



TEACHUP

Peer and Expert assessment

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FBK-IRVAPP

[Webinar – 9 June](#)



Peer assessment in teacher training

Peer assessment in teacher education and training is becoming more important as using experts to assess the learning outcomes seems to be hardly compatible with the scale of online courses

The TeachUP challenge: **understanding whether peer assessment works in online courses for teachers**



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1 Research question



Co-funded by the
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Research question

Does peer assessment work in online courses for teachers?

- **How does peer assessment compare to expert assessment?**
 - Are assessment scores given by peers reliable, i.e. consistent and stable among different assessors?
 - Is the feedback provided by peers as part of peer assessment useful and constructive?
- **How do teachers and student teachers value expert and peers assessment?**



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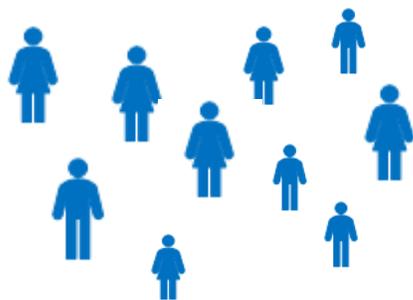
2 How did we address these issues?



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Methodology

Professional teachers
and student teachers
who completed course 3
(Collaborative learning)



submitted a **LESSON PLAN**
(evaluated)

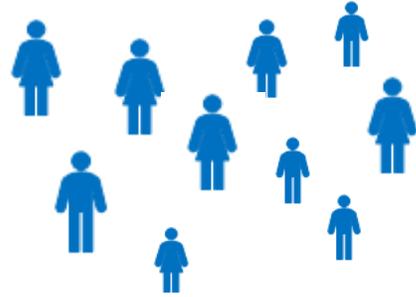


Gave feedback on
the lesson plan of
3 peers
(evaluators)



Methodology

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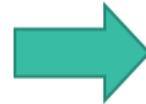
submitted a **LESSON PLAN**
(**evaluated**)



Gave feedback on
the lesson plan of
3 peers
(**evaluators**)



Sample
N=106



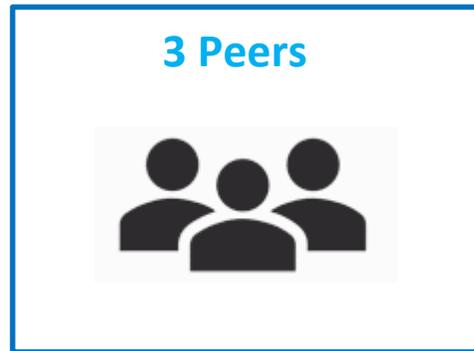
were assessed by
a **national expert**
(**external evaluator**)



