

Content

- Why peer review
- Experiences
- Assessment aspects
- Reactions of the students
- Software platform

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Why peer review?

☞ Learning by doing

- reports, poster, presentations

☞ Resources for evaluation?

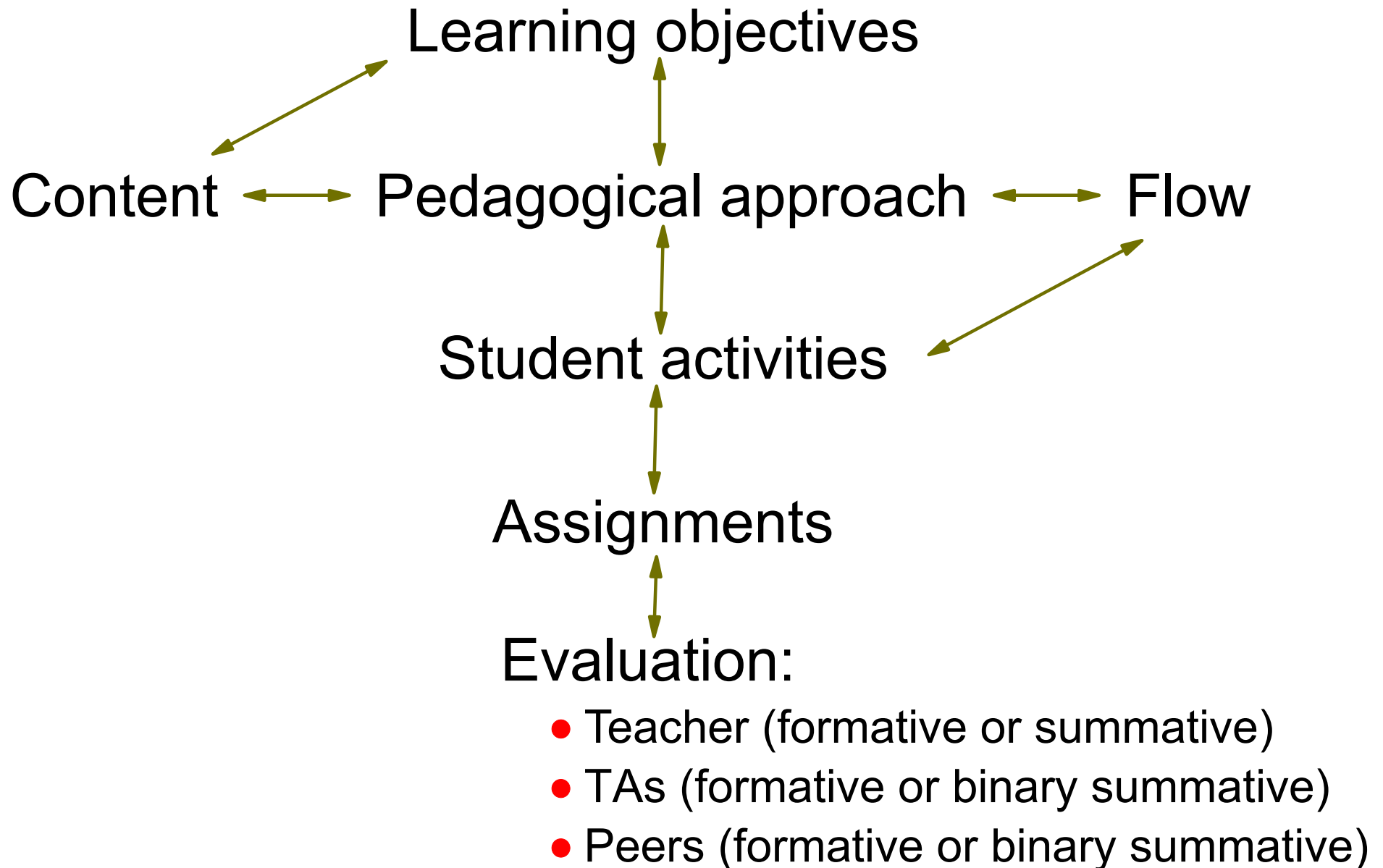
☞ Benefit for students

- whose work *is to be* reviewed
 - When evaluated by peers, tend to put more effort into work
- whose work *has been* reviewed
 - External perspectives on how to improve work ⇒ stimulating critical thinking
- doing reviews
 - Analyze the work of peers seen in the light of marking criteria
 - Experiencing inconsistent writing (frustrations; own conduct)
 - Getting ideas for improving own work
 - Applying the marking criteria to own work

☞ Benefit for teacher

- While students are in the detail, the teacher can operate at a higher level of the learning process

Application of peer review



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Experiences

☛ Course

- 31540 Introduction to Medical Imaging (5 ECTS, mandatory BSc, MedTek)
- 54 active students (57 on list of participants)
- 2 individual mandatory assignments not contributing to the final grade (A1 & A2)

☛ Tools

- PR on Campusnet released in beta the day before course start

☛ Approach

- PR used voluntarily concurrent with TA corrections of A1 & A2
- Reviewers: 3

☛ Number of replies

- A1: Submitted: 46 (=85%) Reviews 2.1 (=73%)
- A2: Submitted: 49 (=91%). Reviews: 1.8 (=61%)

☛ Conclusions

- Since not mandatory: Quite satisfied
- Does it work? Well, how to assess:
 - Agreement between teacher's and students' assessment?
 - How much extra work did the students do?
 - Performing better at the final exam?

