Peer Review for Qualitative Feedback

Educational Design and Digital Innovation

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Learning Outcomes

By the end of this session you will be able to:

1. Consider using a Peer Review process as a graded assessment task

2. Explore the settings for the Peer Review tool

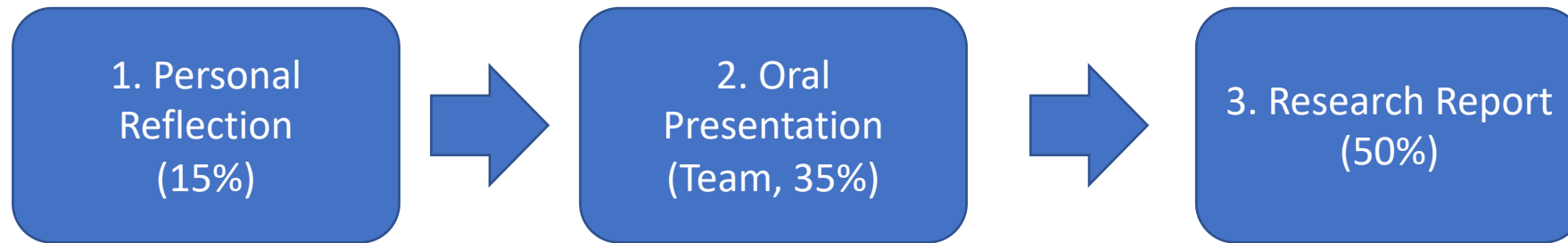3. Get help with Peer Review for qualitative feedback.

A new functionality – Peer Review

- Enables students to review/assess each other's work and give **qualitative** feedback

- Enables the teacher to assign a mark and give each student feedback on their participation in the process.

Important
- Students do NOT give each other marks in this process.
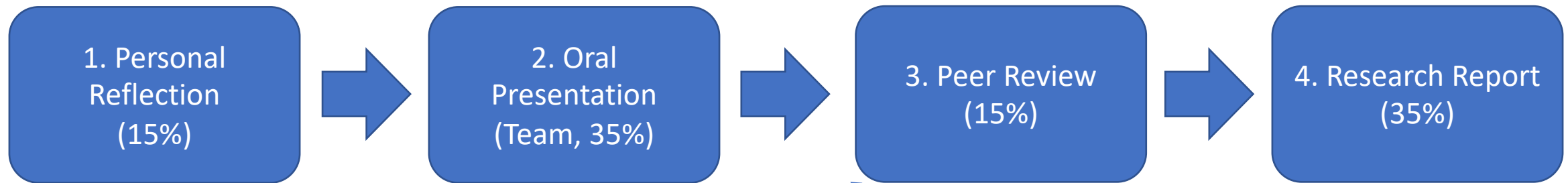- The teacher DOES gives each student a mark for their peer reviews

Assessment Design

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ 1. Personal  │ ───▶ │   2. Oral    │ ───▶ │ 3. Research  │
│  Reflection  │      │ Presentation │      │    Report    │
│    (15%)     │      │ (Team, 35%)  │      │    (50%)     │
└──────────────┘      └──────────────┘      └──────────────┘
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Consider this email

"Dear Professor, can I send you a draft of my Research Report so I can get some feedback before I submit?"

Assessment Design + Peer Review

1. Personal Reflection (15%) → 2. Oral Presentation (Team, 35%) → 3. Peer Review (15%) → 4. Research Report (35%)
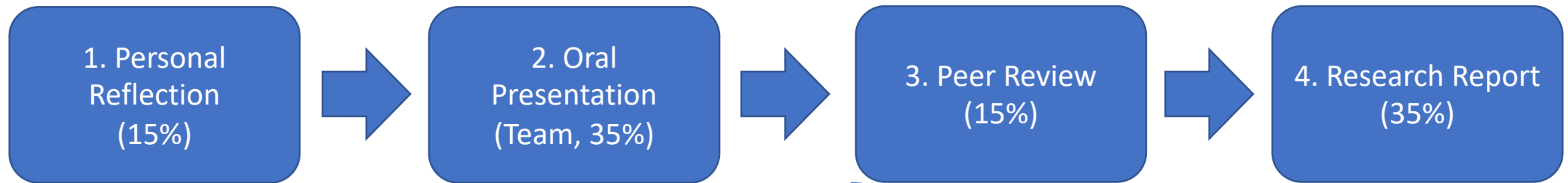
Students use criteria from the **Research Report Marking Rubric** to guide their reviews.

Teacher assesses each student's review work using a **Peer Review Marking Rubric**.

Teacher assesses FINAL Research Report using the **Research Report Marking Rubric.**

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Assessment Design + Peer Review

