Assessment Strategies to Promote Peer Learning in an Online Course

Pauline Rooney
TU Dublin City Campus, Pauline.Rooney@tudublin.ie

Caitríona Ní Shé
TU Dublin City Campus, caitriona.nishe@tudublin.ie

Follow this and additional works at: https://arrow.tudublin.ie/ltccon

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Leadership Commons, Educational Methods Commons, Educational Technology Commons, Higher Education and Teaching Commons, Online and Distance Education Commons, and the Scholarship of Teaching and Learning Commons

Recommended Citation

This Conference Paper is brought to you for free and open access by the Learning, Teaching & Technology Centre at ARROW@TU Dublin. It has been accepted for inclusion in Conference papers by an authorized administrator of ARROW@TU Dublin. For more information, please contact yvonne.desmond@tudublin.ie, arrow.admin@tudublin.ie, brian.widdis@tudublin.ie.

This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 License
Assessment strategies to promote peer learning in an online course

Pauline Rooney & Cairíona Ní Shé
Introductions

Catriona

Pauline

Technological University Dublin
Overview

Context:
peer learning online, assessment & feedback design

Q&A

Case in practise:
TELTA

Reflections & Evaluation
Peer learning

“Learning with and from each other”
(Boud 2001)
Has anyone delivered an online course?
Has anyone been a student on an assessed online course?
Peer learning online
Peer learning & Assessment

Case in Practise: TELTA

Technology-Enhanced Learning, Teaching & Assessment

An online course offered by Dublin Institute of Technology

https://dittelta.wordpress.com/

Blackboard

Winner E-Learning 2015

Dublin Institute of Technology
The TELTA approach

**Immersion**

**Develop PLOs**

**Flipped learning**
TELTA Themes

Exploring the Current eLearning Landscape.

**INDIVIDUAL** Reflective post & peer review

Content & Resources

**GROUP** PBL Task

Communication

**INDIVIDUAL** Screencast & peer review

Student Activity & Collaboration

**GROUP** Collaborative mindmapping

eAssessment

**INDIVIDUAL** Assessment map, peer eval

Digital Futures

**INDIVIDUAL** Reflective post & peer review

CAPSTONE ASSESSMENT

#dittelta
TELTA Themes

Exploring the Current eLearning Landscape.

**INDIVIDUAL** Reflective post & peer review

Content & Resources

**GROUP** PBL Task

Communication

**INDIVIDUAL** Screencast & peer review

Student Activity & Collaboration

**GROUP** Collaborative mindmapping

eAssessment

**INDIVIDUAL** Assessment map, peer eval

Digital Futures

**INDIVIDUAL** Reflective post & peer review

CAPSTONE ASSESSMENT
TELTA Assessment Design

Theme 1: Exploring the Current eLearning Landscape.

INDIVIDUAL Reflective post & peer review

- 3-500 word reflective posting
- Constructive peer review
- Collaboratively generate etiquette guidelines for communication & collaboration

https://www.tricider.com/
TELTA Assessment Design

Theme 2: Content & Resources

GROUP PBL Task

- PBL scenario-based group activity
- Final outputs posted to discussion board
- Constructive peer review

Group Tools
- File Exchange
- Group Blog
- Group Discussion Board
- Group Journal
- Group Tasks
- Group Wiki
- Send Email

Breakout Groups
TELTA Assessment Design

Theme 4: Student Activity & Collaboration

**Collaborative mindmapping**

- Collaborative mindmapping task
- Peer evaluation
- Group presentation & peer review

- **Group Tools**
  - File Exchange
  - Group Blog
  - Group Discussion Board
  - Group Journal
  - Group Tasks
  - Group Wiki
  - Send Email

- **coggle**

- **Blackboard Ultra**

- **CATME**

---

[Image of university logo]
Capstone assessment

• Annotated mindmap of a module indicating where, why and how technologies could be integrated within LTA practices.
• 600 word piece reflecting on PLOs.
Which of these activities do you think would give most value in terms of peer learning?

1. Individual discussion posting & written peer review
2. Student webinar presentation & verbal peer review
3. Collaborative group work task
4. CATME peer evaluation (of team member contributions)
Student Feedback
“Be careful with group work, I never realised the impact the group dynamic can have on an individual in the group. Make sure the groups 'meet' early.”

“There was a lot of emphasis on self learning and peer learning which seems appropriate for this module.”
Student Feedback

What works well:
- Changing groups with each collaborative task.
- Interactive webinars.
- Exposure to different tools and technologies.
- Experience of being part of a virtual community.

Recommendations:
- A longer lead-in time to group work: force people to meet and plan earlier.
- More feedback on continuous assessments.
- Have some face-to-face element to support community-building.
Tutor Reflections

- Managing our own workload can be challenging in terms of giving weekly feedback on formative tasks.
- Does verbal feedback in webinars have impact as a feed forward mechanism?
- Challenges of facilitating effective online groups.
- Getting the balance right: variety of technologies.
Next Steps

Technology-Enhanced Learning, Teaching & Assessment

Tudublintelta.wordpress.com

#tudublintelta
Next Steps

- Develop rubrics to support peer review process in weekly tasks.
- Increase scaffolding of group work process from the outset.
- Introduce face-to-face element.
- Introduce more assessment AS learning.
- Introduce more assessment OF peer learning.
Contact

caitrionanishe@dit.ie
@cnishe

pauline.rooney@dit.ie
@paulinecicio
Thank you