATIONS: SOME OBSERVATIONS ABOUT ON-LINE PEER SURVEYS

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Literature Review

- <u>survey instruments</u> effective in assisting peer and collaborative learning (Falchikov, 2005; Van den Berg et al., 2006)

- peer input/feedback <u>transforms learning landscape</u> and delivery, facilitating discovery using specific criteria (Somerville, 1993; Topping et al., 2000; Mulder & Pearce, 2007)

- <u>on-line</u> surveys encourage <u>active learning</u> ('audience conception') for students who may need more time to digest/revise writing (Cho & Schunna, 2007;Lundstrom and Baker, 2009)

- shifting classroom dynamic: <u>redistribution of learning resources</u> away from instructor toward the student(s) (Fallows and Chandramohan, 2001)
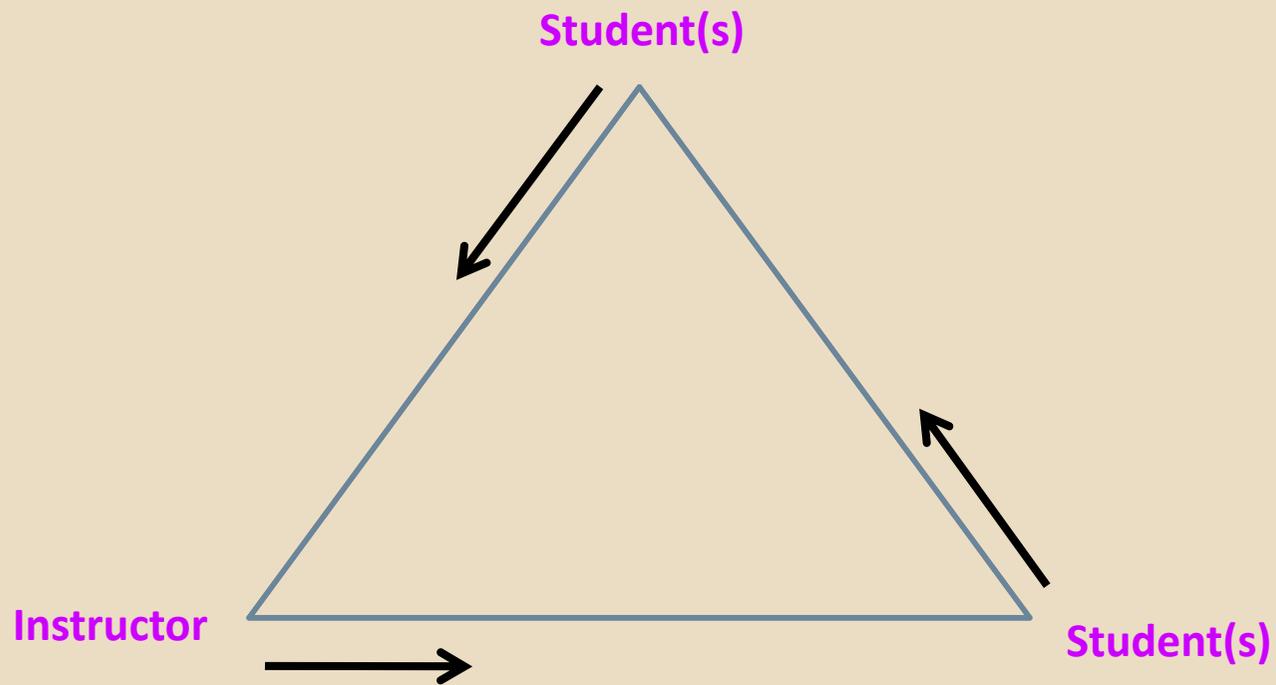
Teacher-Centered Data Flows

Student(s)