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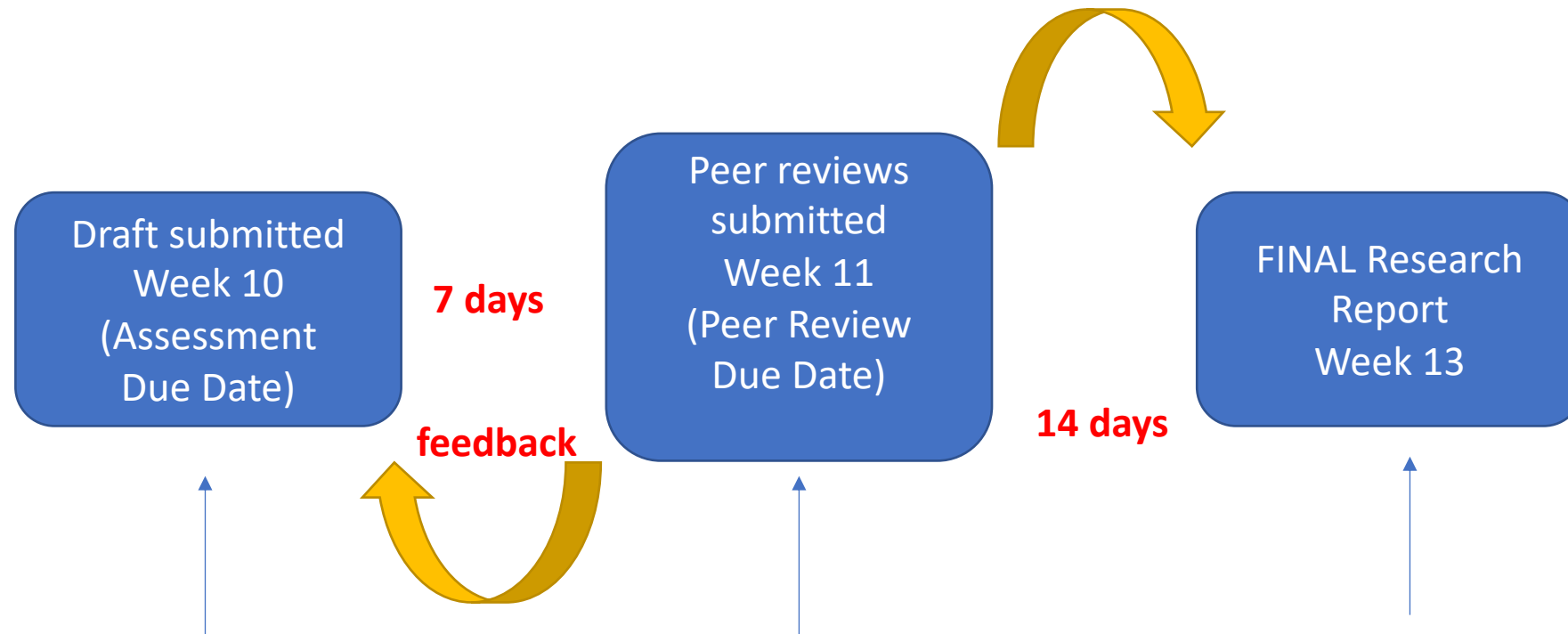
Students use criteria from the **Research Report Marking Rubric** to guide their reviews.

Teacher assesses each student's review work using a **Peer Review Marking Rubric**.

Teacher assesses FINAL Research Report using the **Research Report Marking Rubric**.

Students gain deeper understanding of how their work will be assessed, also gain useful feedback from peers.

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Assessment 3: Peer Review – Student view

Draft submitted Week 10 (Assessment Due Date)

7 days

feedback

Peer reviews submitted Week 11 (Peer Review Due Date)

14 days

FINAL Research Report Week 13

Students submit a draft before the **Assessment due date**. They are then assigned *n* peer drafts to review.

Students review *n* drafts by the **Peer Review due date** using guiding questions based on the Research Report Marking Rubric.

Students use **feedback** from their peers and deeper understanding of the task to finalise their work.

Peer Review Settings

"Assessment due date" – when students submit their draft NOT when the final submission is due!

"Peer review due date" – deadline for peer review submissions

Help with Peer Review for Qual Feedback

Blackboard Help for Teachers: Using Peer Review for Qualitative Peer Assessments

- https://help.blackboard.com/Learn/Instructor/Ultra/Assignments/Self_and_Peer_Assessment/Peer_Review_for_Qualitative_Peer_Assessments

Blackboard Help for Students: Submit Assignments Using the Peer Review tool

- https://help.blackboard.com/Learn/Student/Ultra/Assignments/Submit_Assignments_With_Qualitative_Peer_Review

Learning Design Support:

- https://www.jcu.edu.au/learning-and-teaching/teaching@jcu

AskLearnJCU for tech support

- https://www.jcu.edu.au/learning-and-teaching/teaching-online/support

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Peer Review Assessment Criteria

You will be assessed on your ability to:

- Apply the Review Criteria accurately and with insight in your peer reviews. (5 marks)

- Offer appropriate and constructive advice for improvement (5 marks)

- Write using language that is clear, specific, understandable and encouraging. (5 marks)

Assessment Item 3 Marking Rubric

Start a capture

Rubric Type: Percentage Range ▾

Criteria	Excellent	Good	Poor
1. Apply the review criteria accurately and with insight in your reviews **34%** of total grade	**75 - 100%** • The review shows a thorough to deep understanding of 3-4 criteria. • The evaluation of the draft through the criteria is highly appropriate and accurate	**50 - 74%** • The review shows a basic to competent understanding of 2-3 criteria. • The evaluation of the draft through the criteria is mostly appropriate and accurate	**0 - 49%** • The review shows a limited understanding of the criteria. • The evaluation of the draft through the criteria is inappropriate and inaccurate
Align with goals			
2. Offer appropriate and constructive advice for improvement **33%** of total grade	**75 - 100%** • The advice given is substantial and would lead to significant improvement in the draft	**50 - 74%** • The advice given would lead to some modest but noticeable improvement of the draft.	**0 - 49%** • The advice given would lead to no noticeable improvement of the draft.
Align with goals			
3. Write using language that is clear, specific, understandable and encouraging. **33%** of total grade	**75 - 100%** • The review uses language of a high quality with minimal errors. • Meaning is understood with minimal effort • Tone is appropriate for a peer review, positive, encouraging and helpful.	**50 - 74%** • The review has some errors of grammar • Mean is understandable with small effort • The tone is somewhat appropriate, encouraging and helpful.	**0 - 49%** • The review has many errors of language • Mean is understandable with considerable effort • The tone is not appropriate to a peer review.
Align with goals			

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