Methodology

lesson plan
of sampled
teachers

EVALUATED

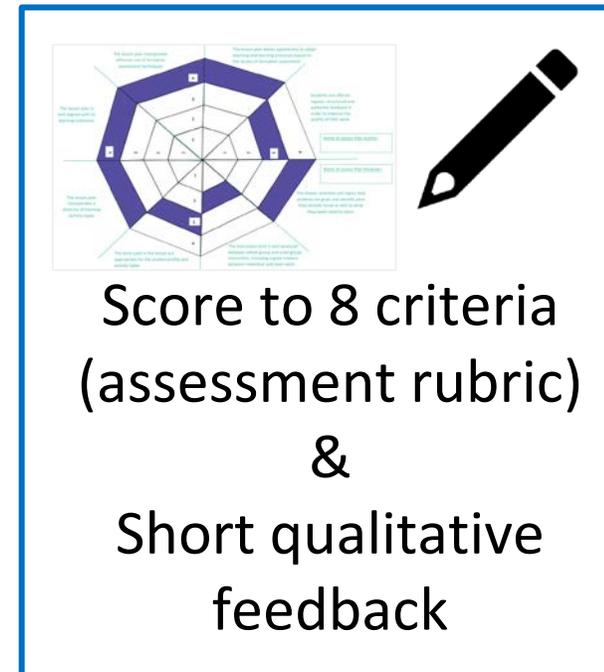


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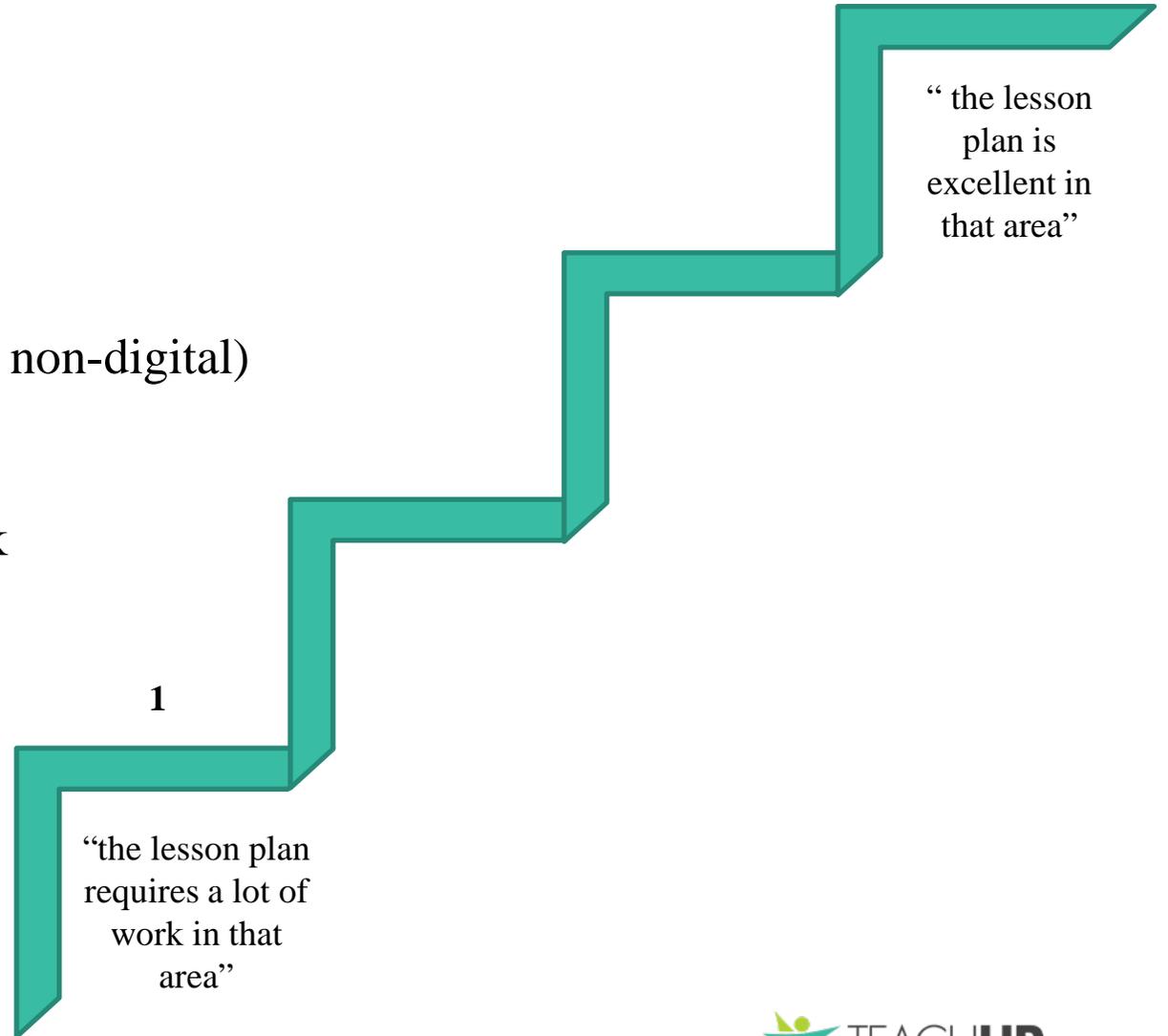
External expert

EVALUATORS



Assessment categories & scores

- Classroom culture for collaboration
- Fostering student's agency
- Effective elements of collaborative learning
- Assessment of collaborative learning
- Tools for collaborative learning (digital and non-digital)
- Alignment to Learning Objectives
- Diversity of activities
- Balance between individual and group work



