

# Peer Evaluation, Loss Aversion, and Summative Assessment

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# The Problem

- It was taking Rob 2 full weeks per year to grade EF331 (Topics in Applied Economics née Global Economic Issues)
- 100% CA – 2017 and 2018 write two essays
  - Pick two from list in 2017
  - Pick one from list and then common “secret essay” in 2018
- Attendance really low and not much sense of engagement
  - better with secret essay version
- “Referencing issues” pretty common
- Over assessment a common complaint from EPL students

# The Inspiration

- T&L day 2018 Rob heard three things that clicked
- Dr. Alessandra Mileo presented on group peer and self assessment at T&L 2018
- TEU's flyer on academic integrity
- SU noting over-assessment



# The Proposed Solution

- Students only write one essay (due before reading week)
- Rubric given and students told Rob will be following it strictly
- The story of the course is tweaked so that the entire course is in service of this essay

# The Proposed Solution (cont.)

- Students then get someone else's (anonymised) work to assess
  - Students who score less than 45% on essay one write a second essay instead
- Students own grade adjusted to reflect how accurately they graded their peer
- For every 3% deviation, student loses 1 mark from their own essay 1 tally



# The Actual Solution



....the problem!!!



...the rubric



...the Loop... magic

# The Technical Solution

**Workshop**



Submission

Rob & peer assessment

assessment evaluation

**Rubric**

	Level 1	Level 2
Criteria 1	✓	
Criteria 2		✓

Expectations

Feedback

Grade



# The Technical Solution

Criteria	Levels										
30% Critical analysis of theory, data and sources	● 0 None	● 3 Little or no engagement of issues in measurement and analysis.	● 6 Low: Acknowledgement but limited engagement of issues in measurement and analysis.	● 9 Med: Acknowledgement but limited engagement of issues in measurement and analysis.	● 12 High: Acknowledgement but limited engagement of issues in measurement and analysis.	● 15 Low: Some engagement with issues of measurement and analysis.	● 18 Med: Some engagement with issues of measurement and analysis.	● 21 High: Some engagement with issues of measurement and analysis.	● 24 Low: Deep critical analysis of theory, data and sources evidenced in logical presentation and flow of argument.	● 27 Med: Deep critical analysis of theory, data and sources evidenced in logical presentation and flow of argument.	● 30 High: Deep critical analysis of theory, data and sources evidenced in logical presentation and flow of argument.
30% Relevance of material cited	● 0 None	● 3 Fails to address the question asked.	● 6 Low: Some attempt to answer the question but the material does not support the arguments.	● 9 Med: Some attempt to answer the question but the material does not support the arguments.	● 12 High: Some attempt to answer the question but the material does not support the arguments.	● 15 Low: Material cited is good but not explicit how it relates to the question.	● 18 Med: Material cited is good but not explicit how it relates to the question.	● 21 High: Material cited is good but not explicit how it relates to the question.	● 24 Low: Excellent grasp of the material cited allowing for an informed and considered answer to the question.	● 27 Med: Excellent grasp of the material cited allowing for an informed and considered answer to the question.	● 30 High: Excellent grasp of the material cited allowing for an informed and considered answer to the question.
20% Sufficient number of academic sources	● 0 None	● 2 Insufficient relevant, reputable sources used	● 4 Relevant, reputable sources used	● 6 Relevant, reputable sources used	● 8 Relevant, reputable sources used	● 10 Relevant, reputable sources used	● 12 Relevant, reputable sources used	● 14 Relevant, reputable sources used	● 16 Relevant, reputable sources used	● 18 Relevant, reputable sources used	● 20 Relevant, reputable sources used
10% Academic writing and referencing	● 0 None	● 1 Referencing and structure insufficient for following thread of argument and accessing sources.	● 2 Low: Serious flaws in structure and/or referencing.	● 3 Med: Serious flaws in structure and/or referencing.	● 4 High: Serious flaws in structure and/or referencing.	● 5 Low: Some issues in structure and/or referencing.	● 6 Med: Some issues in structure and/or referencing.	● 7 High: Some issues in structure and/or referencing.	● 8 Low: Advanced academic piece of work, written and structured in a clear and concise manner and referenced correctly.	● 9 Med: Advanced academic piece of work, written and structured in a clear and concise manner and referenced correctly.	● 10 High: Advanced academic piece of work, written and structured in a clear and concise manner and referenced correctly.
10% Additional research	● 0 None	● 1 Little or no independent research.	● 2 Low: Small amount of independent research evident.	● 3 Med: Small amount of independent research evident.	● 4 High: Small amount of independent research evident.	● 5 Low: Some additional material or topics used to answer question.	● 6 Med: Some additional material or topics used to answer question.	● 7 High: Some additional material or topics used to answer question.	● 8 Low: Excellent evidence of going beyond what was required and covered in the module.	● 9 Med: Excellent evidence of going beyond what was required and covered in the module.	● 10 High: Excellent evidence of going beyond what was required and covered in the module.





