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Peer Review In Group Assignments Using Moodle Workshop
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Full Title - Using Moodle Workshop to facilitate peer review in a group assignment

Summary of Teaching & Learning Context

Moodle Workshop is one of a number of tools available to academics and technologists to use to foster peer on peer interactions, embedding graduate attributes such as professionalism and critical thinking, and has seen enhanced engagement by learners in group work settings.

To add context to this submission, a number of similar products used in Irish and international contexts are presented for comparison.

Moodle Workshop

The peer review tool used at TUS is Moodle Workshop. Its main features are:

- Setup phase – Academic sets up the Moodle Workshop tool in their Moodle page
- Submission phase – Students can submit work for assessment by their peers
- Assessment phase – Students qualitatively and quantitatively assess each other's work
- Grading evaluation phase – Academic reviews submissions and assessments for final grades

Examples of views within Moodle workshop:

Our case studies look at the use of Moodle Workshop in Level 7 and Level 9 settings.

# 2: SPARK – Self and Peer Assessment Resource Kit

SPARK developed by UTS in Australia, uses a sliding scale for students to review themselves and their peers in groupwork settings. The following benefits are observed:

EFFICIENT FUNCTIONING OF GROUP

- Actively participated in group meetings, on time and came prepared
- Displayed enthusiasm and participation
- Performed their allocated tasks on time and at the agreed level of quality

LEADERSHIP

- Motivated others to participate, built trust
- Offered practical and actionable (task-oriented) feedback
- Helped resolve conflicts sensitively through negotiation and compromise
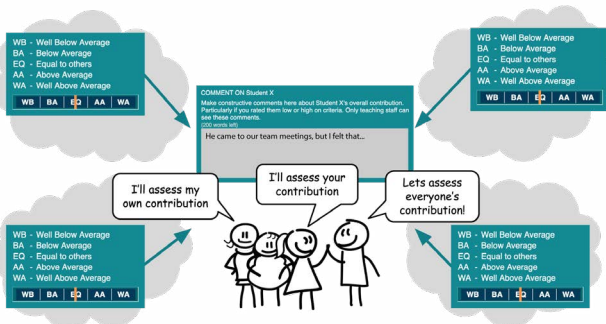
Qualitative and quantitative feedback among students provides insights to academics on how each student performed within the group.

Through use of the Relative Performance Factor (RPF) and Self Assessment compared to Peer Assessment (SA / PA) scores, students can get a more informed perspective on their own performances relative to their peers.
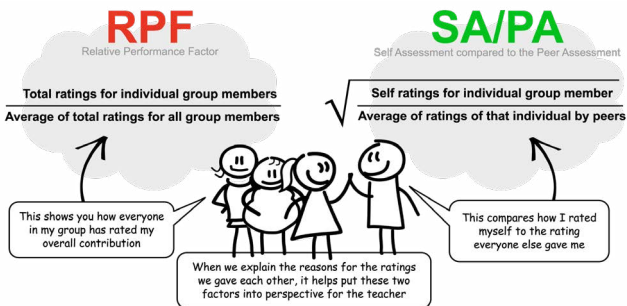
Where appropriate, academics can award higher marks to students who are clearly going above and beyond, or conversely deduct marks from those who didn't contribute sufficiently.
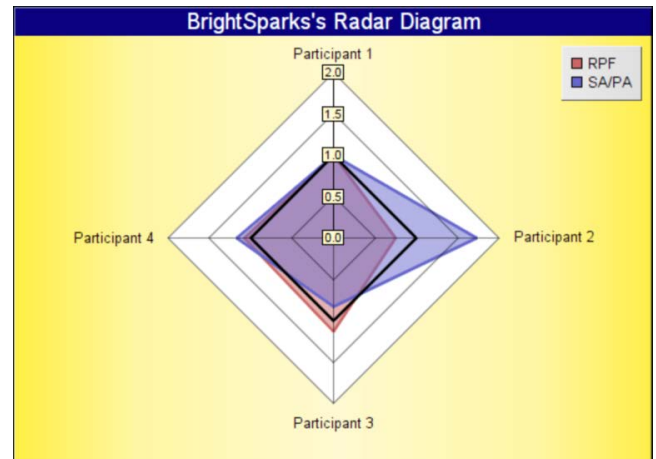
Student	Individual contribution 50%		Efficient functioning of group 50%		Overall	
	RPF	SA/PA	RPF	SA/PA	RPF	SA/PA
Participant 1	0.99	1	1	1	1	1
Participant 2	0.76	1.67	0.74	1.77	0.75	1.73
Participant 3	1.13	0.82	1.13	0.84	1.13	0.83
Participant 4	1.08	1.18	1.08	1.17	1.08	1.17