Assessment Rubric

Area	Descriptors			
	Descriptor level 4	Descriptor level 3	Descriptor level 2	Descriptor level 1
Classroom culture for collaboration	The lesson includes activities that purposefully establish a positive and trustworthy class culture for collaboration, for example through teambuilding activities and thoughtful division of students into groups.	The lesson includes a few activities that establish a positive and trustworthy class culture for collaboration.	The lesson includes no activities that establish a positive and trustworthy class culture for collaboration.	The lesson includes activities which will reduce trust and positive atmosphere in the class.
Fostering student's agency	The collaborative learning activities contain elements that effectively foster students' agency (autonomy).	The collaborative learning activities contain some elements designed to foster students' agency, but these do not fully support more student autonomy.	The collaborative learning activities contain very few elements designed to foster students' agency (autonomy).	The collaborative learning activities do not contain any elements designed to foster students' agency (autonomy).
Effective elements of collaborative learning	The collaborative activities are designed in a way that helps students to learn more than they would individually, involves every student and makes every student think.	The collaborative activities are designed in a way that helps students to learn somewhat more than they would individually, it involves most of the students and evokes most students to think.	The collaborative activities are designed in a way that students learn slightly more than they would individually, it involves only part of the students and does not really evoke students to think.	The collaborative activities are designed in a way that students learn the same as they would if they worked individually, it involves only part of the students and does not evoke students to think.
Assessment of collaborative learning	Assessment of the collaborative work focusses on the process and the product and the criteria are explained and fully clear to the students prior the activities. Students are involved in shaping the criteria. A rubric or similar assessment tool is used.	Assessment of the collaborative work focusses on the process and the product. A rubric or similar assessment tool is used.	Assessment of the collaborative work focusses only on the product. A rubric or similar assessment tool is used.	Assessment of the collaborative work focusses only on the product and there is no information provided about the criteria used for the assessment.
Tools for collaborative learning (digital and non-digital)	The tools used in the lesson facilitate collaborative learning and are appropriate for the activity types used. For example, the eTwinning portal is used to get students to collaborate in a project-based context with students from another class.	The tools used in the lesson facilitate collaborative learning but they are not always fully appropriate for the activity types used. For example, a Google document is used to collect shared notes but activities offer little opportunity for students to actually take notes. Or a common sheet is distributed to the group to fill in but there is no guidance on how to work on the task collaboratively.	The tools used in the lesson do not facilitate collaborative learning and they are not fully appropriate for the activity types used.	There are hardly any, or no digital or non-digital tools used in the lesson.
Alignment to Learning Objectives	The lesson plan is well aligned with all of its learning objectives.	The lesson plan is partially aligned with its learning objectives, the majority of learning objectives are reflected in the activities.	The lesson plan is mostly unaligned with its learning objectives, there are only one or two learning objectives which are reflected in the activities.	The lesson plan is not at all aligned with its learning objectives.
Diversity of activities	The lesson plan incorporates a broad diversity of learning activity types.	The lesson plan incorporates some diversity of learning activity types.	The lesson plan incorporates little diversity of learning activity types.	The lesson plan does not incorporate diversity of learning activity types, there is mainly one type of activity.
Balance between individual and group work	The lesson plan is well balanced between whole group, small group, and individual work and it is clear why each type of work is used at that instance.	The lesson plan is mostly balanced between whole group, small group, and individual work. It is not always clear why each type of work is used at that instance.	The lesson plan is not very balanced between whole group, small group, and individual work. It is not clear why each type of work is used at that instance.	The lesson plan includes only one type of work throughout the lesson and it is not clear why this type of work is used.