# The Technical Solution

## Essay & Peer Assessment ⓘ

### Setup phase

Setup phase Current phase ⓘ	Submission phase Switch to the submission phase ⓘ	Assessment phase Switch to the assessment phase ⓘ	Grading evaluation phase Switch to the evaluation phase ⓘ	Closed: Close workshop ⓘ
<ul style="list-style-type: none"><li>✓ Set the workshop description</li><li>✓ Provide instructions for submission</li><li>✓ Edit assessment form</li><li>✓ Switch to the next phase</li></ul>	<ul style="list-style-type: none"><li>✓ Provide instructions for assessment</li><li>✓ Allocate submissions expected: 121 submitted: 114 to allocate: 0</li><li>ⓘ Open for submissions from Friday, 1 March 2019, 5:00 PM (141 days ago)</li><li>ⓘ Time restrictions do not apply to you</li></ul>	<ul style="list-style-type: none"><li>✓ Assess peers total: 1 pending: 0</li><li>ⓘ Open for assessment from Wednesday, 20 March 2019, 12:00 AM (123 days ago)</li><li>ⓘ Assessment deadline: Monday, 15 April 2019, 11:59 PM (96 days ago)</li><li>ⓘ Time restrictions do not apply to you</li></ul>	<ul style="list-style-type: none"><li>✓ Calculate submission grades expected: 121 submitted: 114</li><li>✓ Calculate assessment grades expected: 121 submitted: 94</li><li>✓ Provide a conclusion of the activity</li></ul>	

# The Technical Solution

Workshop grades report ▾

First name Surname	Submission / Last modified	Grades received	Grades given
	Essay submission 1 modified on Saturday, 23 March 2019, 8:11 AM	73 (0) < [ ] Robert Gillanders	68 (0) > [ ]
		77 (0) < [ ]	
	essay1 modified on Wednesday, 20 March 2019, 4:05 PM	65 (0) < [ ] Robert Gillanders	59 (0) > [ ]
		69 (0) < [ ]	
	essay 1 modified on Wednesday, 20 March 2019, 4:01 PM	72 (0) < [ ]	50 (0) > [ ]
		68 (0) < [ ] Robert Gillanders	