Instructor
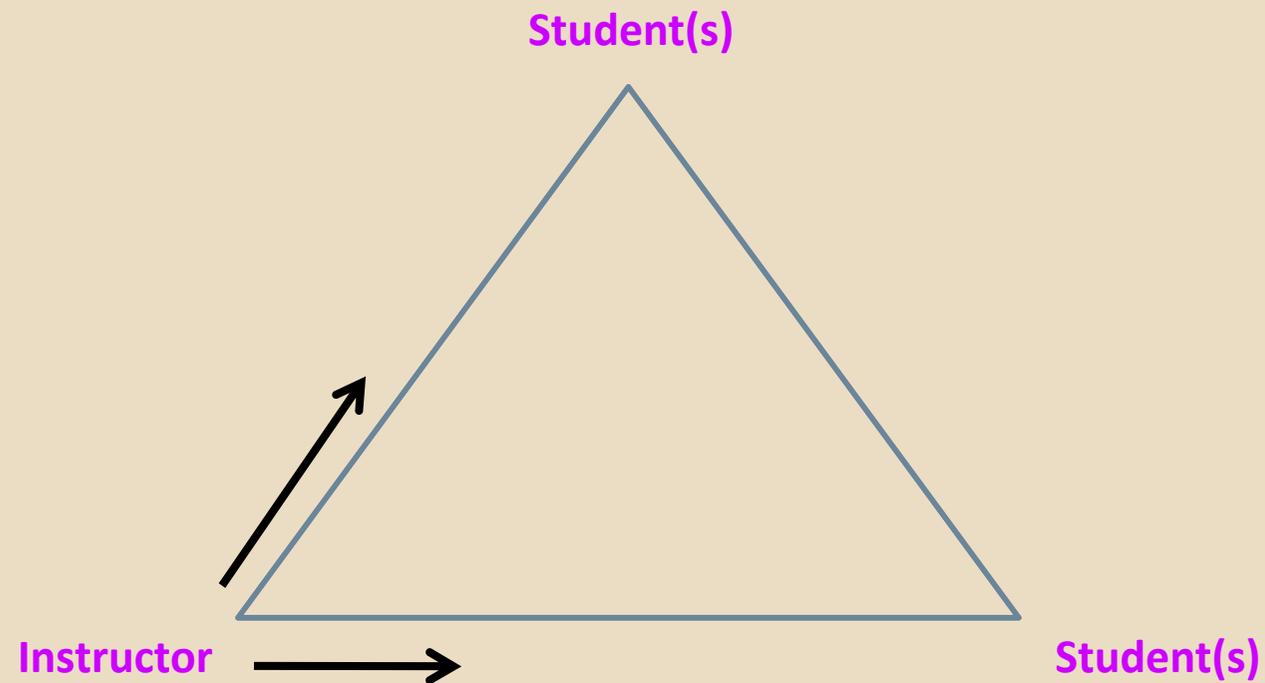
Student(s)

Peer/Interactive ('Blended') Data Flows

Operative Assumptions
(from a non-expert)

- Student peer review/assessment is

    - [formative](#) ("live")

    - [responsive](#) (impact-based feedback)

    - [mappable](#) (viz. explicit criteria: task ILOs/CILOs/UA matrices)

    - [archivable](#) (survey data can populate searchable databases for subsequent corpora/analysis)

    - an [effective correlate](#) to student [self-assessment](#).

Best Global Practices

- **University of Melbourne (PRAZE)**
  - "intuitive anonymous web-based peer review system [that] automates the process of students reviewing each others' work"
  - http://learningandteaching.unimelb.edu.au/innovations/current/praze

- **University of California at Los Angeles (CPR)**
  - Calibrated Peer Review: "a web-based, instructional tool that enables frequent writing assignments in any discipline, with any class size, even in large classes with limited instructional resources. In fact, CPR can reduce the time an instructor now spends reading and assessing student writing"
  - http://cpr.molsci.ucla.edu/Home.aspx

Scope and Limitations

- no 'silver bullet': on-going instructor facilitation necessary to ensure that peer assessment dovetails with CILOs and AM requirements

- instructor inattention can result in peer assessment "falling apart" (lack of student confidence/participation)

- on-line peer review platforms only as good as end-user satisfaction: e.g. UCLA CPR has been criticized for its "vertical streamlined structure," "rigid word limits and deadlines" and lack of flexibility/ interaction (Rourke et al., 2008: 836)

Local Manifestations

- we currently lack a proprietary peer-review portal/engine (although I hope Prof Eva Wong and CHTL will consider one!)

