



RAPIDE
Relevant assessment and pedagogies for inclusive digital education

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USING PEER ASSESSMENT IN INCLUSIVE DIGITAL EDUCATION
RAPIDE MULTIPLIER EVENT TU DELFT 7 DECEMBER 2022


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Programme

- About Rapide
- Working with peers in education
- Designing Peer Assessment
- Main Takeaways



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01/03/2021-28/02/2023


**Erasmus+ Strategic Alliance
KA2 - PARTNERSHIPS FOR DIGITAL
EDUCATION READINESS**

Objective:

To co-create, implement and share innovative pedagogies and aligned assessment for relevant and inclusive digital education in order to deal with the COVID-19 induced and similar crises and to support meaningful digital transformation of HEIs.



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01/03/2021-28/02/2023

HOW?

1. Implement and evaluate innovative and inclusive pedagogies that support student engagement, practical skills development and deep approach to learning in an online environment by digitally and pedagogically competent and confident teachers
2. Support teachers to use relevant and inclusive assessment methods related to innovative pedagogies
3. Support students and teachers in the meaningful implementation of innovative pedagogies in an online environment by means of ethical use of learning analytics with special attention given to students at risk
4. Boost capacity of HEIs for monitoring and evaluating the implementation of innovative pedagogies in online, blended and distant learning and to perform impact analysis of innovative pedagogies on their digital transformation goals

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How to help Lecturers?

RAPIDE e-COURSE

DESIGNED FOR HE TEACHERS, MANAGEMENT AND INSTRUCTIONAL DESIGNERS

Let's get flipped!



RAPIDE e-course is research-based short online training scheme that includes theoretical introductions to topics, best-practice examples and hands-on activities.

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4 Modules

1 Let's innovate teaching

Innovate your current teaching by introducing innovative pedagogies

- 1/ Implement flipped classroom approach in an online environment, encourage and enable all students to be active, to inquire and interact with the teachers, peers and course materials
- 2/ Integrate work-based learning in an online environment in order to enable the enhancement of learning outcomes

2 Let's innovate assessment

Innovate your assessment practices

- 1/ Use the meaningful assessment innovative approaches: mainly peer assessment and project assessment (related to both WIL and EC) in different learning environments and within different HEIs
- 2/ Integrate innovative tool for an open source (OS) that will provide support for peer and project assessment

3 Let's innovate support

Support your teaching with learning analytics

- 1/ Use dashboards for teachers and students for flipped classroom and work-based learning
- 2/ Interpret and ethically use data delivered on the dashboards
- 3/ Foster inclusiveness and help students at risk

4 Impact analysis of innovative pedagogies

Measure impact of your teaching

- 1/ Analyze innovative pedagogies with use of the tested methodology for impact analysis
- 2/ Use framework of impact analysis on digital transformation plan and other strategic goals of HEI

<https://Rapide-project.eu>

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Student-Centered Approaches

Work-Based Learning

Problem Based Learning

Flipped Classroom

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Continuous Feedback

In student-centered approaches, student are facilitated in their learning process and require continuous feedback on their progress in attaining their learning outcomes

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Continuous Feedback

NOT providing continuous feedback in student-centered approaches leads to:

- Disenchanted students
- Freeriding
- Not achieving learning outcomes
- Lack of constructive alignment



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Challenges in Engaging and Assessing (Large) Groups of Students

So many students... and so little time...

- ◆ **Students want (intermediate) feedback on their work**
Think of (intermediate) deliverables such as essays, reports, designs, products
Am I on the right track? What did I do wrong and what did I do right? What should I have done differently?
- ◆ **Students want feedback on their performance**
Think of contribution, initiative, and attitude. Did I do enough? Am I contributing in a positive way?
- ◆ **Students want to be assessed in an acceptable and transparent way and have some influence on this process**
Think of: How will I be graded? How will they know who did what? How will I know if I meet the criteria?
- ◆ **Students need to learn that feedback is useful otherwise no effect on learning outcomes and need training in giving feedback**
Why is feedback useful? How do I give constructive feedback?
- ◆ **Lecturers must assess students individually in a transparent (accreditable) way**
Who did what? Why is this essay better than that essay?
- ◆ **Lecturers want to give students feedback and accurately assess their work**
Points for improvement, distinguish between good and bad work



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Peer Assessment

Peer Assessment

"An arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status."

Keith Topping, 1998

K.J. Topping, "Peer assessment between students in colleges and universities" *Review of Educational Research*, vol. 68, no. 3, pp. 249-276, 1998.



