



# Peer Review for Qualitative Feedback

Educational Design and Digital Innovation

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*Celebrating*  
**50**  
YEARS  
1970 - 2020

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# Learning Outcomes

By the end of this session you will be able to:

1. Consider using a Peer Review process as a graded assessment task
2. Explore the settings for the Peer Review tool
3. Get help with Peer Review for qualitative feedback.

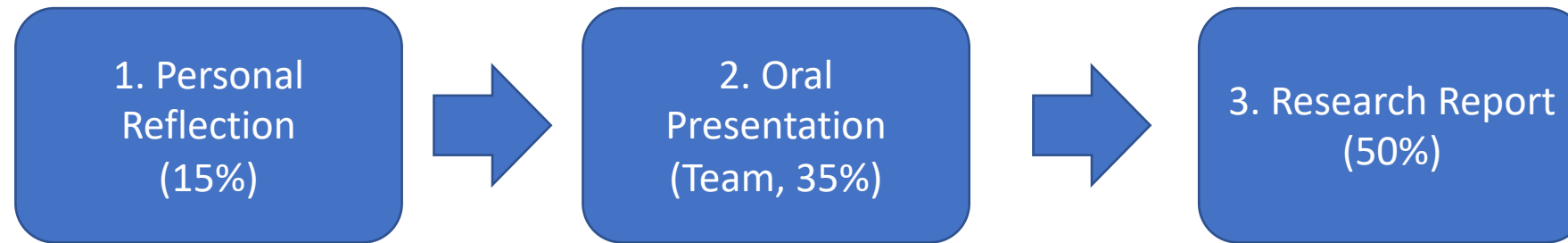
# A new functionality – Peer Review

- Enables students to review/assess each other's work and give **qualitative** feedback
- Enables the teacher to assign a mark and give each student feedback on their participation in the process.

## Important

- Students do NOT give each other marks in this process.
- The teacher DOES give each student a mark for their peer reviews

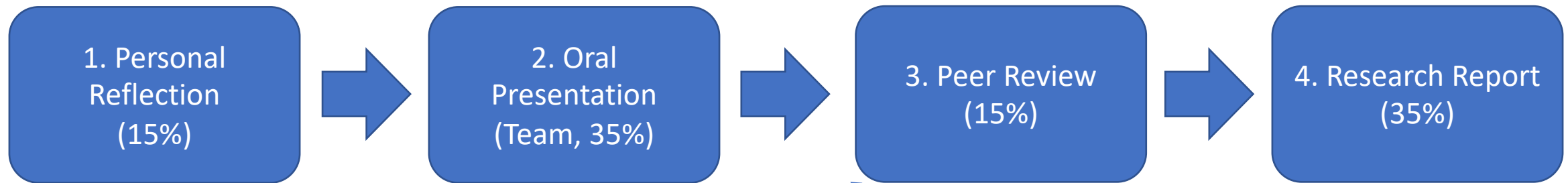
# Assessment Design



# Consider this email

“Dear Professor, can I send you a draft of my Research Report so I can get some feedback before I submit?”

