



5 Peer Assessment Activities for a New Era of Education



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INTRODUCTION

Unlocking new activities to engage students

There are many new tech and tools at the disposal of today's educators, but there is no replacing the creativity and innovation that goes into designing course activities that evoke critical thinking, and that provide meaningful opportunities to develop students' real-world skills to set them up for success in school and beyond.

Peer learning is an effective way to enhance learning and increase engagement and student interactions in in-person and online learning environments.

Wondering what type of activities work well with peer learning and peer assessment?

At Kritik, professors across a range of disciplines and departments incorporate peer assessment. This includes group-based learning with inter group and intra group activities and individual activities with single topic and multi-topic. Use cases include everything from research proposals, essays, presentations, reflection questions, case studies, lab reports, creative stories, summaries and reviews.

All assignments can be adjusted to incorporate peer learning to make an activity or assignment more meaningful and interactive for students.

Kritik has fully customizable rubric templates, activity examples and a structure that makes replicating and adjusting similar activities a seamless process. With the help of technology, innovating teaching and learning practices does not have to be an additional burden to an already busy workload. By involving students in the evaluation process and empowering them to provide feedback to their peers, it can reduce the instructor's grading burden while enhancing the overall learning experience.

Research Projects and Essays: break the assignment down into multiple parts to scaffold learning and ensure students receive feedback after each stage.

Reflection Writing: Have students evaluate their peers' work after each activity to make the activities more meaningful and to ensure they receive timely feedback to improve their work moving forward.

Problem Sets and Content Comprehension Questions: It can be challenging to motivate students to do their best work on smaller stakes assignments. Incorporating peer learning instills deeper learning into these assignments and relieves the professor from a heavy grading load, so they can focus on providing support that enhances, extends or corrects learning.

Creative Activities: Peer learning with creative activities? Yes! By providing a safe space for students to provide and receive anonymous feedback with their peers, professors can bring students together in online or in-person learning environments.

And much more...



80% of students agree or strongly agree Kritik helped them learn the materials better.



94% of students are motivated to succeed in evaluation activities.

<4% of students dispute grades.

Research Proposal



Prof. Lyzzie Golliher
Department of English
Old Dominion University



Kritik has allowed the peer review process to transform beyond a simple worksheet - it's a conversation now, one which encourages students to read and respond to one another in ways traditional peer review has never permitted.



The following activity details are condensed based on what Prof. Golliher shared with her class

Objective:

The objective is for students to complete a research paper step-by-step, gaining feedback throughout the process.

Instructions:

Complete a 1-2 page outline demonstrating a plan to execute your research proposal. Your outline should include your basic argumentative premise, any sources of bias that might influence your ability to impartially report on your topic, and the sub-topics you plan on researching as you move forward with your essay.

Refer to the rubric to ensure you are meeting the criteria. Submit your paper *without your name* on Kritik to maintain anonymity.

Scaffold learning by breaking up larger assignments into multiple parts.



In this case, Prof. Golliher had students draft and submit a research proposal and annotated bibliography as separate activities before submitting the final argumentative research paper.

Scaffolding ensures students receive the guidance and feedback they need and can gain inspiration from seeing and evaluating their peers' work.

Research Proposal Rubric

	Level 1	Level 2	Level 3	
Description of Topic	Topic is not described.	The topic's description is either too brief, too long, or unclear.	The topic has a sufficiently brief description that answers most questions a reader might have.	1
Reason for interest	Student did not describe why they are interested in the topic.	Student did describe why they were interested in the topic, but did not go into potential bias. Or vice versa.	Student went into detail with specific examples on their interest in the topic and the bias that could impact their judgement.	1
Research Areas Description	The student did not describe what areas they want to do research in.	The student's description of possible research areas is unrealistic, ill-described, or is not related enough to the main topic.	The research areas described are intriguing, full of depth, and seem well-suited to a research paper.	1
Type of Argument	Student did not list an argument type in this essay.	Student described what argument they wanted to use, but did not defend the choice.	Student described their argument type and defended it. The argument type is a good match for the topic.	1
Organization	Essay is extremely difficult to read.	Essay is a bit choppy or redundant. A few places may be jarring or confusing.	The essay is logically organized and easy to follow. One paragraph naturally flows into the next.	1
Grammar and syntax	Essay is riddled with grammatical and syntactical errors, to the point that meaning is obscured.	There are some errors, but you can still read it.	There are a few errors or no errors at all. Student has good grasp of grammar and syntax.	1



Model strong work with spotlight

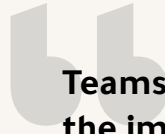
Use the spotlight feature in Kritik to highlight strong work and student evaluations.

