

Using Peer Assessments for Group Work

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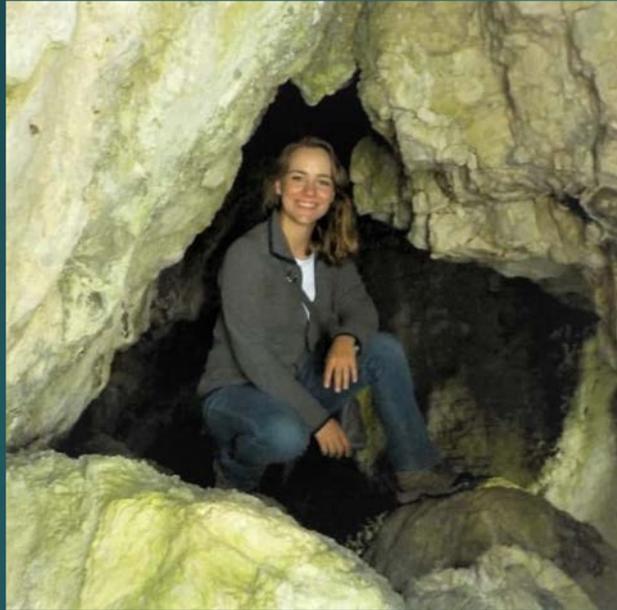
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Collaborators and Contributors



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155 students in GEOL101.001 & .002 Fall 2020
174 students in GEOL101.003 & .004 Spring 2021

Peer Assessment Goals

- ▶ Foster a functional, positive group dynamic
- ▶ Promote accountability
- ▶ Encourage:
 - ▶ Preparation
 - ▶ Participation
 - ▶ Engagement
- ▶ Provide quantitative feedback for students, professors, TA/LAs
- ▶ Prompt reflection for students, professors, TA/LAs