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Assessment aspects

☛ Formal or summative assessment

- 2 papers (binary)
- 3 reviews of each paper (binary)
- Final report (grade)
- Written exam (grade)

☛ Formative assessment

- What can I do better?
 - The student is forced to work with answer sheet
 - The student is forced to work with other students' answer
- Where do I stand?
 - Student *can* compare own work with answer sheet
 - Student *can* read responses from the reviewers

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Reactions of the students

☞ Intentions by the teacher

- Good idea and worked fine: most
- Bad idea, would like to learn from an expert only: one

☞ Process

- Due to rubrics, it was clear, what was important: a few
- To see other students work is good: most
- Gave insight into how difficult it is to correct the work of others: two

☞ Correcting fellow students

- OK: most
- After a lot of work, OK: one
- Not OK: one

☞ Anonymity

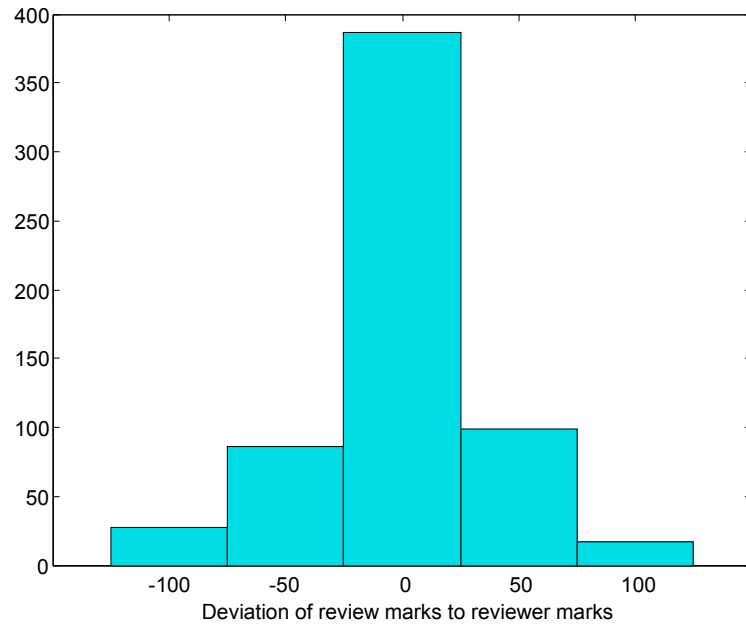
- Should be (but system failed in the beginning): most
- It is my friends that evaluate me \Rightarrow no problem: one
- Not reveal that I spell badly: one

☞ Psychological

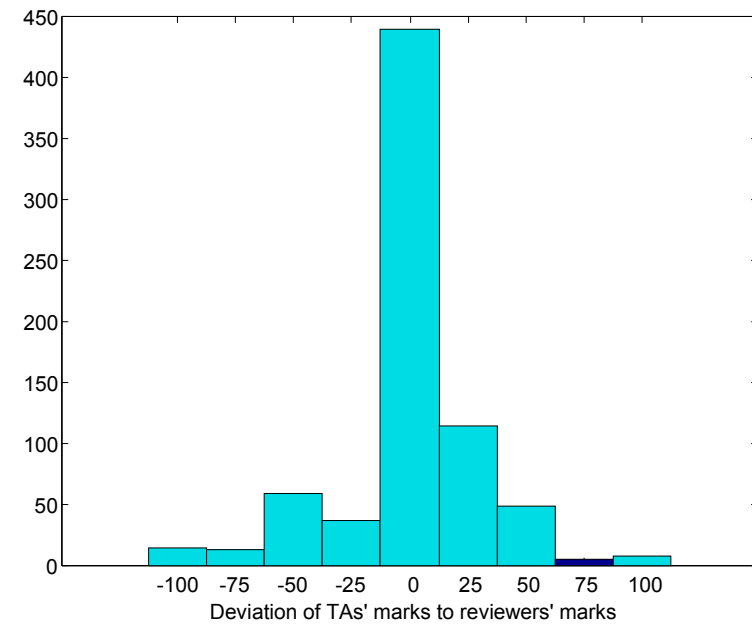
- One does an extra effort, when fellow students correct me and not the teacher!

Agreement

Inter-reviewer agreement



TAs - reviewer agreement¹



¹Averaged over all reviewers.

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Software platforms

☞ Peer review

- "Assignments beta" in Campusnet

☞ Student's (OS and browser)

- Microsoft Windows 7 and Chrome
- Microsoft Windows 9 and Chrome
- Microsoft Windows 10 and Chrome
- Microsoft Windows 10 and Firefox
- Apple Mac iOS and Safari
- Apple Mac iOS and Chrome

Anonymity

- The system must handle full anonymity in both directions
- The student must handle full anonymity when submitting
 - No name or study ID in the
 - text of the pdf-file
 - *properties* for the pdf-file
 - file name

Acknowledgments

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