Assessment Rubric

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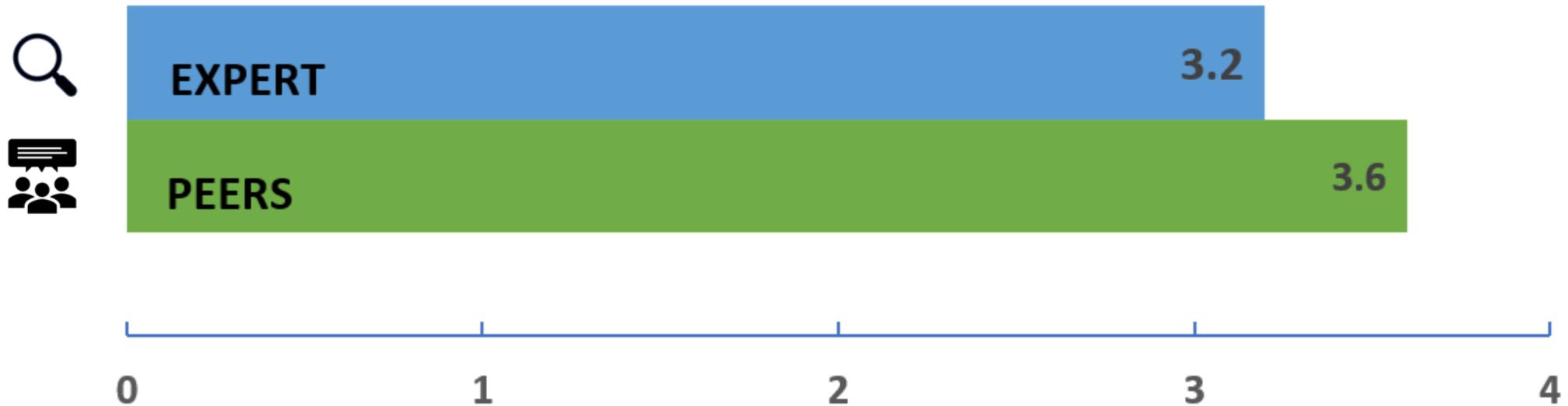
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3 WHAT DID WE FIND?



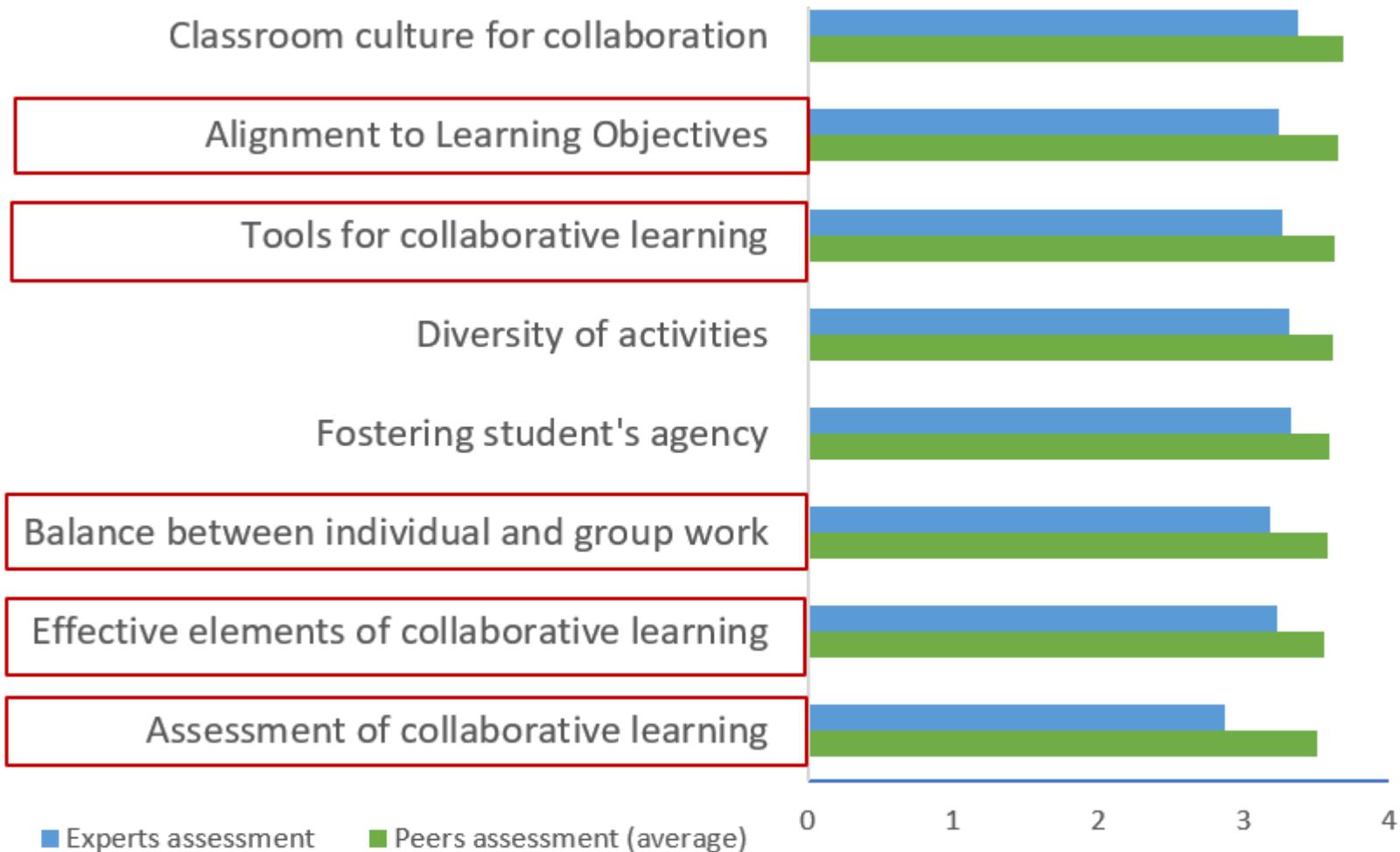
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Comparing peer and expert assessment: the overall score