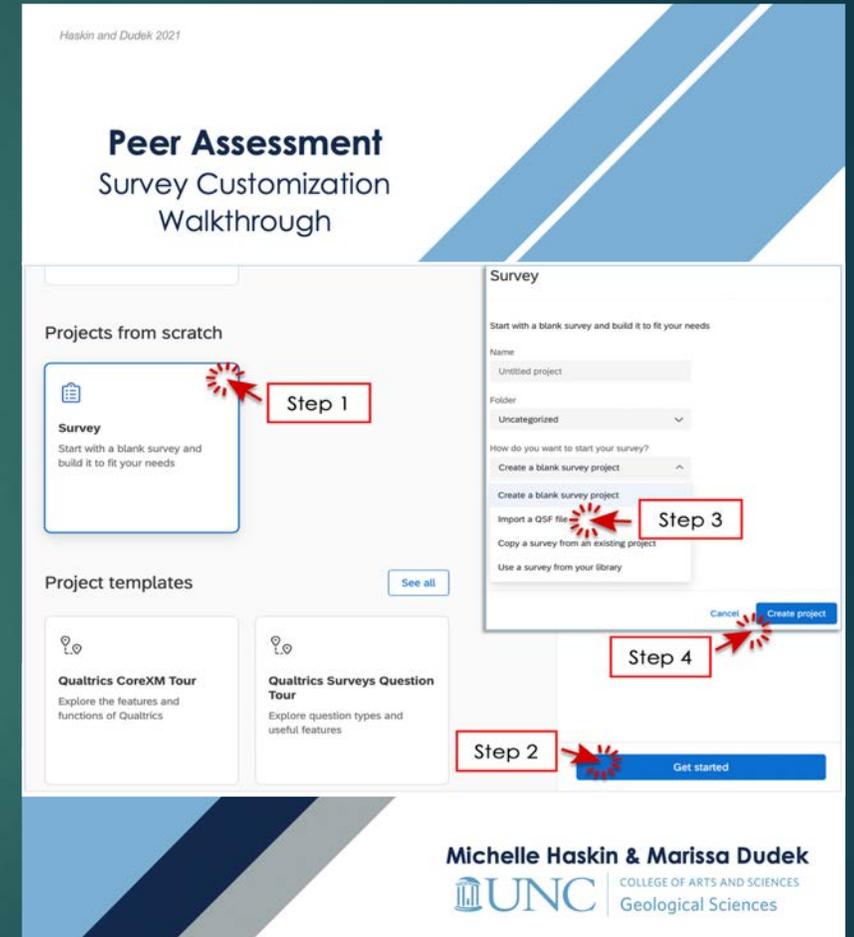
Peer Assessment

Created a streamlined rubric and a Qualtrics peer-assessment survey employed after group assignments & quizzes.

- ▶ Nearly 100% participation
 - Fast, straightforward, easily accessible
- ▶ Low stakes
 - 3 points/assignment and quiz

Developed best-practices.

Documented the process of creating and employing surveys, and using data.



Download: <https://tinyurl.com/kw6v22cr>

Peer Assessment

Survey for group assignments & quizzes

- ▶ Condensed
- ▶ Low-stakes
- ▶ General feedback on individuals
- ▶ Option to provide written feedback



<https://tinyurl.com/nyy4waaa>

Survey for group projects

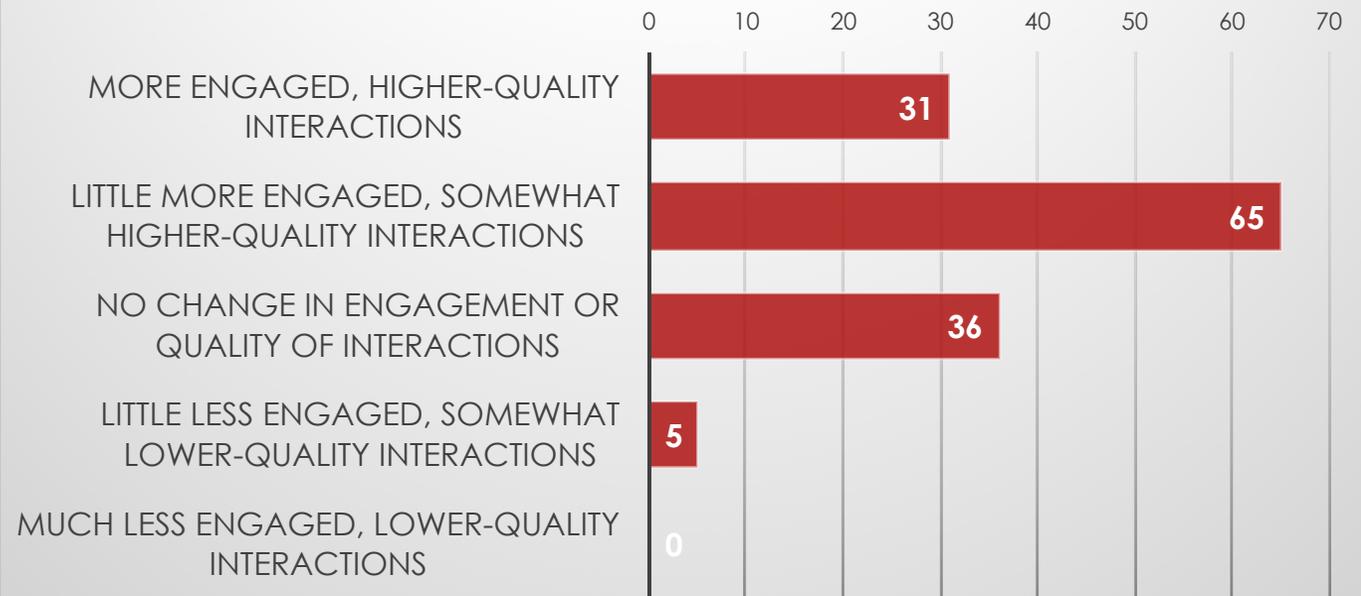
- ▶ More detailed
- ▶ Higher-stakes
- ▶ Specific feedback on individuals
- ▶ Self-reflection component