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Advantages of Peer Assessment

Deepens students' understanding

Allows students to develop transversal skills

Allows students to receive feedback during course

Reduces Lecturers' workload

Can inform overall summative assessment

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Types of Peer Assessment

I. Peer Review
Students review
each other's
output

II. Peer Grading
Students grade
each other's
work

III. Peer
Evaluation
Student give each
other feedback
on work and/or
process of work

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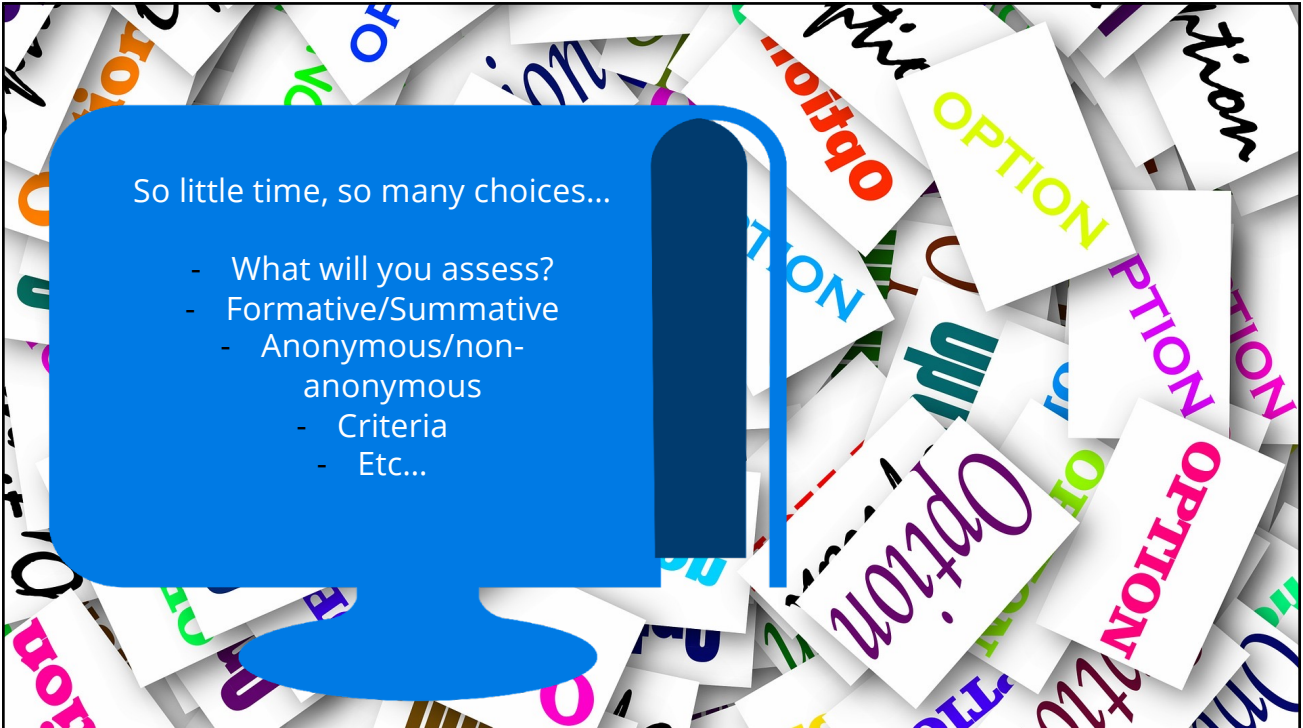
Designing your Peer Assessment

PA Design depends on:

- Type of course
- Learning outcomes
- Institutional culture and regulations
- Tools and resources available