[Read More...](#)

Experiment Design



Prof. Jonathan Wisco
Anatomy and Neurobiology
Boston University



Teams of students had to solve the impacts on the community and in this case it was a business proposal for increasing training and the efficacy of those training which is a huge problem in the business world.



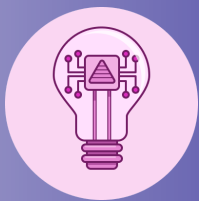
Objective: The following activity details are condensed based on what Prof. Wisco shared with his class

Critique the relevant literature, and develop an experimental design that tests a hypothesis on the effectiveness of methods to improve teaching and learning.

Instructions:

Each team will submit a proposed Next Experiment on Kritik. Template and grading rubric will be provided.

1. What will be the overall impact of the work to the community?
2. How will the work address an important problem or a critical barrier to progress in the field?
3. How will the work challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?
4. To the best of your ability, determine to what extent will the overall strategy, methodology, and analyses be well-reasoned and appropriate?



Use Kritik to divide your class into evenly distributed groups and challenge students to work together to solve a problem. This real-world learning can be used across all disciplines and class types.

Experiment Design Rubric

	Level 1	Level 2	Level 3	Level 4	
Clarity of thoughts	Central idea and the purpose of the essay are unclear	Central idea is not expressed clearly. Minimal sense of purpose is present in the essay.	Central idea is developed. The purpose is clear in most of the essay. There are minor unclear segments present	Well developed central idea. Clarity of the purpose is demonstrated throughout the essay.	2
Innovative Thinking	The essay demonstrates no innovative thinking.	Some new ideas are mentioned but are ambiguous or irrelevant to the concept.	The author presents some new ideas in relation to the concept.	Author puts the concept in an innovative perspective and introduces novel ideas.	2
Context and Purpose	The essay has no central idea nor supporting details.	The essay has a vague central idea and supporting paragraphs include multiple errors.	The essay has a clear central idea in the opening paragraph. The support includes some minor errors and confusions.	The essay has a clear and specific central idea in the opening paragraph that is followed by appropriate original, details and focused support.	1

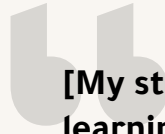
Student Feedback on Kritik:

I love Kritik because it allowed me to connect with my classmates and pushed me to be a better writer and it gave me direct feedback that will help me in future writings.

Case Analysis



Prof. Brian Hoyt
College of Business
Ohio University



[My students] appreciated learning by observing others because it gave them the tools, the rubric and the opportunity to provide peer-to-peer evaluations. The grading was anonymous but structured in a way that was helpful.



The following activity details are condensed based on what Prof. Hoyt shared with his class

Objective:

1. Students will be able to explain the decision making model
2. Student will be able to explain the 5 conflict management styles
3. Students will be able to explain the relationship between CDT, conflict management, and stress management
4. Students will be able to examine the connection between leadership traits and the D-M and CDT models

Instructions:

1. Read the 2017 meta-analysis research article on CDT that is posted on Bb
2. Review the Define, Explain, Apply approach document
3. Respond to the questions at the end of the article using details from the article
4. Respond to the questions (in red) with full/complete responses drawing from the text, available notes, research article, recorded lecture on selection or research articles m posted on Bb or from OU's library article databases



Manage disputes efficiently

Kritik uses a dispute management feature for students to articulate any concerns and to allow the professor to easily address questions.

Less than 4% of students dispute their grade.

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Case Analysis Rubric



	Level 1	Level 2	Level 3	Level 4	
Concept Understanding	Mentions CDT, D-M and conflict management models/theories in response, but does not fully define the model.	Fully defines CDT, D-M and conflict management models used for analysis.	Demonstrates complete understanding of CDT, D-M, and conflict management used for analysis.	Demonstrates a thorough understanding of the models/theories. Provides definitions and robust explanations including the importance to management, how it works and outcomes.	1
Application to Workplace	No connection is made between model and workplace application referenced in article/case.	Workplace application is discussed and model is mentioned but they are not connected directly.	Connection between model and workplace application is direct and covers the full model description.	The workplace application is directly connected to the model using a visual representation of the model (table, etc..) to compare/contrast.	1
Completed all Components	Some components of the assignment were not completed (ie. not all questions answered).	All components addressed but not all are full responses or address the entire model.	All assignment components are addressed; full responses; supporting evidence from the article used in responses.	All components address with full responses, including description of model; use of article details and textbook to support model.	1
Organization	Submission does not have report formatting.	The submission is minimally organized with some headings and bullets.	The submission is organized effectively with business formatting adding value to the folow of material presented.	The submission is organized effectively includes graphic/visuals and formats adds value to the logic of the analysis.	1

INDIVIDUAL | PROVE OR DISPROVE

Uniform Continuity



The highest performing first-year students went on to become the highest performing fourth-year students. Without Kritik, those students' talents would not have been uncovered.