Both peers and expert evaluators assessed the quality of teachers' work as high and gave high scores to the plans
Small, but statistically significant, difference between peers and experts' scores

Comparing peer and expert assessment: Breakdown of the score by category



Peers scores were systematically (slightly) higher than experts' ones

Among experts more variability according to the category

→ the higher the expert score, the lower is the difference with peers assessment

Variability in peer assessment scores



Did different peers give the same score to the same lesson plan?

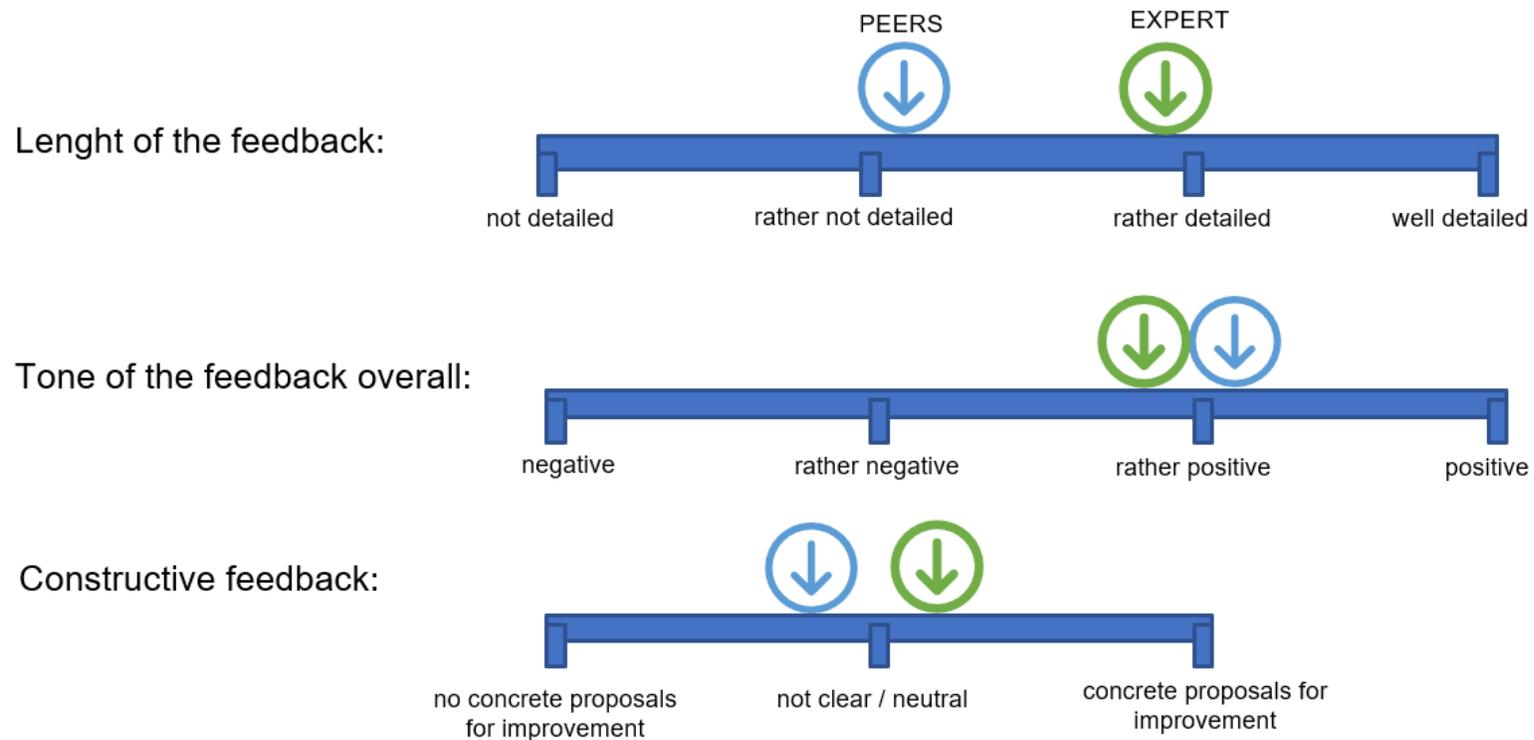
i.e. is peer assessment a reliable form of assessment?