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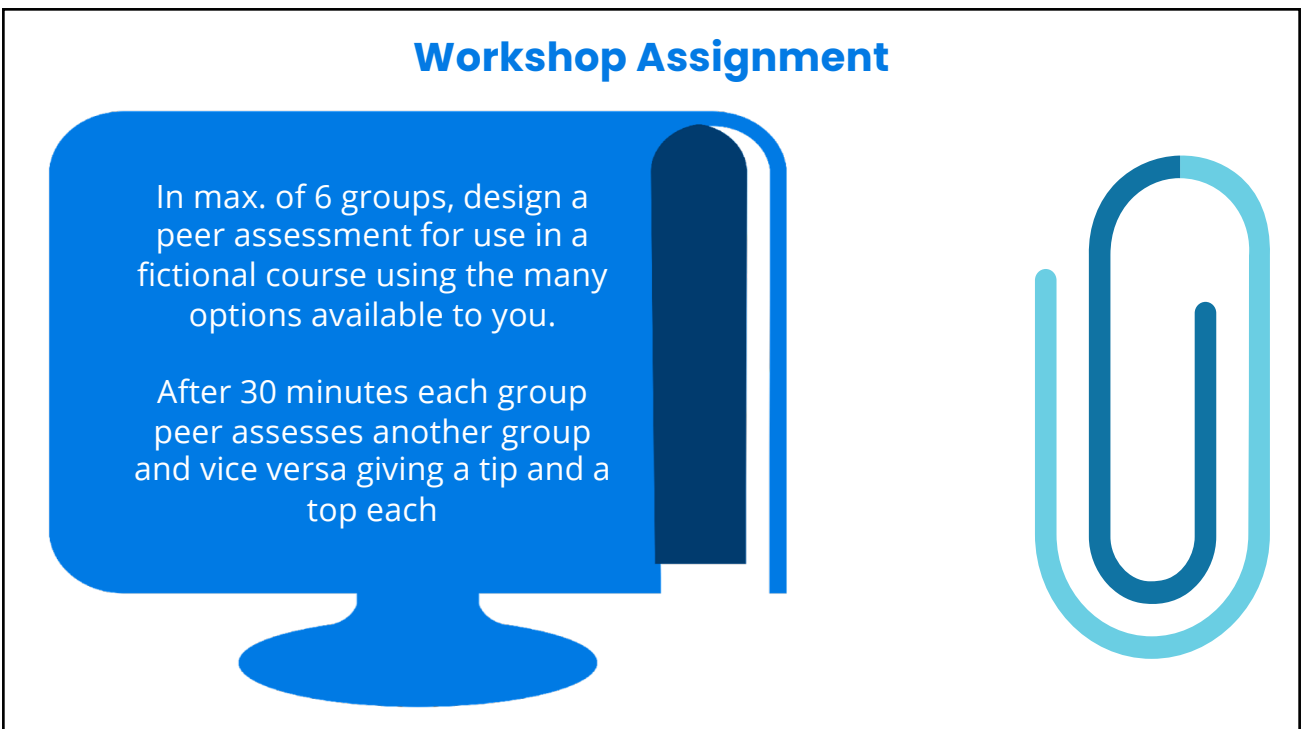


So little time, so many choices...

- What will you assess?
- Formative/Summative
- Anonymous/non-anonymous
 - Criteria
 - Etc...

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Workshop Assignment

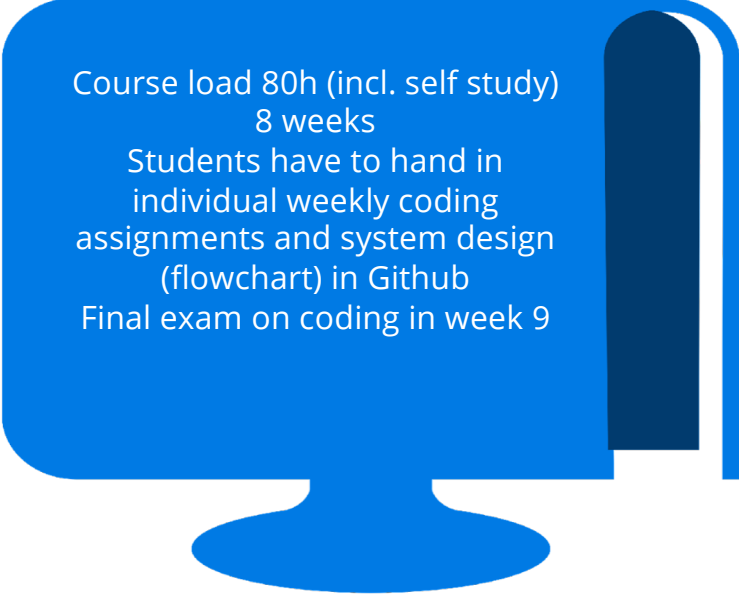


In max. of 6 groups, design a peer assessment for use in a fictional course using the many options available to you.

After 30 minutes each group peer assesses another group and vice versa giving a tip and a top each