# Why Might This Work?

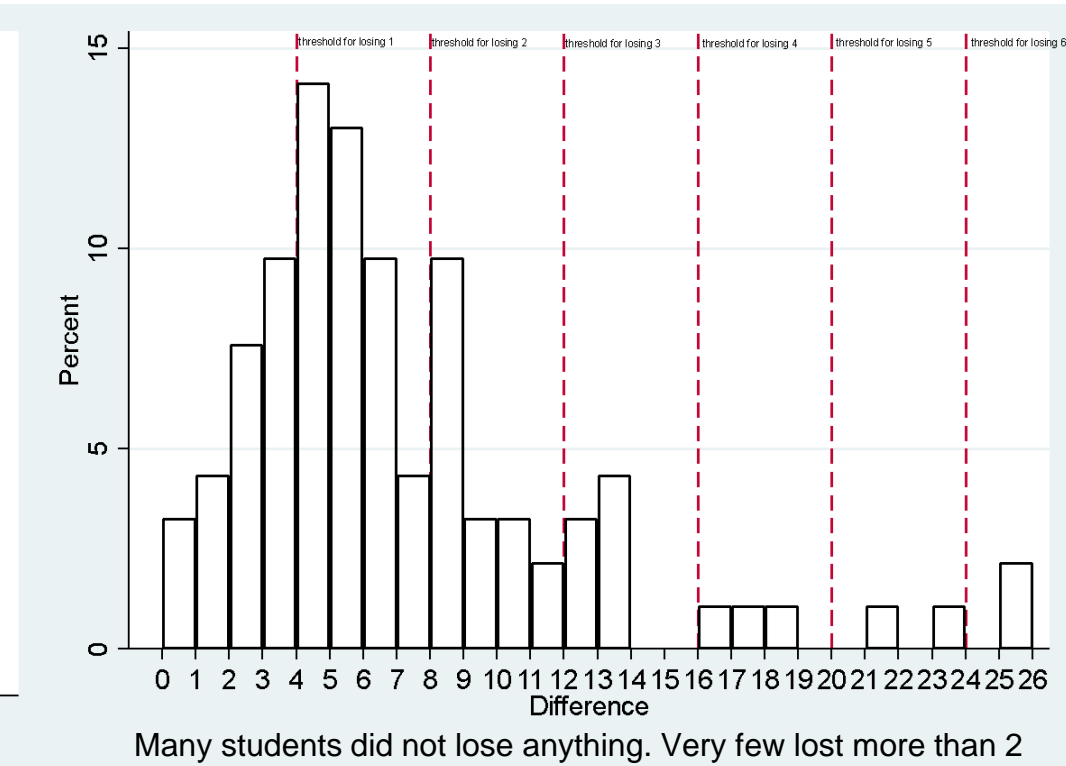
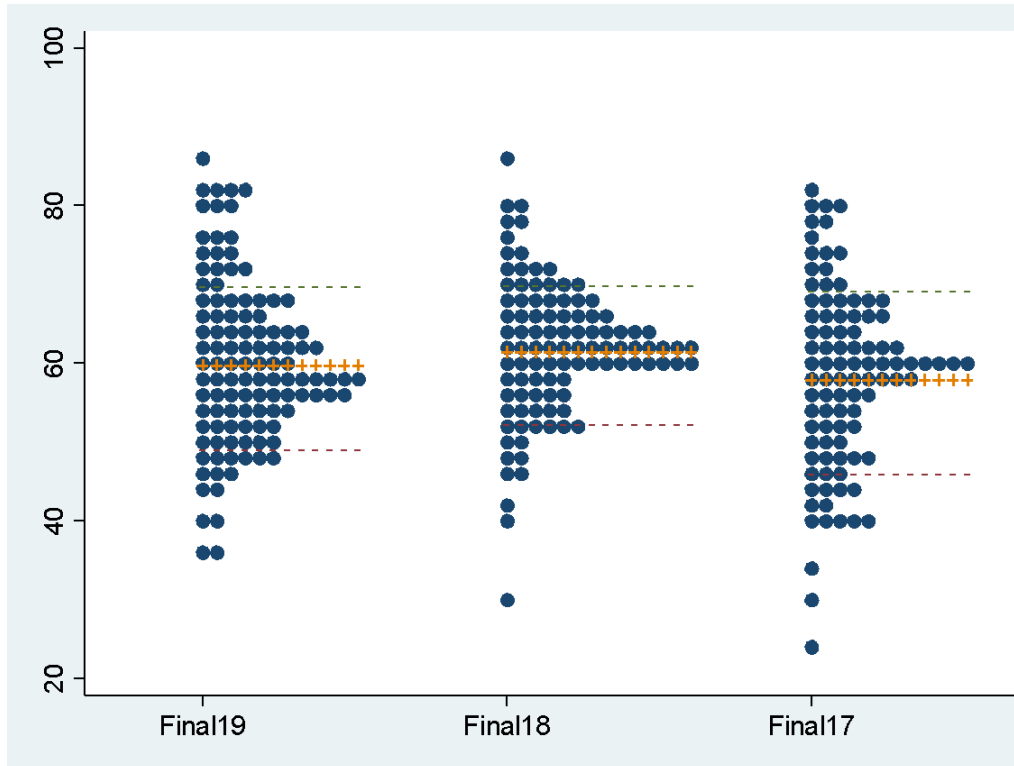
Literature tells us....

