Workshop: Peer review

With thoughtful planning and clear explanations to participants, Moodle's workshop activity can provide a very powerful peer assessment tool. Participants may assess each other anonymously; they can practise with examples to review; they may have a chance to evaluate their own work and the peer reviews can be random or teacher defined. In case of any conflicts, the teacher can retain overall control.

In this workshop activity, taken from the Learn Moodle Basics MOOC, participants must submit information about their home region and then evaluate the submissions of other participants, according to set criteria. You can see that the workshop has four different phases and then it is closed. Let's explore these one at a time, from the teacher and student point of view.

Set up phase – teacher view

Our teacher adds a workshop to her course by turning on the editing, clicking Add an activity or resource and selecting workshop. He then gives it a name and a description, which can be displayed on the course page by ticking the box.

IMPORTANT: If you as the teacher want your students to work anonymously, you can do this from the gear menu>Permissions and ensuring the student role cannot View author names and View reviewer names. We'll leave this for now.

Other settings can be expanded by clicking their links.

Find out more in the Moodle documentation

Grading Settings:

Here you can decide how you want the submissions to be graded. There are four standard methods and clicking the help icon gives more information. We'll use the simple number of errors which is good for a basic workshop.

Note workshops have two grades -the grade students get from submitting and the grade they get for the quality of their assessment. As the teacher you can change the ratio here.

Submission settings:

Here is where teachers add the instructions and decide how many (if any) files may be uploaded and the types and size of files allowed. You can also decide to allow submissions after the deadline if this is important to you.

Assessment settings:

Give basic instructions for the peer assessment here. Tick the box if you want students to have a chance to assess their own work. This is not a certainty; it just means their submissions will be included during allocation.

Feedback:

Teachers can choose to add an overall conclusion and/or file attachments at the end of the workshop activity.

Example submissions can be useful, especially if your students are new to the workshop and need practice assessing. You can add examples of good – and less good- work for students to assess and decide how and when you want these example submissions to appear.

Availability allows you set opening and closing times for the submissions and assessments. You can also choose to start the assessment phase – that is – the time when students are peer-assessing- automatically at the end of the submission phase. If you Find out more in the Moodle documentation

do this, make sure your students have been allocated submissions to assess. We'll look at that shortly.

Other settings are similar to other Moodle activities, but it is worth knowing that in Activity completion, students need to have only one of the two grades to complete the activity.

Clicking save and display shows two items are done – but there are still two tasks. One is to edit the assessment form. This workshop is using Simple number of errors so we can write a short phrase explaining what the student is looking for and choose our word for wrong or correct. We can give some items more weight than others if we want.

Set up phase – student view

While the teacher is preparing the workshop this is what the student sees. He cannot access the workshop until the teacher switches to the next phase, so make sure as a teacher you remember to do this😊

Submission phase – teacher view

When we switch to the submission phase students will then be able to submit their work.

We check the green arrows to ensure all our tasks are done and see that we must allocate the submissions to the assessors. We'll do this shortly.

Submission phase – student view

Now is the time for our student to submit her work. In our workshop based on the Learn Moodle Basics MOOC the student must write 3 sentences about her home area... add a link to a relevant website.. and upload an image. She must then wait until the next phase is ready.

Find out more in the Moodle documentation

Assessment phase – teacher view

During the assessment phase, students will review each others' submissions, but before they can do this, our teacher must decide how the submissions will be allocated.

Manual allocation – this means we decide who assesses whose submission, which is fine if it is a small class or you know your students well and want to control certain allocations. We use the drop downs to choose the reviewers and the reviewees.

Random allocation is useful if you have large classes or if you don't want to be personally involved in the selections. You can choose either a number per submission or a number per reviewer.. We could also allow our students to assess without having submitted anything. As only one grade is required for activity completion, this at least will allow them to complete the activity.

Scheduled allocation means that as soon as the deadline for submissions has passed, the workshop will send out the submissions to be assessed. Again you have settings to choose from for the submission allocations.

Now it's time to move to the assessment phase. This is where the peer assessment becomes really valuable because our students are doing the work and our teacher can simply monitor the process!

Assessment phase – student view

With the assessment phase open, our student clicks into the workshop and must then scroll down and click to open and view her allocated submissions. Now she sees the assessment form set up by the teacher. Note: it is essential the assessment criteria are easy to understand and unambiguous. Much of the success of the workshop

Find out more in the Moodle documentation

activity depends on the students' understanding of the peer assessment criteria and their ability to correctly implement them. This grading strategy was number of errors. The Moodle documentation on workshop gives information about the other methods.

Grading evaluation phase – teacher view

Here is where our teacher checks the grades. The assessment grade is calculated by "comparison with the best assessment", which means the grade for assessment is determined by comparing the grade you gave for each submission with the grades other participants gave. If everyone agrees and gives exactly the same grades, then everyone gets an assessment grade of 100%. If not everyone agrees, the amount that they disagree is reflected in a lower grade for assessment. And the comparison can range from very strict to very lax. If you're not sure, leave it as fair, the default.

Here too is where our teacher, is able to edit any grades if needed. Perhaps one student was over generous or too unkind?

During this phase is that teachers can 'publish or make visible, selected submissions at the end of the workshop. These could be good examples or poor examples but are useful for students to peruse. Submissions can be published by clicking into them and ticking the Publish submission box.

Grading evaluation phase – student view

During this time, which can be few minutes or a few days depending on the teacher's workload and number of students, students are prompted to be patient and come back later.

Find out more in the Moodle documentation

Close - teacher view

When the workshop is closed the two grades will appear in the gradebook and if activity completion is used, the activity will be marked complete.

Close – student view

Here our student can check how others assessed her and she can also view the published submissions. Any conclusion that was added will also be seen now.

To summarise:

Workshop is a advanced peer review activity which empowers learners.

Find out more in the Moodle documentation