- I've been inching along happily, if crudely, with my own ad hoc pilot

  - inexpensive private-sector survey tool (surveygizmo.com) link to soft-copy survey delivered by in-house BUMoodle

  - limited scope/implementation/impact (group presentation AM *only*/small no. of ILOs)

  - preferred student constituency (*only* advanced electives with seasoned students)

Survey End-User Requirements

- internet access and <u>3 minutes'</u> time

- <u>short time-response</u> window (3-4 days)

- survey responses (+/-) factor into <u>overall participation grade</u>

- should go without saying <u>BUT</u> . . .

  - students need to <u>attend</u> their classmates' presentations (community-collective support)

Basic Survey Tool: SurveyGizmo.com

Distribution (Peer Review Assessment)

- on-line peer surveys since 2011

- advanced/elective courses

- respondents named but aggregate data anonymous

- adhere to publicized group presentation AM ILOs

- minimum/desirable survey response "floor": 50-60%

- .pdf reports returned to all group members

13 - ENG 3750 (Group #1)_ John Hersey's _Hiroshima_.pdf - Adobe Reader

Help

1 / 4   150%

surveygizmo   Online Surveys, Data Collection and Integration
www.SurveyGizmo.com

Summary Report - Feb 10, 2013

Survey: ENG 3750 (Group #1): John Hersey's _Hiroshima_

Group #1. Tick the boxes below according to each of the four (4) Intended Learning Outcomes, on a scale from 1 to 5, with 1 representing the minimum score and 5 representing the maximum score.

	1	2	3	4	5	Responses
ILO #1: Enthusiasm. (Did they have fun?)	0.0% 0	15.8% 3	42.1% 8	42.1% 8	0.0% 0	19
ILO #2: Time Management. (Did each member have a chance to contribute?)	0.0% 0	10.5% 2	36.8% 7	31.6% 6	21.1% 4	19
ILO #3: Use of the Texts. (Did the group cite sufficient and clear examples?)	0.0% 0	0.0% 0	10.5% 2	57.9% 11	31.6% 6	19
ILO #4: Audience Interaction. (Did the group interact with the audience effectively?)	0.0% 0	5.3% 1	52.6% 10	26.3% 5	15.8% 3	19

Constructive qualitative criticism (excerpted)
(Q4: What are you still curious about and what would you like to learn more about?)

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(1) I want to learn more about Hersey's [use of] digression in the novella

(2) A clear(er) interrelation between the three parts (i.e. construct a main thesis).

(3) Maybe they can talk more about the myth of objectivity as this is the gist of Hersey's literary journalistic skills in depicting the incident.

(4) It would be great if the group could share with us their understanding of the text in relation to other critics' responses. Also, the group could go further into the psychoanalysis of the survivors in terms of their cultural background, religious belief, and traumatic experience.

(5) The development of literary journalismin later works / other authors. How it serves as a mediation between literature field and journalism field. How nationalism and individualism maintain a power struggling relationship in literary works.

(6) Thanks to the follow-up discussion of Group 1's presentation, I am intrigued to further discuss the nature of objectivity. I consider Hiroshima exhibits a kind of "Intentional Objectivity",which is the paradox of literary journalism. This paradox is a double blessing, which on one side defines the uniqueness and literariness of this genre; while on the other, it reveals the fundamental dilemma of authenticity. [. . .]
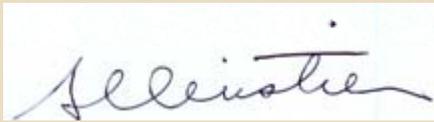
Beyond peer surveys: some brief speculations

- for students: student-centered CILO generation and review (command and control over own learning process)

- for teachers: making students stakeholders of CILOs will also hold students more accountable to classroom-based pedagogy as "co-owners" (collective responsibility rather than 'blame')

- for administrators: allowing student input (incl. QA and QI interface) allows greater mission-based shaping of curricula from top down (based on what students want, what their field demands, and their training accordingly necessitates)

Thank you.~

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