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Assessment Strategies to Promote Peer Learning in an Online Course


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Assessment strategies to promote peer learning in an online course

Pauline Rooney & Caitríona Ní Shé

Introductions

01



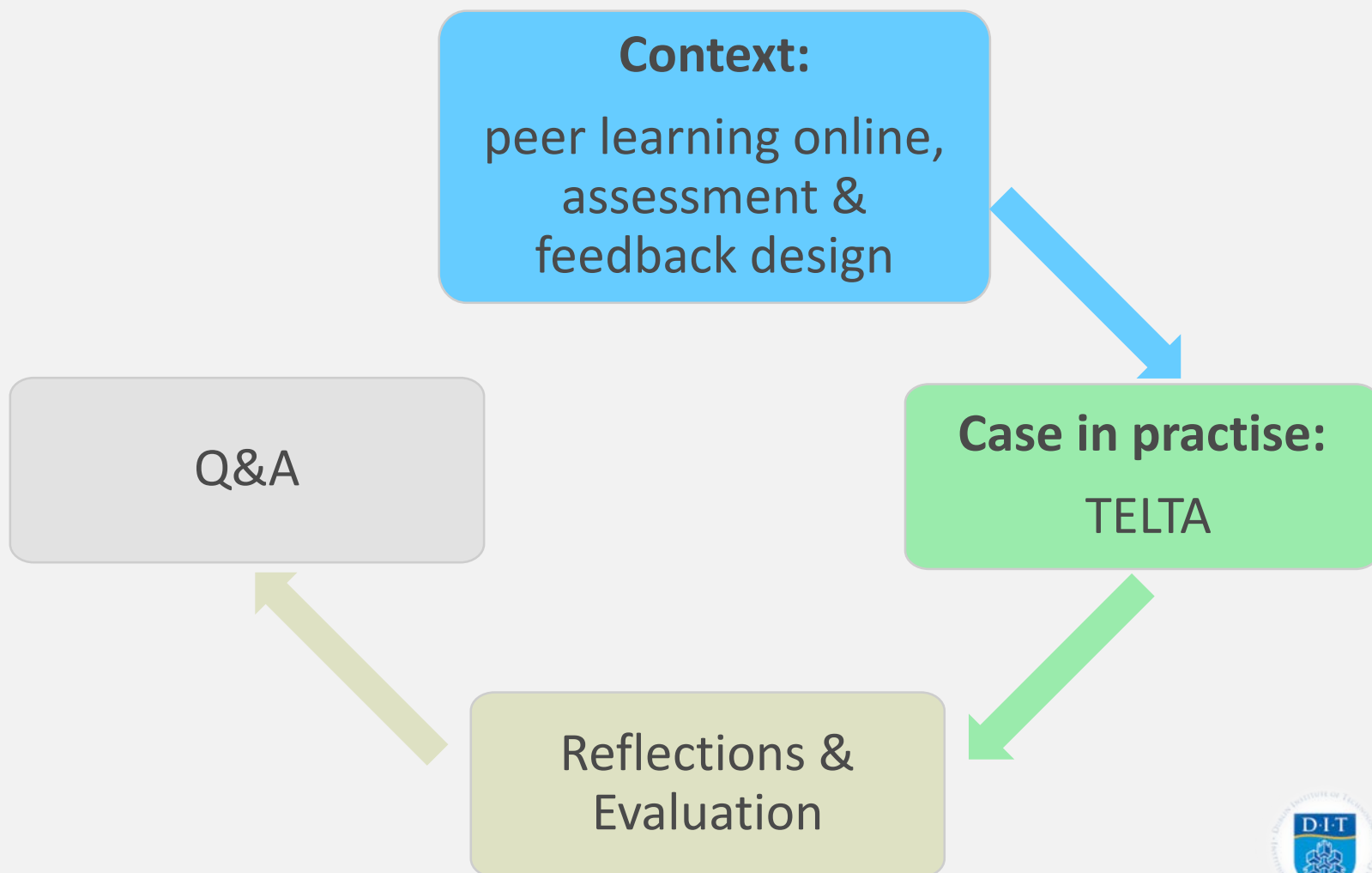
Catriona



Pauline



**Technological
University Dublin**





“Learning with and from each other”
(Boud 2001)