# Assessment Design + Peer Review

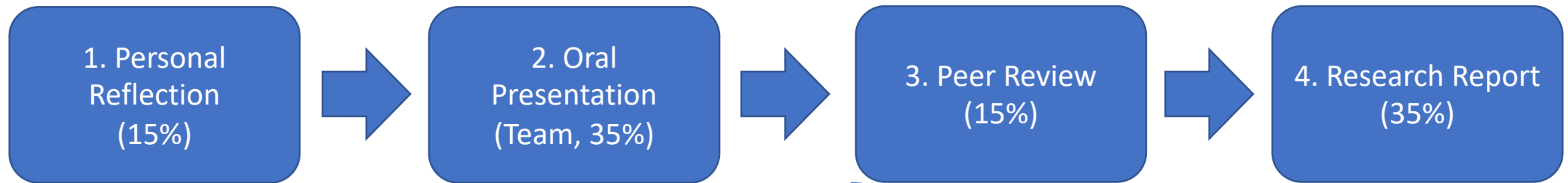


**Students** use criteria from the **Research Report Marking Rubric** to guide their reviews.

**Teacher** assesses each student's review work using a **Peer Review Marking Rubric**.

**Teacher** assesses FINAL Research Report using the **Research Report Marking Rubric**.

# Assessment Design + Peer Review



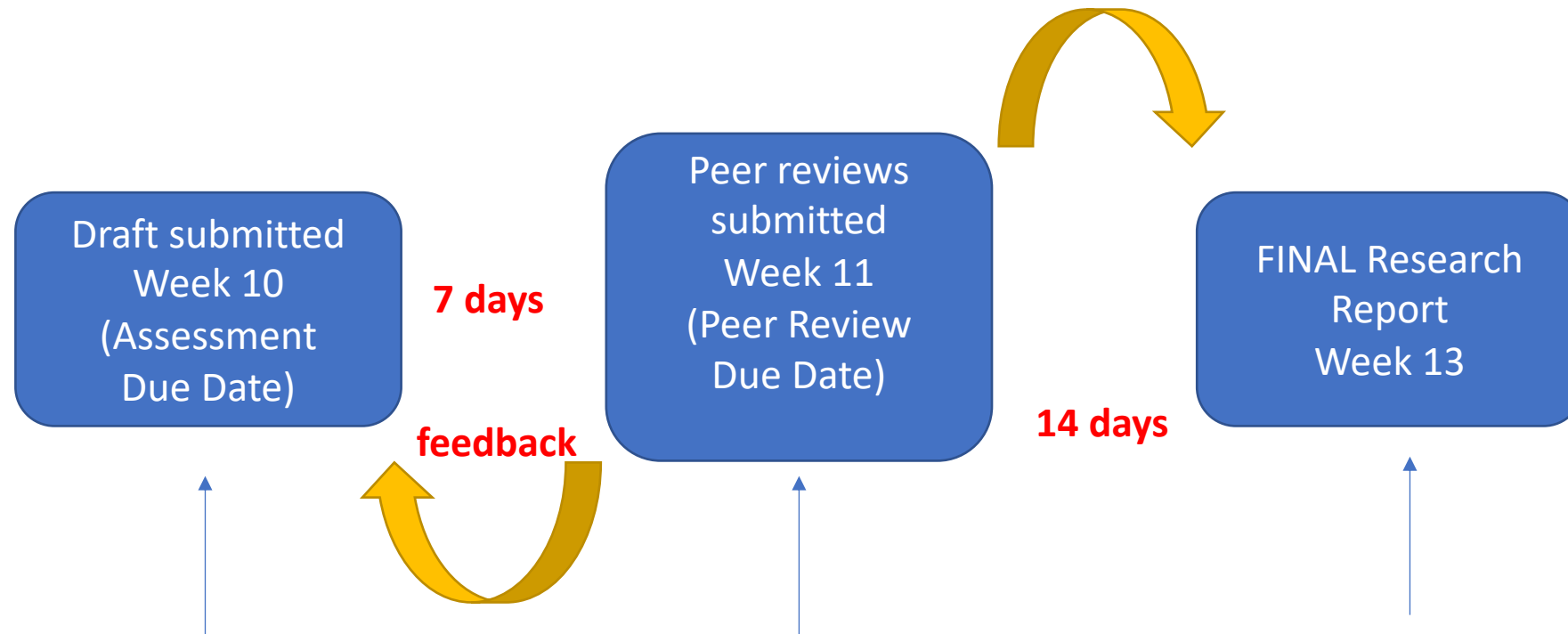
**Students** use criteria from the **Research Report Marking Rubric** to guide their reviews.

**Teacher** assesses each student's review work using a **Peer Review Marking Rubric**.

**Teacher** assesses FINAL Research Report using the **Research Report Marking Rubric**.

**Students gain deeper understanding of how their work will be assessed, also gain useful feedback from peers.**

# Assessment 3: Peer Review – Student view



Students submit a draft before the **Assessment due date**. They are then assigned  $n$  peer drafts to review.