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Course 1: Programming

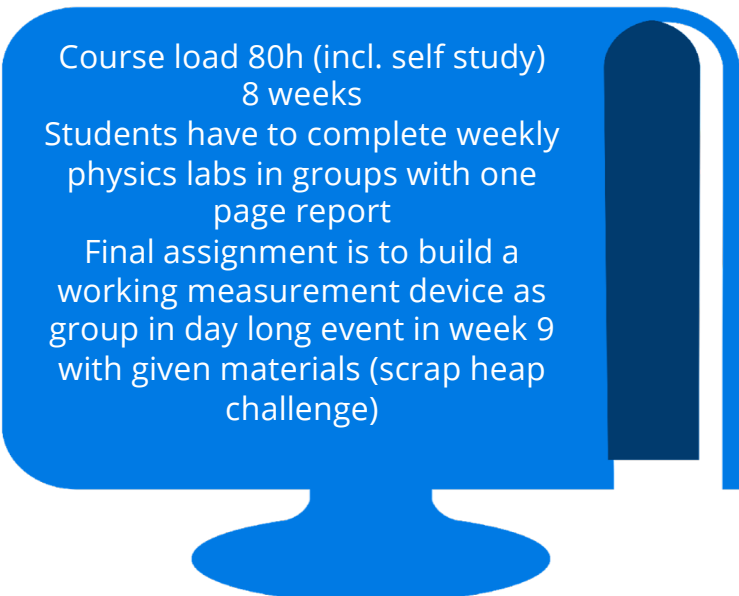


Course load 80h (incl. self study)
8 weeks
Students have to hand in
individual weekly coding
assignments and system design
(flowchart) in Github
Final exam on coding in week 9

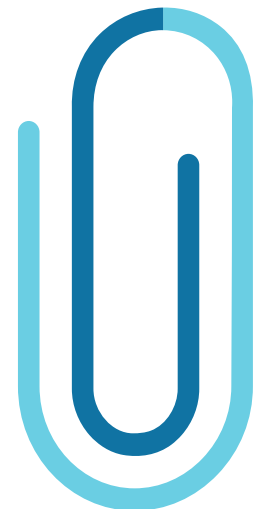


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Course 2: Introduction to Physics

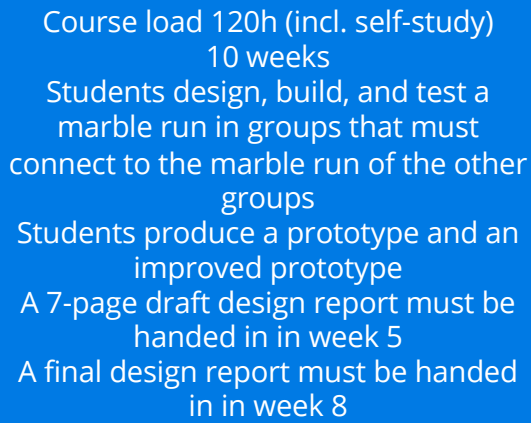


Course load 80h (incl. self study)
8 weeks
Students have to complete weekly
physics labs in groups with one
page report
Final assignment is to build a
working measurement device as
group in day long event in week 9
with given materials (scrap heap
challenge)



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Course 3: Design Project

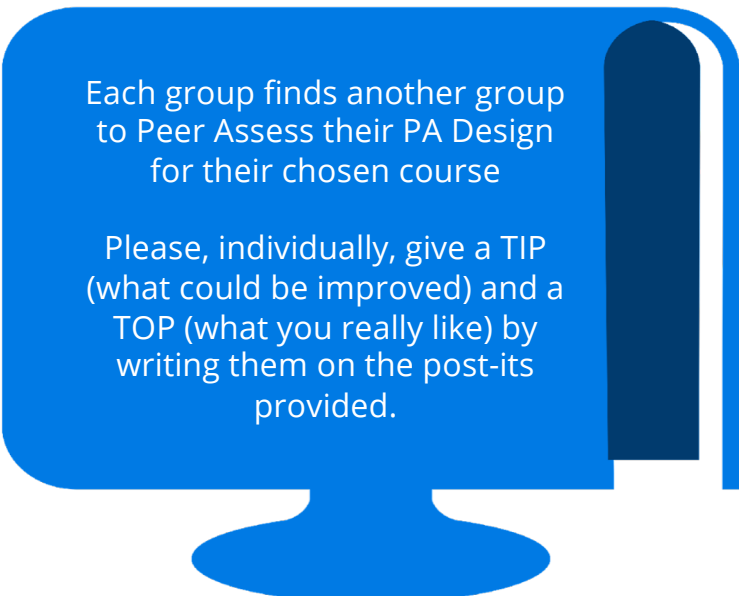


Course load 120h (incl. self-study)
10 weeks
Students design, build, and test a marble run in groups that must connect to the marble run of the other groups
Students produce a prototype and an improved prototype
A 7-page draft design report must be handed in in week 5
A final design report must be handed in in week 8



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PEER ASSESSMENT TIME



Each group finds another group to Peer Assess their PA Design for their chosen course

Please, individually, give a TIP (what could be improved) and a TOP (what you really like) by writing them on the post-its provided.



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Thank you for taking part!

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