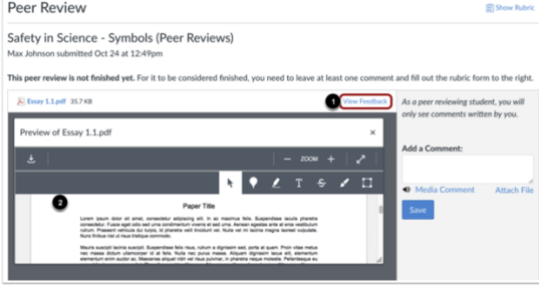
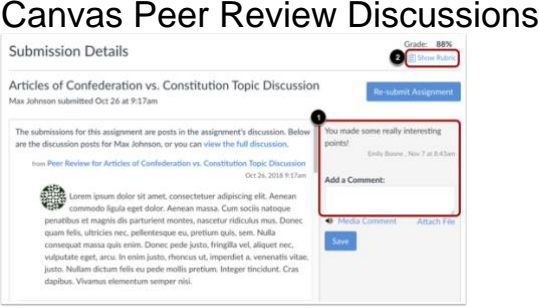
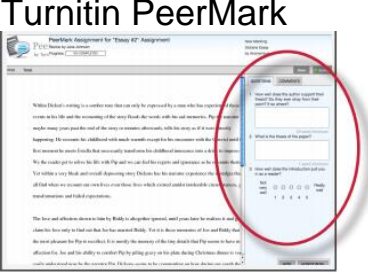


<p><b>What is it?</b></p>	<p><i>Peer Assessment activities provide a structured learning process for students to develop lifelong skills in assessing and providing feedback to others, reflecting on the feedback and improving their own work.</i></p>
<p><b>Why use It?</b></p>	<ul style="list-style-type: none"> <li>• Engage more deeply with course content and improve work quality</li> <li>• Enhance learning through knowledge diffusion and exchange of ideas</li> <li>• Develop metacognitive awareness and take responsibility for own learning</li> <li>• Develop feedback literacy</li> </ul> <div data-bbox="483 716 1052 898" style="text-align: center;"> </div>

PEER REVIEW ACTIVITIES	CANVAS PEER REVIEW	CANVAS PEER REVIEW DISCUSSIONS	CANVAS ASSIGNMENT	TURNITIN PEERMARK	PEER ANNOTATION TOOLS (PERUSALL, HYPOTHESIS)
DEVELOP FEEDBACK LITERACY WITH A PEER REVIEW ASSIGNMENT					
CREATE A PEER REVIEW ASSIGNMENT AS FORMATIVE ASSESSMENT EVALUATING THE QUALITY OF THE PAPER BASED ON THE FEEDBACK FROM THE PEERS					
CREATE A SELF-ASSESSMENT ASSIGNMENT					
CREATE A PEER REVIEW ASSIGNMENT TO GATHER ANONYMOUS FEEDBACK FROM STUDENTS ON THE USEFULNESS OF READING ASSIGNMENTS					
PROVIDE PEER FEEDBACK TO EACH OTHER'S REFLECTIONS, SUMMARIES, OR SOLUTIONS.					

Things to Consider	Examples
<ul style="list-style-type: none"> <li>• How does this assessment fit in with the overall course objectives and how does the assignment affect overall students' grade?</li> <li>• Let students know the rationale for doing peer review. Explain the expectations and benefits of engaging in a peer review process. Be realistic and allocate appropriate time to complete the exercise.</li> <li>• Understand group dynamics to decide on the elements of the rubric that would guide the students' evaluation.</li> <li>• Consider having students evaluate anonymous assignments for more objective feedback.</li> <li>• Ensure student familiarity and ownership of criteria tend to enhance peer assessment validity, so involve students in a discussion of the criteria used. Consider involving students in developing an assessment rubric.</li> <li>• Be prepared to give feedback on students' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why.</li> <li>• Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments. Consider creating an exercise for students to practice going through each step of the process.</li> <li>• Listen to group feedback discussions and provide guidance and input when necessary.</li> <li>• Set clear expectations of how teaching staff will evaluate each step of the assessment exercise and how the final grade of the assignment will be calculated.</li> <li>• Consider next steps after the peer review exercise. How can students show evidence that the feedback has contributed to their subsequent work/submissions?</li> </ul>	<h3>Canvas Peer Review Assignment</h3>  <h3>Canvas Peer Review Discussions</h3>  <h3>Turnitin PeerMark</h3> 

### Research Citations:

- Formative peer assessment is particularly appealing because it stimulates the learning of higher-order skills such as sharing responsibility, reflection, discussion, and collaboration (Panadero 2016; Strijbos and Sluijsmans 2010; Strijbos et al. 2009; Van Gennip et al. 2009; Van Popta et al. 2017; Van Zundert et al. 2010).
- These feedback processes include students taking different perspectives, comparing others' work to their own and the assimilation of new knowledge, which can be coherently referred to as reflective knowledge building (e.g. van Popta et al. 2017; Tsui and Ng 2000).
- <https://gocanvas.stanford.edu/canvas-course-profile/canvas-course-profile-jennifer-johnson/>

### References:

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- David Carless & David Boud (2018) *The development of student feedback literacy: enabling uptake of feedback, Assessment & Evaluation in Higher Education, 43:8, 1315-1325, DOI: 10.1080/02602938.2018.1463354*
- Panadero 2016; Strijbos and Sluijsmans 2010; Strijbos et al. 2009; Van Gennip et al. 2009; Van Popta et al. 2017; Van Zundert et al. 2010