There is some variability BUT peer assessment varies more between evaluated - which is good - than between evaluators (i.e. peers).

Peers gave an average score of 3.6 :

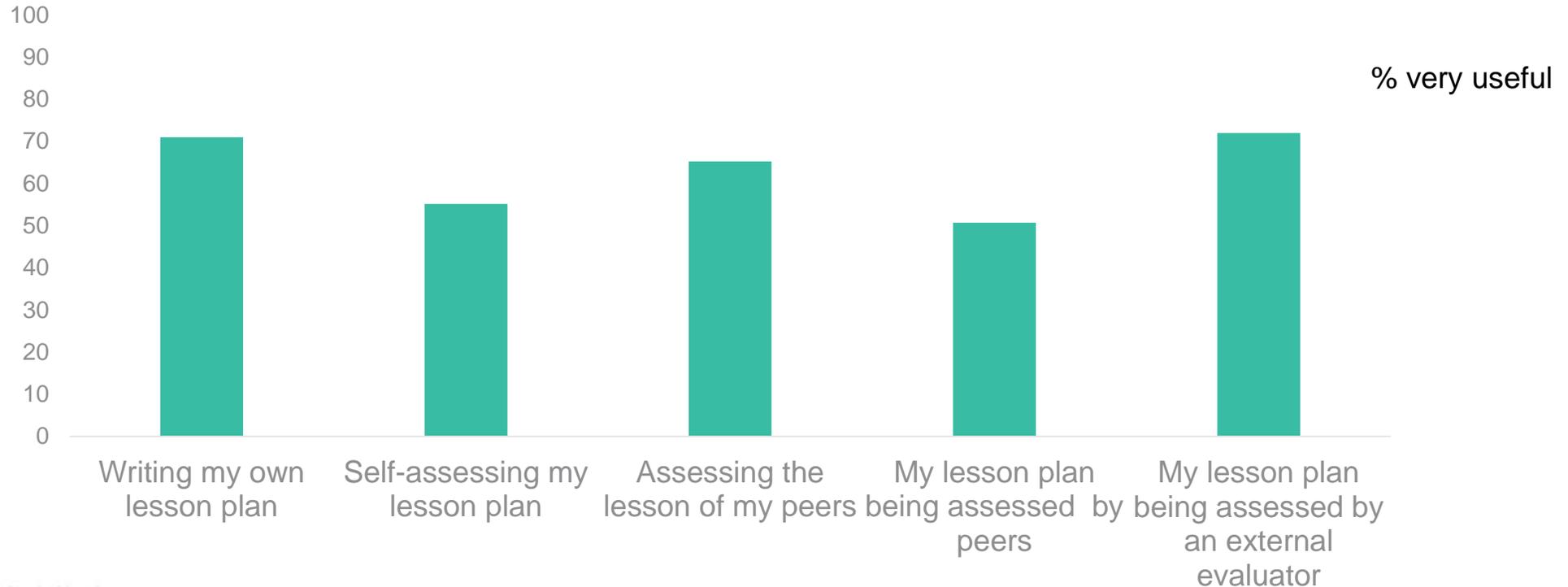
- 30% of differences in scores was due to peers' differences in grading the same plans,
 - while 70% was due to differences between lesson plans