- Loss Aversion – people put a greater weight on losing something than gaining something
- Peer assessment motivates students and contributes to work of enhanced academic integrity (anonymous)
- Rubric gives clear criteria for what a good essay looks like (focus the mind)
- Material really clearly linked to task at hand (constructive alignment)

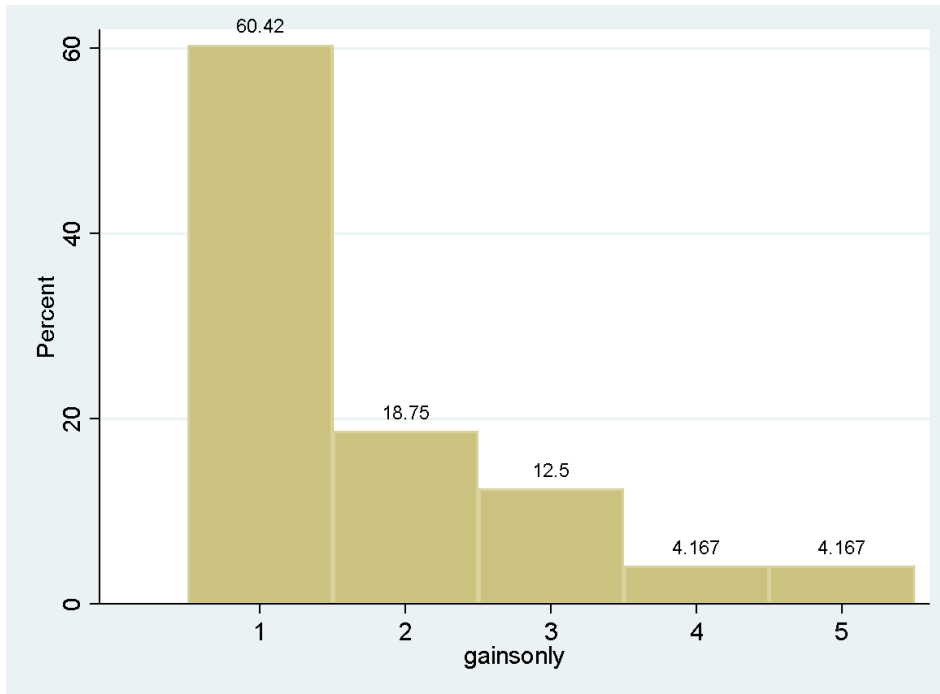


# Student Outcomes

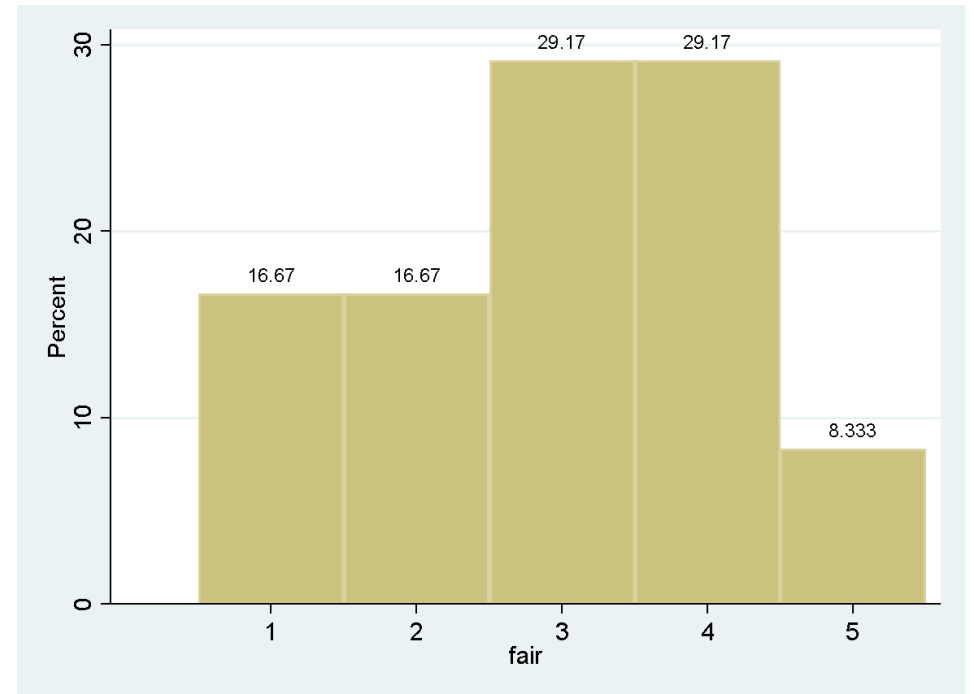
Variable	Students	Mean	Std. Dev.	Min	Max
Final 19	113	59.7	10.4	35	85
Final 18	102	61.4	8.8	30	86
Final 17	96	57.9	11.6	23	81



