Programme

- About Rapide
- Working with peers in education
- Designing Peer Assessment
- Main Takeaways
To co-create, implement and share innovative pedagogies and aligned assessment for relevant and inclusive digital education in order to deal with the COVID-19 induced and similar crises and to support meaningful digital transformation of HEIs.

**Objective:**

1. Implement and evaluate innovative and inclusive pedagogies that support student engagement, practical skills development and deep approach to learning in an online environment by digitally and pedagogically competent and confident teachers
2. Support teachers to use relevant and inclusive assessment methods related to innovative pedagogies
3. Support students and teachers in the meaningful implementation of innovative pedagogies in an online environment by means of ethical use of learning analytics with special attention given to students at risk
4. Boost capacity of HEIs for monitoring and evaluating the implementation of innovative pedagogies in online, blended and distant learning and to perform impact analysis of innovative pedagogies on their digital transformation goals
How to help Lecturers?

RAPIDE e-COURSE
DESIGNED FOR HE TEACHERS, MANAGEMENT AND INSTRUCTIONAL DESIGNERS

Let’s get flipped!

RAPIDE e-course is research-based short online training scheme that includes theoretical introductions to topics, best-practice examples and hands-on activities.

4 Modules

1. Let’s innovative teaching
   Improve your current teaching by introducing innovative teaching strategies.

2. Let’s innovative assessment
   Improve your assessment practice by introducing innovative assessment methods.

3. Let’s innovative support
   Improve your learning and teaching environment by introducing innovative support systems.

4. Impact analysis of innovative pedagogies
   Evaluate the impact of innovative pedagogies on student engagement and learning outcomes.

Https://Rapide-project.eu
In student-centered approaches, students are facilitated in their learning process and require continuous feedback on their progress in attaining their learning outcomes.
Continuous Feedback

**NOT providing continuous feedback in student-centered approaches leads to:**
- Disenchanted students
- Freeriding
- Not achieving learning outcomes
- Lack of constructive alignment

**Challenges in Engaging and Assessing (Large) Groups of Students**

- **Students want (intermediate) feedback on their work**
  Think of (intermediate) deliverables such as essays, reports, designs, products
  Am I on the right track? What did I do wrong and what did I do right? What should I have done differently?

- **Students want feedback on their performance**
  Think of contribution, initiative, and attitude. Did I do enough? Am I contributing in a positive way?

- **Students want to be assessed in an acceptable and transparent way and have some influence on this process**
  Think of: How will I be graded? How will they know who did what? How will I know if I meet the criteria?

- **Students need to learn that feedback is useful otherwise no effect on learning outcomes and need training in giving feedback**
  Why is feedback useful? How do I give constructive feedback?

- **Lecturers must assess students individually in a transparent (accreditable) way**
  Who did what? Why is this essay better than that essay?

- **Lecturers want to give students feedback and accurately assess their work**
  Points for improvement, distinguish between good and bad work
Peer Assessment

"An arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status."

Keith Topping, 1998

Advantages of Peer Assessment

- Deepens students' understanding
- Allows students to develop transversal skills
- Allows students to receive feedback during course
- Reduces Lecturers' workload
- Can inform overall summative assessment
Types of Peer Assessment

I. Peer Review
Students review each other's output

II. Peer Grading
Students grade each other's work

III. Peer Evaluation
Student give each other feedback on work and/or process of work

Designing your Peer Assessment

PA Design depends on:
- Type of course
- Learning outcomes
- Institutional culture and regulations
- Tools and resources available
So little time, so many choices...

- What will you assess?
- Formative/Summative
- Anonymous/non-anonymous
  - Criteria
  - Etc...

Workshop Assignment

In max. of 6 groups, design a peer assessment for use in a fictional course using the many options available to you.

After 30 minutes each group peer assesses another group and vice versa giving a tip and a top each
Course 1: Programming

Course load 80h (incl. self study)  
8 weeks  
Students have to hand in individual weekly coding assignments and system design (flowchart) in Github  
Final exam on coding in week 9

Course 2: Introduction to Physics

Course load 80h (incl. self study)  
8 weeks  
Students have to complete weekly physics labs in groups with one page report  
Final assignment is to build a working measurement device as group in day long event in week 9 with given materials (scrap heap challenge)
Course 3: Design Project

Course load 120h (incl. self-study)
10 weeks
Students design, build, and test a marble run in groups that must connect to the marble run of the other groups
Students produce a prototype and an improved prototype
A 7-page draft design report must be handed in in week 5
A final design report must be handed in in week 8

PEER ASSESSMENT TIME

Each group finds another group to Peer Assess their PA Design for their chosen course

Please, individually, give a TIP (what could be improved) and a TOP (what you really like) by writing them on the post-its provided.
Thank you for taking part!