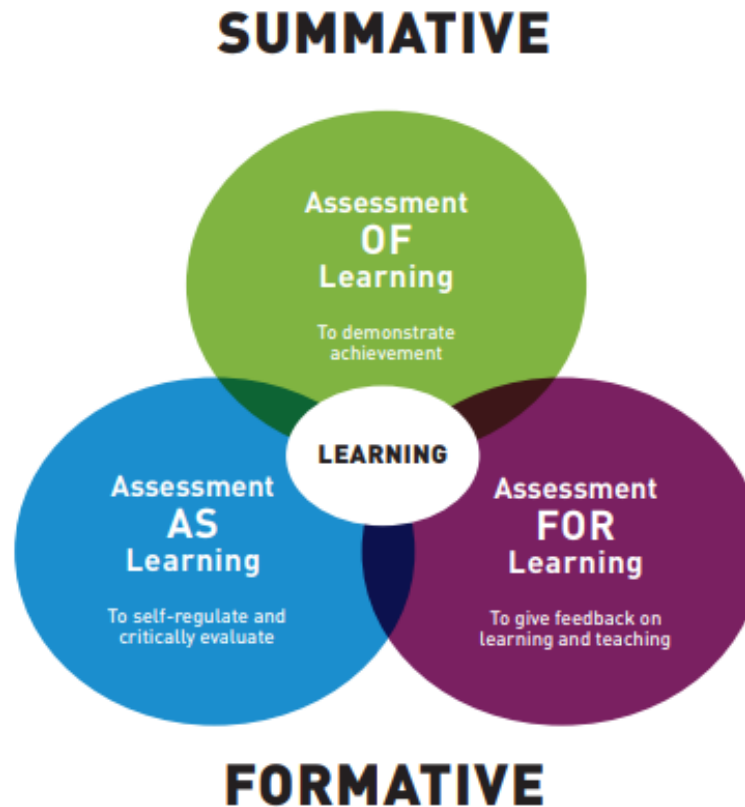


Has anyone delivered
an online course?



Has anyone been a student on an
assessed online course?





National Forum (2017) Expanding our Understanding of Assessment and Feedback in Irish Higher Education <https://bit.ly/2Gb4Uss>

Case in Practise: TELTA

03

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Immersion



Develop PLOs

Flipped
learning

Exploring the Current eLearning Landscape.

Content & Resources

Communication

Student Activity & Collaboration

eAssessment

Digital Futures

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

Peer
Review



CAPSTONE ASSESSMENT



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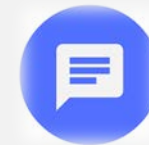
CAPSTONE ASSESSMENT



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



Blackboard



<https://www.tricider.com/>

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



Theme 4: Student Activity & Collaboration

Collaborative mindmapping

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

▼ Group Tools

File Exchange
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Group Discussion Board
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Group Wiki
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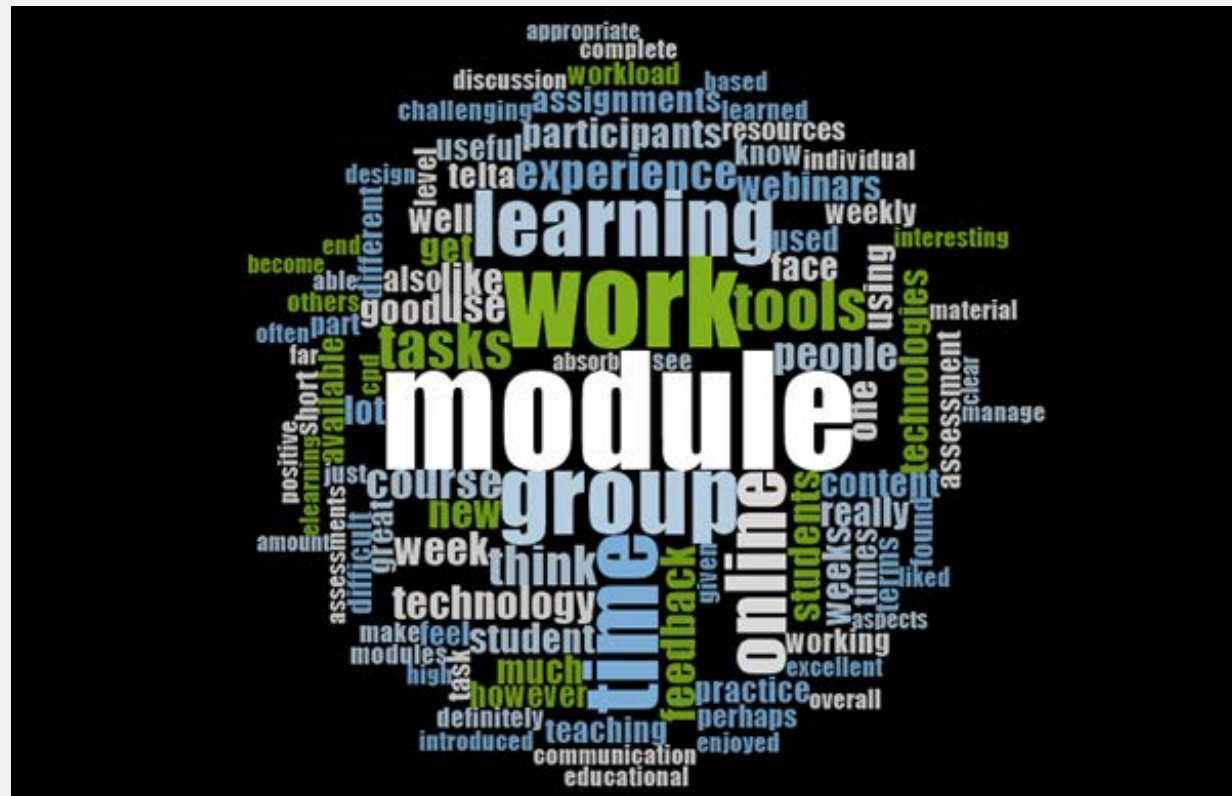
- Annotated mindmap of a module indicating where, why and how technologies could be integrated within LTA practices.
- 600 word piece reflecting on PLOs.





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)



“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.”

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.

- 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.

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- 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.

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Thank you