Prof. Patrick Speissegger
Department of Mathematics
McMaster University

The following activity details are condensed based on what Prof. Speissegger shared with his class

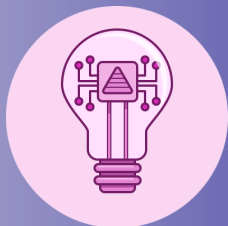
Objective:

Prove or disprove: the function f defined on the interval $(1,2]$ by $f(x) = (x^2 - 1)/(x-1)$ is uniformly continuous.

Instructions:

If you decided that the function f is uniformly continuous, give a proof; you may use any result to do so.

If, on the other hand, you decided that f is not uniformly continuous, give a proof by showing that, for any fixed $\epsilon > 0$, the $\delta(\epsilon, x)$ can get arbitrarily small.



Apply peer review to lower stakes assignments, so that students are required to articulate their understanding of course concepts and apply that to their peers' work.

This enables a deeper understanding of course material, and makes every activity meaningful and engaging for students.

Uniform Continuity Rubric

	Level 1	Level 2	Level 3	Level 4	
Use of Definitions	Several relevant definitions are missing or incorrectly stated, compromising the argument beyond repair.	Some relevant definitions are missing or misstated, but the proof is otherwise understandable.	The proof accurately invokes all needed definitions, though they may appear other than precisely where needed.	Relevant definitions appear where needed to guide the logical flow.	1
Use of Mathematical Notation	Notation and/or terminology is frequently misused. The writer may use personal rather than standard notation.	Most notation and terminology issued accurately. Errors are identifiable and correctable by a reader of experience.	Notation and terminology are correctly used, but there may be instances where the discourse would benefit from more or less use of symbols.	The proof uses accurate and appropriate mathematical notation and terminology. Symbolic notation is used to simplify the discourse.	1
Concise Writing	The proof contains several extraneous steps which lead to a confused organization.	The proof is well-organized but includes extraneous steps, definitions, theorems, or unnecessary repetition.	The author generally avoids digressions, but may repeat some ideas in an unnecessary way.	The proof is well-organized and succinct, without inclusion of irrelevant definitions or theorems. Spelling and grammar are correct.	1
References to Earlier Theorems	Reference to prior theorems is generally lacking, or the theorems in question are stated inaccurately.	Some theorems necessary to the deductions are used correctly, but others are missing, misused, or stated inaccurately.	Reference to necessary prior theorems is complete but may be somewhat vague.	The proof accurately references necessary prior theorems, with explicit statements or name.	1
Logical Flow	The hypothesis or conclusion is missing or incorrect. The stated chain of deductions does not lead to the stated conclusion.	One or more intermediate deductive steps are missing or unclear, but the correctness of the proof is not compromised.	The chain of deductive steps is complete and correctly ordered.	A clear, complete and properly ordered chain of deductive steps leads from hypothesis to conclusion.	1

INDIVIDUAL | CREATIVE

Quick Self Portraits



Prof. Michael Jones
Communication, Culture and IT
Sheridan College



[Kritik] promotes the sense of storytelling and also discovery and creation. I end up learning a lot from other students because we have a very multi-national student body. It's a totally different world and students bring those kinds of experiences into the classroom.



Objective:

The following activity details are condensed based on what Prof. Jones shared with his class

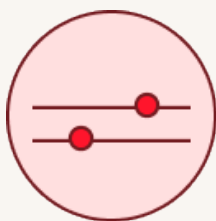
Build your own style and identity through the Ivan Brunetti character model.

Instructions:

Using Ivan Brunetti's character model, draw a self-portrait in a neutral context. This sketch is supposed to be quick - take 3-4 minutes.

You will be given four specific contexts weekly to draw this same character in. Each week, you will refine your character and see how they react to new, often weird situations. Each one of these four caricatures will take 3-4 minutes. Do them in a single page divided into quarters.

Look at your work and come up with a new name for this "new you".



Calibrate evaluations to students' individual abilities

Quickly and accurately figure out where each student is at, and monitor progress throughout the semester with calibration in Kritik.

[Read More...](#)

Quick Self Portraits Rubric

	Level 1	Level 2	Level 3	
Creativity	Uninspired, basic, lazy, too simple with lack of detail.	Some effort is evident embellishing character and giving it personality and distinction.	Innovative use of detail and embellishment, character comes to life and has a clear, engaging personality.	1
Following the Brunetti Model	No attempt to follow the Brunetti character model shown in class.	Mostly follows the Brunetti model with some deviations.	Follows the Brunetti character model well.	1
Name Choice	No name or just repeating student name.	Alternative name is there, is OK, but might be more interesting or fit character design better (provide suggestions for alternatives if so?)	Alternative name is compelling and innovative and seems to fit character and design well.	1
Four Contexts	Four contexts are not there or character design doesn't adapt to other contexts - contexts are barren and unclear.	A reasonable attempt at filling in contextual details but overall limited feeling of the character adapting to the prompt.	Clear repositioning in four different contexts, contexts are clearly engaged by character in clear and compelling manner.	1

Student Feedback on Kritik:

I think the Kritik assignments not only enhanced my own learning by letting me teach others about the material but also helped me learn the material by having others teach me.