<https://tinyurl.com/4skvu5cn>

Student Feedback: Engagement & Interaction

Select the way you feel peer assessments affected YOUR level of engagement and the quality of YOUR interactions during group assignments and quizzes (n = 129)



Survey Spring 2021

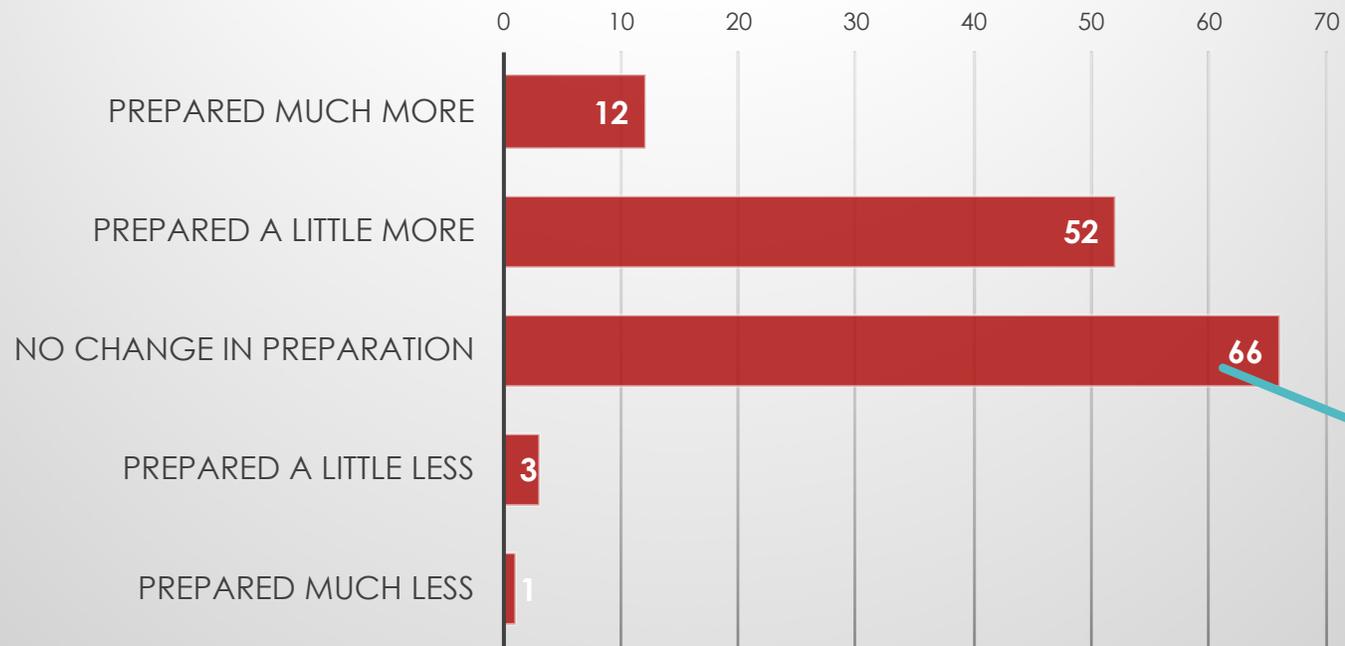
“Even if I was not bringing correct answers to the table me staying engaged helped my peer assessment score as well as helping me learn the material so it was a win-win.”

“I am shy so if I don't have to talk I won't. With peer assessments, I made sure to contribute often to help.”

“If we didn't have peer assessments it would have been really easy to just sit there and get answers from everyone else.”