Students review  $n$  drafts by the **Peer Review due date** using guiding questions based on the Research Report Marking Rubric.

Students use **feedback** from their peers and deeper understanding of the task to finalise their work.



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# Peer Review Settings

“Assessment due date” – when students submit their draft  
**NOT when the final submission is due!**

“Peer review due date” – deadline for peer review submissions

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# Help with Peer Review for Qual Feedback

## **Blackboard Help for Teachers: Using Peer Review for Qualitative Peer Assessments**

- [https://help.blackboard.com/Learn/Instructor/Ultra/Assignments/Self\\_and\\_Peer\\_Assessment/Peer\\_Review\\_for\\_Qualitative\\_Peer\\_Assessments](https://help.blackboard.com/Learn/Instructor/Ultra/Assignments/Self_and_Peer_Assessment/Peer_Review_for_Qualitative_Peer_Assessments)

## **Blackboard Help for Students: Submit Assignments Using the Peer Review tool**

- [https://help.blackboard.com/Learn/Student/Ultra/Assignments/Submit\\_Assignments\\_With\\_Qualitative\\_Peer\\_Review](https://help.blackboard.com/Learn/Student/Ultra/Assignments/Submit_Assignments_With_Qualitative_Peer_Review)

## **Learning Design Support:**

- <https://www.jcu.edu.au/learning-and-teaching/teaching@jcu>

## **AskLearnJCU for tech support**

- <https://www.jcu.edu.au/learning-and-teaching/teaching-online/support>

# Peer Review Assessment Criteria

You will be assessed on your ability to:

- Apply the Review Criteria accurately and with insight in your peer reviews. (5 marks)
- Offer appropriate and constructive advice for improvement (5 marks)
- Write using language that is clear, specific, understandable and encouraging. (5 marks)

# Assessment Item 3 Marking Rubric

Start a capture

Rubric Type: Percentage Range

Criteria	Excellent	Good	Poor
<p>1. Apply the review criteria accurately and with insight in your reviews</p> <p>34% of total grade</p> <p><a href="#">Align with goals</a></p>	<p>75 - 100%</p> <ul style="list-style-type: none"><li>The review shows a thorough to deep understanding of 3-4 criteria.</li><li>The evaluation of the draft through the criteria is highly appropriate and accurate</li></ul>	<p>50 - 74%</p> <ul style="list-style-type: none"><li>The review shows a basic to competent understanding of 2-3 criteria.</li><li>The evaluation of the draft through the criteria is mostly appropriate and accurate</li></ul>	<p>0 - 49%</p> <ul style="list-style-type: none"><li>The review shows a limited understanding of the criteria.</li><li>The evaluation of the draft through the criteria is inappropriate and inaccurate</li></ul>
<p>2. Offer appropriate and constructive advice for improvement</p> <p>33% of total grade</p> <p><a href="#">Align with goals</a></p>	<p>75 - 100%</p> <ul style="list-style-type: none"><li>The advice given is substantial and would lead to significant improvement in the draft</li></ul>	<p>50 - 74%</p> <ul style="list-style-type: none"><li>The advice given would lead to some modest but noticeable improvement of the draft.</li></ul>	<p>0 - 49%</p> <ul style="list-style-type: none"><li>The advice given would lead to no noticeable improvement of the draft.</li></ul>
<p>3. Write using language that is clear, specific, understandable and encouraging.</p> <p>33% of total grade</p> <p><a href="#">Align with goals</a></p>	<p>75 - 100%</p> <ul style="list-style-type: none"><li>The review uses language of a high quality with minimal errors.</li><li>Meaning is understood with minimal effort</li><li>Tone is appropriate for a peer review, positive, encouraging and helpful.</li></ul>	<p>50 - 74%</p> <ul style="list-style-type: none"><li>The review has some errors of grammar</li><li>Mean is understandable with small effort</li><li>The tone is somewhat appropriate, encouraging and helpful.</li></ul>	<p>0 - 49%</p> <ul style="list-style-type: none"><li>The review has many errors of language</li><li>Mean is understandable with considerable effort</li><li>The tone is not appropriate to a peer review.</li></ul>