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 & Caítríona Ní Shé
Introductions

Catriona

Pauline

Technological University Dublin
Overview

Context:
peer learning online, assessment & feedback design

Q&A

Reflections & Evaluation

Case in practise:
TELTA
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
The TELTA approach

- Immersion
- Develop PLOs
TELTA Themes

Exploring the Current eLearning Landscape.

Content & Resources

Communication

Student Activity & Collaboration

eAssessment

Digital Futures
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

Peer Review

**INDIVIDUAL** Assessment map, peer eval

eAssessment

**INDIVIDUAL** Reflective post & peer review

Digital Futures

**INDIVIDUAL** Reflective post & peer review

CAPSTONE ASSESSMENT
TELTA Themes

Exploring the Current eLearning Landscape.

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**GROUP** PBL Task

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**GROUP** Collaborative mindmapping

eAssessment

**INDIVIDUAL** Assessment map, peer eval

Digital Futures

**INDIVIDUAL** Reflective post & peer review

**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

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
Theme 4: Student Activity & Collaboration

Collaborative mindmapping

- Collaborative mindmapping task
- Peer evaluation
- Group presentation & peer review
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.”
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.
Next Steps

Technology-Enhanced Learning, Teaching & Assessment
An online course to be offered by Technological University Dublin

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.
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Thank you