Student Feedback: Preparation

Select the way you feel peer assessments affected YOUR preparation for group assignments and quizzes (n = 129)



Survey Spring 2021

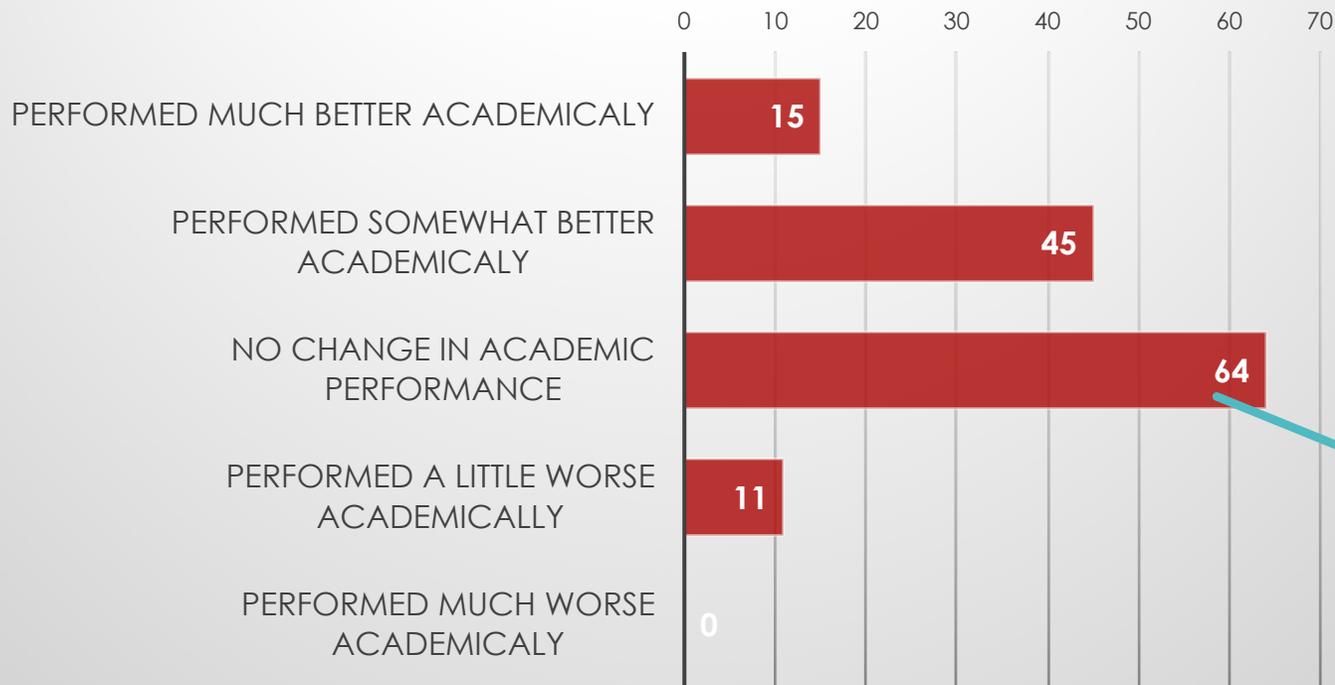
"It affected my preparation immensely in a positive way. There's something about having people 'count on you' to be prepared in order to succeed that kept me motivated throughout the semester. It also made it easier to start conversation..."

"After receiving a few low scores I started preparing more."

"I am self motivated and would have prepared the same; it really just affected my communication... I would tell my group in advance if there was a conflict that would alter my level of participation or preparedness."

Student Feedback: Academic Performance

Select the way you feel peer assessments affected YOUR academic performance during group assignments and quizzes (n = 128)