# Loss Aversion?



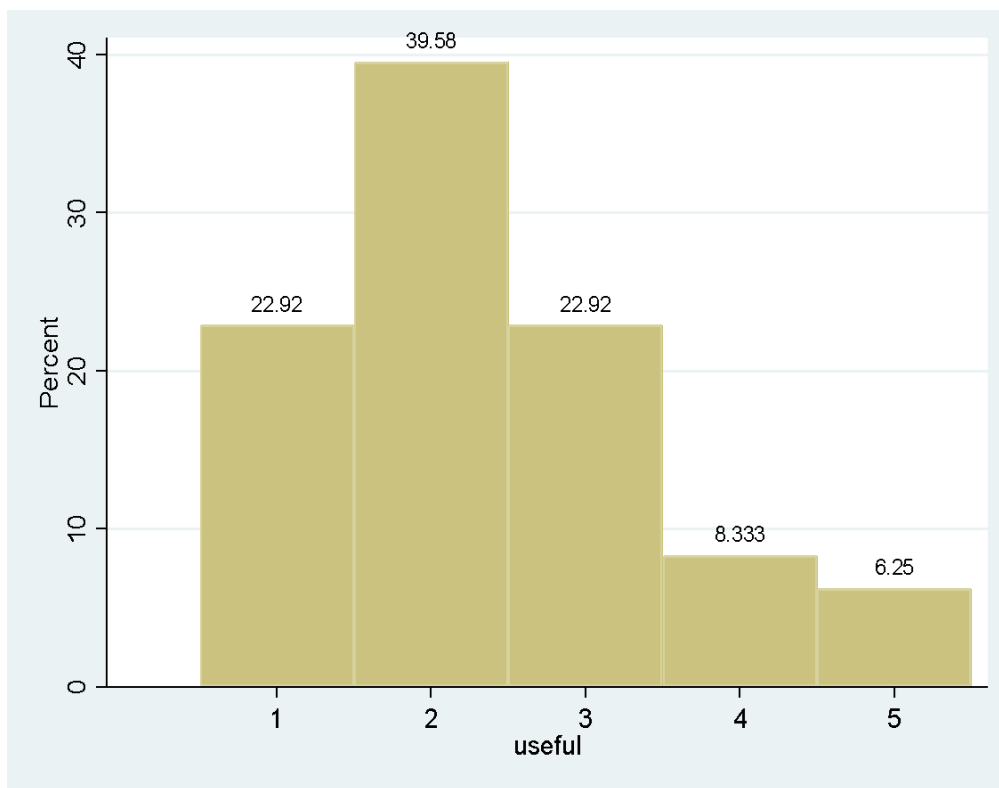
Vast majority not a fan of system in which marks can be lost