3: REVIEW

WHAT is review? REVIEW is a web-based Assurance of Learning (AoL) solution, allowing Universities to automate marking of criteria-based assessment of students, formulated by program learning goals and graduate attributes.
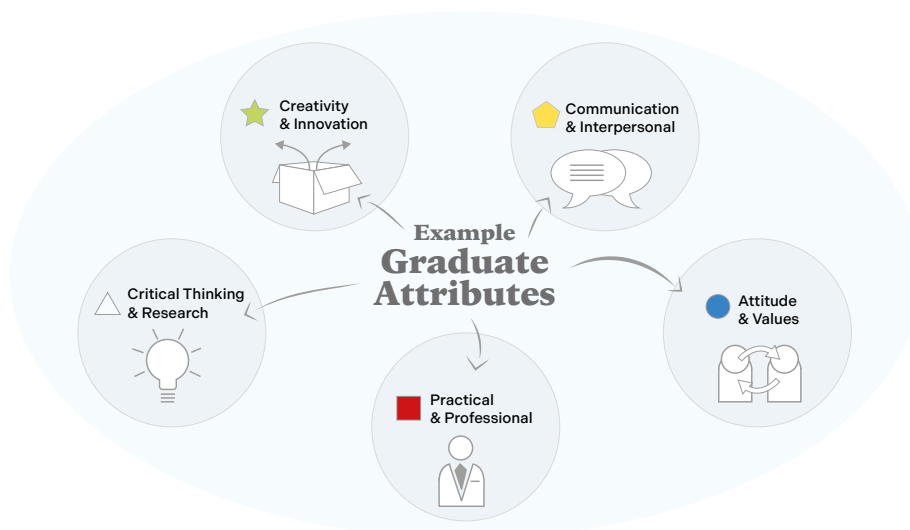
4: PEERWISE

PeerWise is an online resource that allows students to create and to explain their understanding of course related Multiple-Choice Questions (MCQs) and to answer and discuss questions created by their peers. There is also a degree of gamification involved with students earning numerous badges based on their level of interaction with PeerWise.

Case Study 1:
Use of Moodle Workshop for Level 7 Group Assignment

Moodle Workshop was integrated into an existing group assignment in a second-year module where groups of 3-4 students had to prepare a report and presentation on specific topics but working to the same assignment brief. Moodle Workshop allowed groups to give and receive feedback on rough drafts of each other's work.

As well as assisting students in improving their assignments prior to submission, Workshop also allowed students to experience peer assessment in a structured environment. Informal feedback from students on the experience was very favourable and the participants benefitted from the opportunity to engage in peer assessment.

Lecturer Reflection:

Setting up a Moodle Workshop activity is relatively easy but take care to pick all the correct options at the outset. Piloting with colleagues is strongly recommended to avoid issues down the line. Prior to using Moodle Workshop, the lecturer provided feedback on rough drafts of each groups report. Replacing this with peer feedback was a liberating experience that proved beneficial for everyone involved.

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Case Study 2:
Use of Moodle Workshop for Level 9 Group Assignment

In this case the Moodle Workshop was used to engage a group of staff and students who were preparing research proposals as part of an interdisciplinary Level 9 module in Research Methods. The central aim of using the workshop was not only to get the participants to complete a draft of a PhD or Post-Doctoral research proposal, but also to allow space for inter-disciplinary discussions of the methods used which could allow for building networks for future collaborations.

The module took place during COVID restrictions and resulted in the need to use innovative tools to promote discussions and engage students. As Moodle is the central Learning Management System (LMS) used by TUS, the workshop provided a natural complement to the recorded lectures and 'live' online discussions. The workshop allowed for asynchronous sharing of material as well as a space for peer review that could be structured by the lecturer. Embedded in the Moodle Workshop is the ability to quantify / grade the work of others; however, in this case study the main emphasis was placed on qualitative feedback.

Lecturer Reflection:

The Moodle workshop tool provided an online space for exchange of work and group feedback in a way that could be managed by the lecturer. However, before using the workshop with a group a few points should be considered. First the interface has many options and using them can be problematic until you understand the way each step works (setting-up and defining rubrics, distributing work between participants, and releasing final feedback).

Make sure the participants have a clear understanding of how the feedback and the possible scoring will or will not impact their overall assessment. For this group I found it easier to just rely on the qualitative feedback and asked the group to ignore any scoring or quantitative feedback. It is also good to trial and experiment with the workshop ahead of time as timing each phase and releasing feedback requires some familiarity with the tool. Finally, I found it useful to have a few Finally, I found it useful to have a few participants who could give feedback quickly on what was visible to the participants. Once these are considered the workshop tool can be an extremely useful way to engage groups in peer review through online methods.

Conclusions:

Considering the range of possibilities with Moodle Workshop and similar products, effective uses can be derived using these tools including:

• Using course intended learning outcomes and graduate attributes as assessment criteria.

• Focusing the minds of students on producing work worthy of review by themselves, their peers and their educators sees greater engagement in individual and group settings.

• Following up with students during and after assessment, academics can ensure good engagement.

Relevant Resources

Moodle Workshop:
Moodle Workshop Activity - YouTube
Workshop: Peer review - YouTube
Moodle Workshop:
Workshop activity - MoodleDocs
Peerwise:
PeerWise (auckland.ac.nz)
PeerWise - Collaborative student learning - YouTube
SPARK:
SPARKPlus: moderating group work assessment - UTSOnline Help
Review:
REVIEW | Gradebook Software | Online Marking Tools | Academ
Review:
REVIEW – The Future of Assessment
Staff training session by Mark O'Connor:
September Staff Support Programme-20210903_140150-Meeting Recording.mp4
Video
Discussion by the authors of this paper