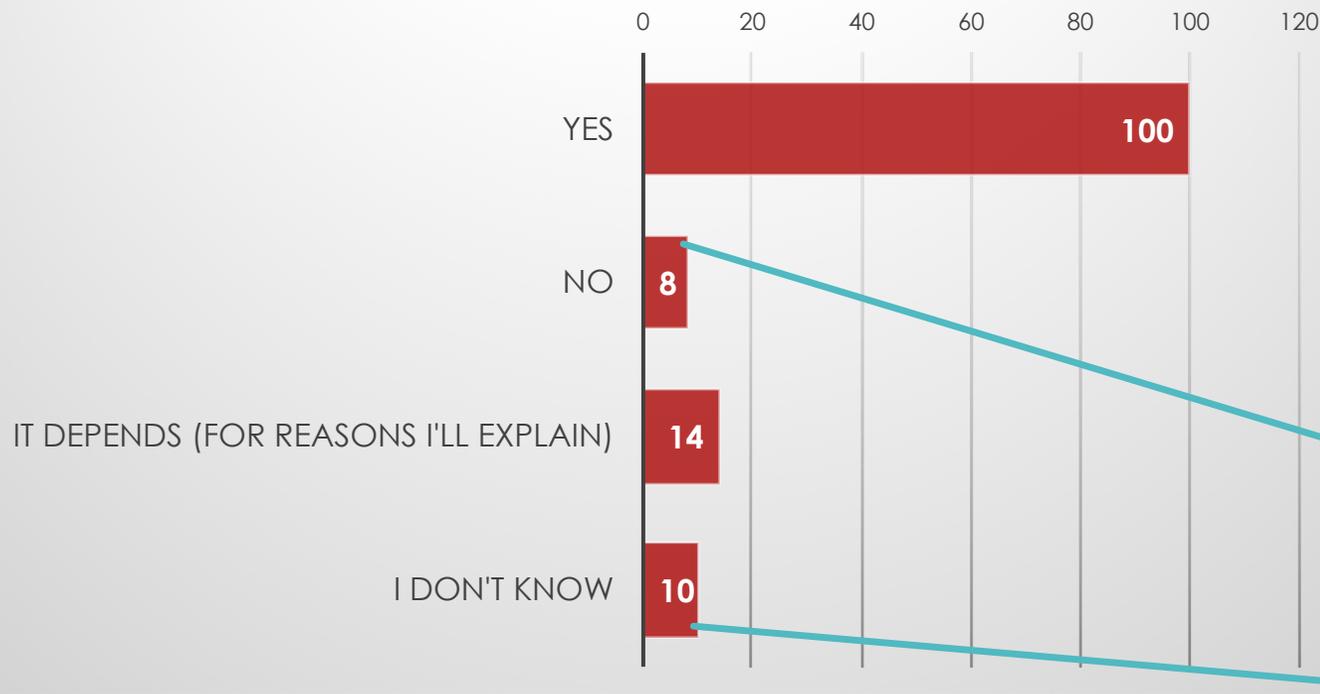
“Because I was engaged with my group members, I learned from them and considered it to be a mini-study session. This was extremely helpful, as I was able to work out questions I had with my group prior to the exam.”

“They encouraged me to use learning skills involved in explaining concepts to others.”

“I do not think my grade was greatly affected by my peer assessments, but it was another encouraging factor in getting me to participate. This participation probably helped my academic performance in the long run.”

Student Feedback: Future Use?

Would you recommend having peer assessments for group work in the future?
(n = 128)



"All aspects of peer assessments should be kept for students. It allows them to engage with their peers, possibly meet new friends, and help them better prepare for the exam."

"The way it is set up in Qualtrics works for me. It's simple, easy, and super quick to do. Does not require much effort."

Concerns about bias (extrovert/introvert tendencies), retaliatory behavior, and being penalized for "wrong" contributions.

Future Steps: Discuss Rubric & Standards

	0 points	1 point	2 points	3 points
Description of the Point Criteria	The group member met 0-1 of the 6 criteria below:	The group member met 2-3 of the 6 criteria below:	The group member met 4-5 of the 6 criteria below:	The group member met all 6 of the criteria below:
	<ul style="list-style-type: none"> • Came prepared • Was actively engaged and present for the entire session • Solved problems and asked insightful questions • Valued contributions made by other group members • Contributed high-quality ideas and content • Did their share of the work 			
Overall Assessment	They were not helpful; we could have completed work without them.	They contributed some but we could have completed work without them.	They were a helpful group member.	They were an essential group member.

- ▶ Formative assessments promote learning through doing where questioning, feedback, clarifying, and explaining through discussion are imperative.
- ▶ Effort and high-quality contributions vs. 100% accuracy.
- ▶ Assessing accurately, fairly, and critically doesn't mean being punitive.