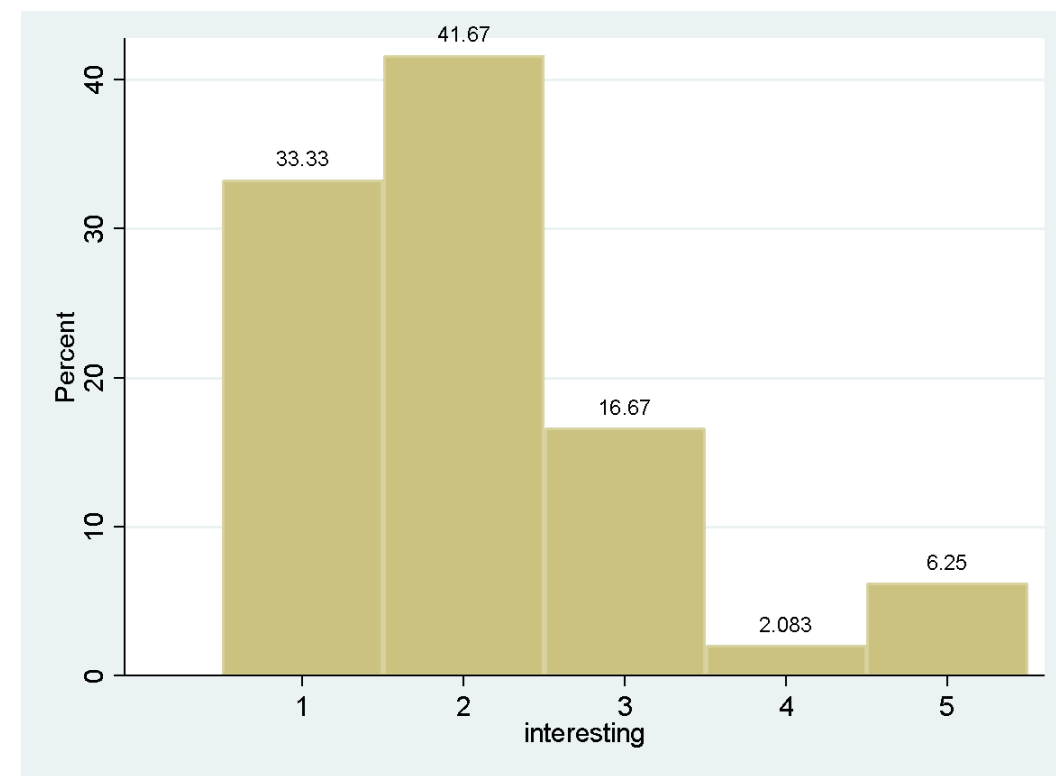
Very roughly, a third thought it was unfair, another third fair, and a third neutral

( N= 48, 1= Strongly Agree, 5= Strongly Disagree)

# Did it Work? Engagement



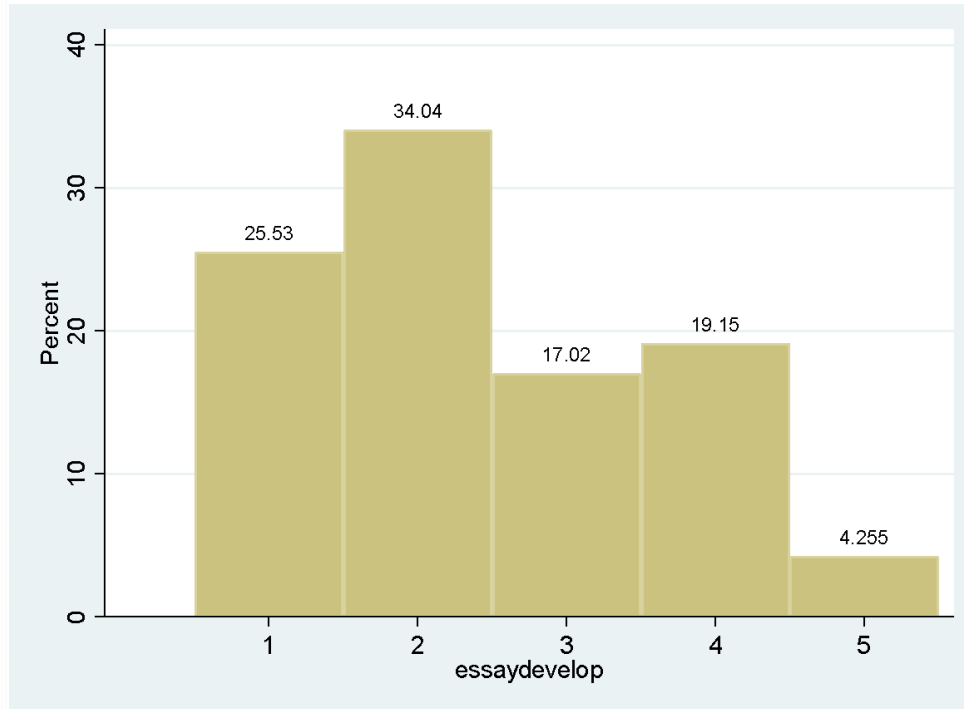
Clear majority agreed the module was useful