Transforming Students into Critical Thinkers

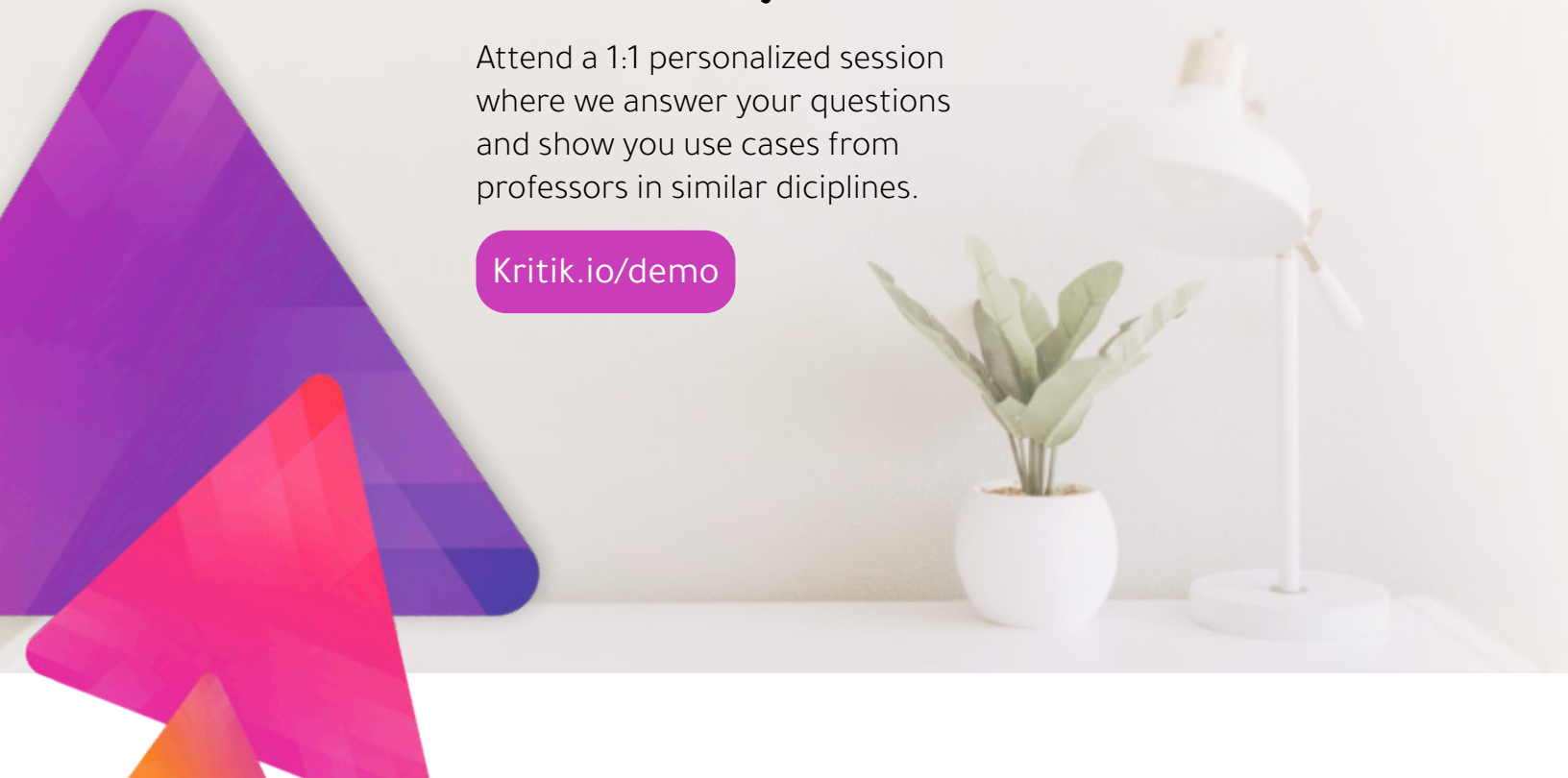
Kritik is the **#1 peer learning platform** to engage students, increase student interactions and reduce educators' grading burden.



Get Started Today

Attend a 1:1 personalized session where we answer your questions and show you use cases from professors in similar disciplines.

[Kritik.io/demo](https://kritik.io/demo)





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