Comparing peer and expert assessment: qualitative feedback



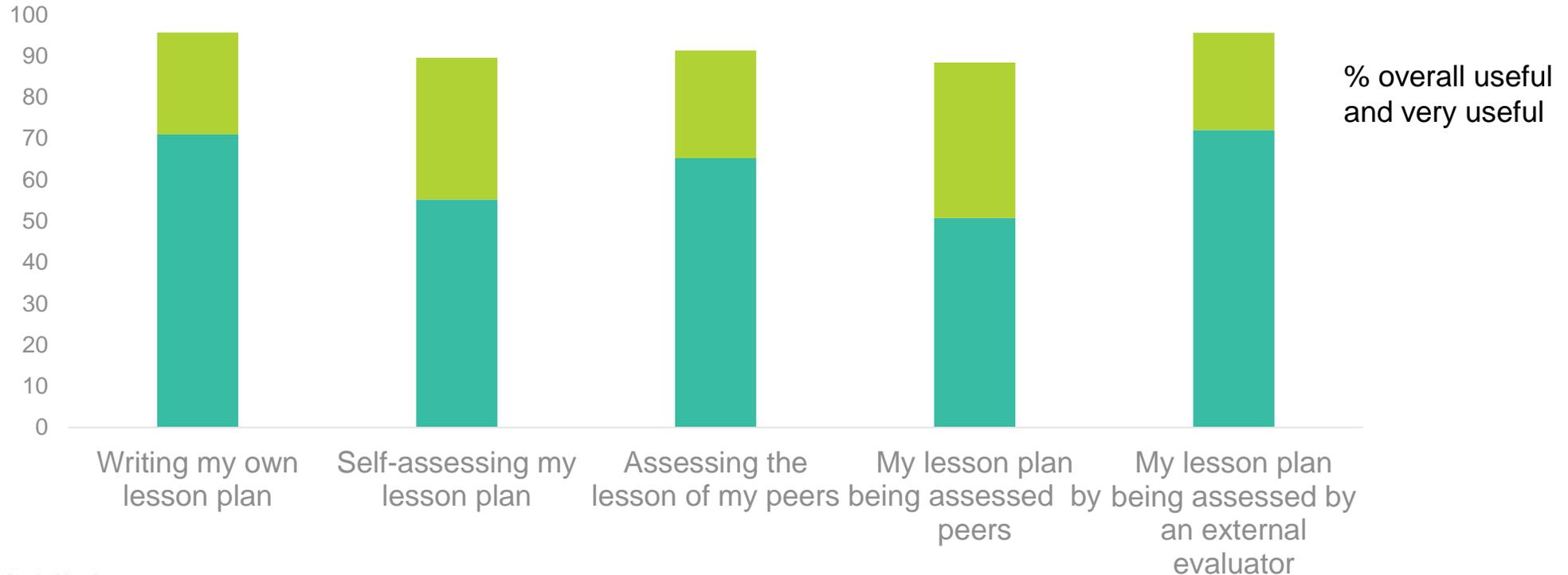
Course participants' appreciation of the two assessments

lesson plan authors appreciated both the peer and expert assessments and, in general, perceived the overall assessment useful for their own learning



Course participants' appreciation of the two assessments

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% overall useful and very useful

To sum up

- 1 We found some differences between **peers and experts scores** to the same lesson plan

Qualitative feedback from course participants suggest

 - Feedback culture – participants not used to where it's not a common practice
 - Online environment – giving someone you do not know feedback in written online might make you less at ease to give critical comments
 - Understanding of the concepts – experts might have a better understanding of what is real mastery e.g. of collaborative learning, so what peers think is already excellent, based on their experience, is only good for experts
 - Unfamiliarity with the task
 - Time spent on the task – for example we found a correlation between very high scores and short feedbacks
- 2 We found some differences between **peers and experts feedback** to the same lesson plan

Qualitative feedback suggest:

 - Experts might have felt more at ease to provide more detailed feedback, as they overall had more experience in assessing others.
 - Experts might have also felt more motivated or obliged to provide more detailed feedback, since they were contracted for the task.
- 3 Peers' and experts' assessment valued as **useful and fair** by teachers and appreciated the assessment process. For 75% both assessments would be equally useful for other online courses in the future



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