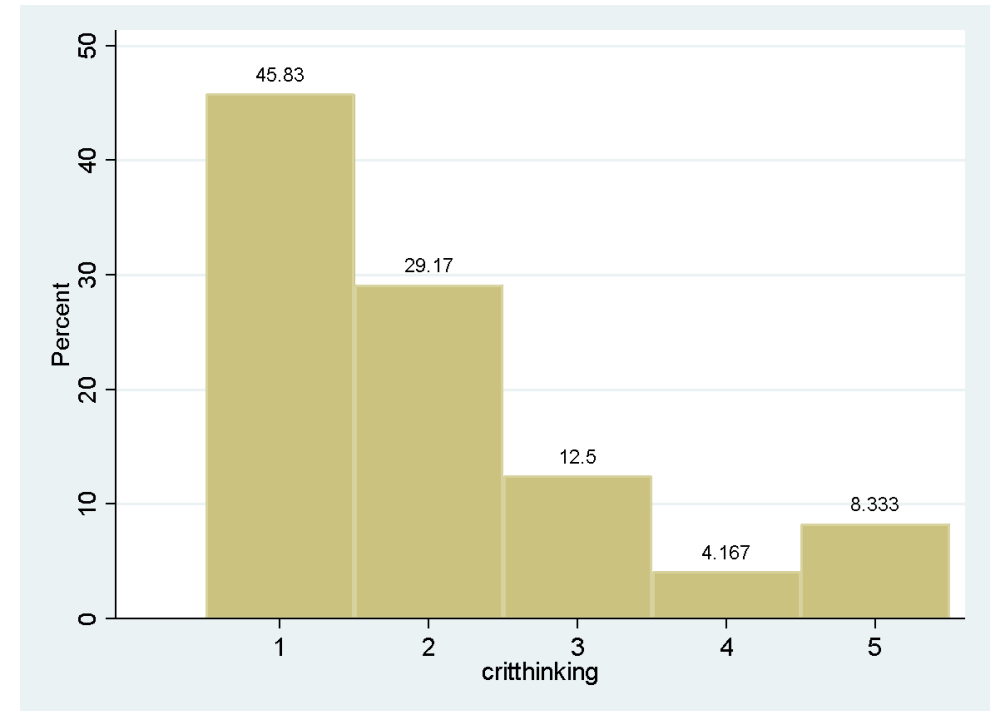
Overwhelming majority agreed they found the module interesting

( N= 48, 1= Strongly Agree, 5= Strongly Disagree)

# Did it Work? Critical Thinking



Most agreed that the assessment helped develop essay writing skills



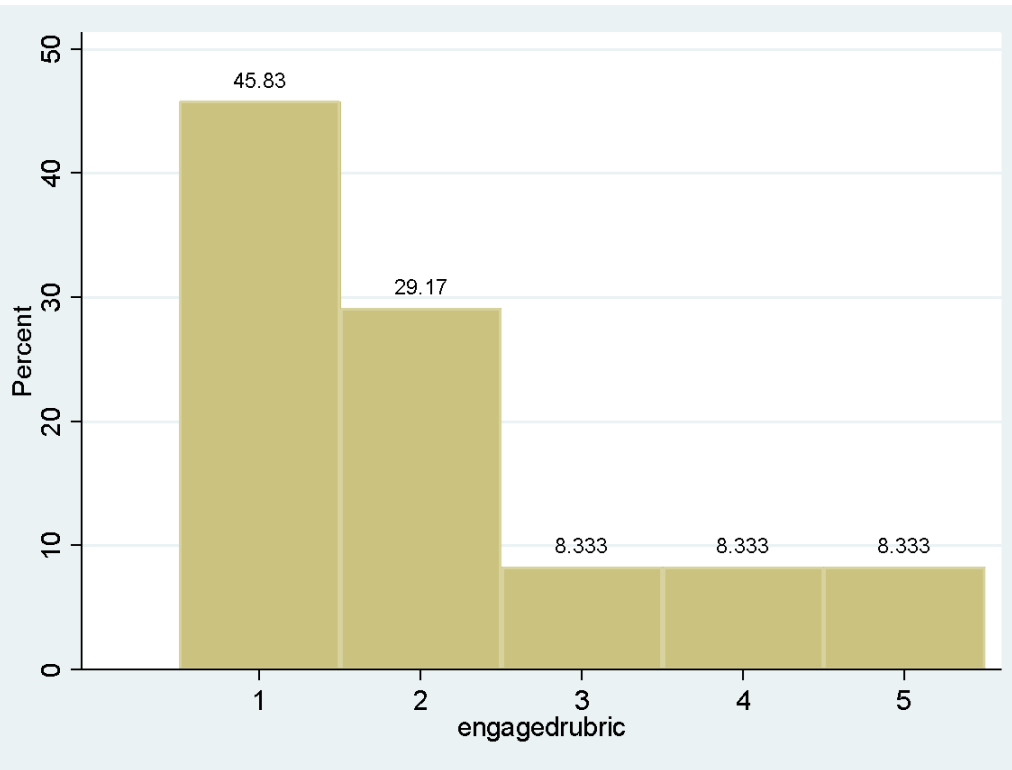
Overwhelming majority agree it helped with critical thinking skills

( N= 48, 1= Strongly Agree, 5= Strongly Disagree)

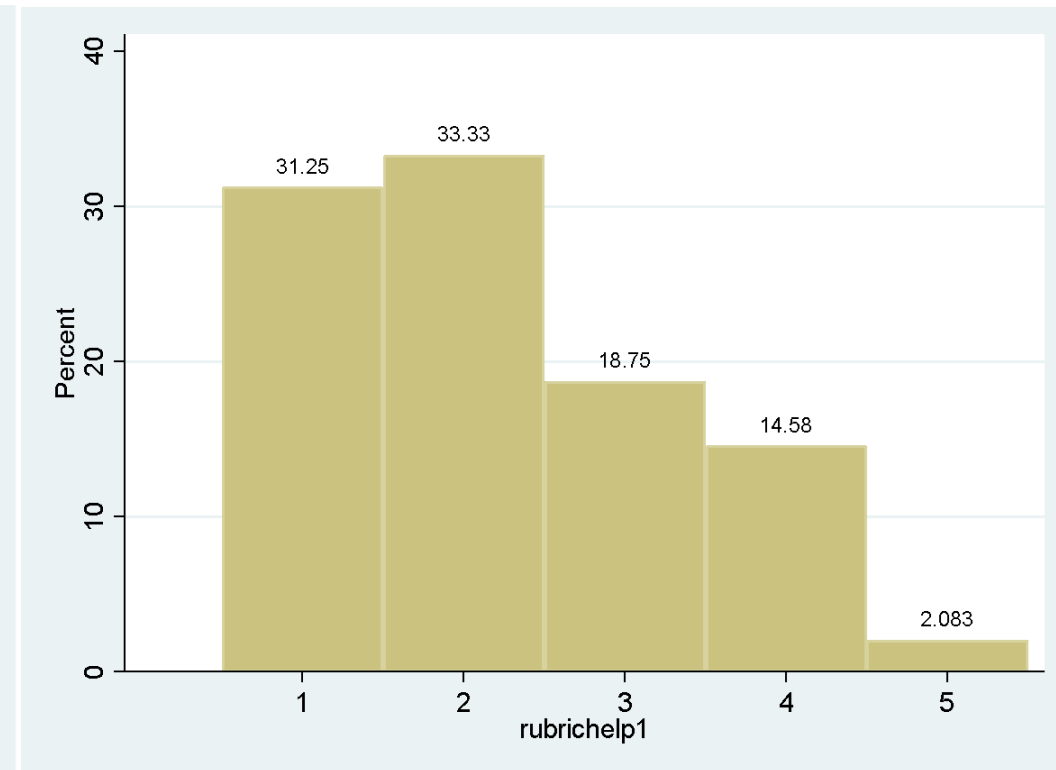




# Did it Work? Engagement with Rubric



Most agree that they engaged with the rubric



Rubric clearly seen to be useful in terms of writing essay 1

( N= 48, 1= Strongly Agree, 5= Strongly Disagree)

# Overall

- We learned a lot from this attempt
- Great synergy between the three of us
- Different skill sets complimented each other
- Student engagement with the module improved
- Students were not disadvantaged with this approach

# Next Steps

- Changes for next year
  - Switch order so that peer assessment comes before own essay
  - Tweak loss aversion
  - Change timing so that attendance doesn't drop off cliff
    - Maybe even add small MCQ element

# Thank you

Questions.....