



# Peer Assessment with FeedbackFruits



McGill

Teaching and  
Learning Services

November 2023





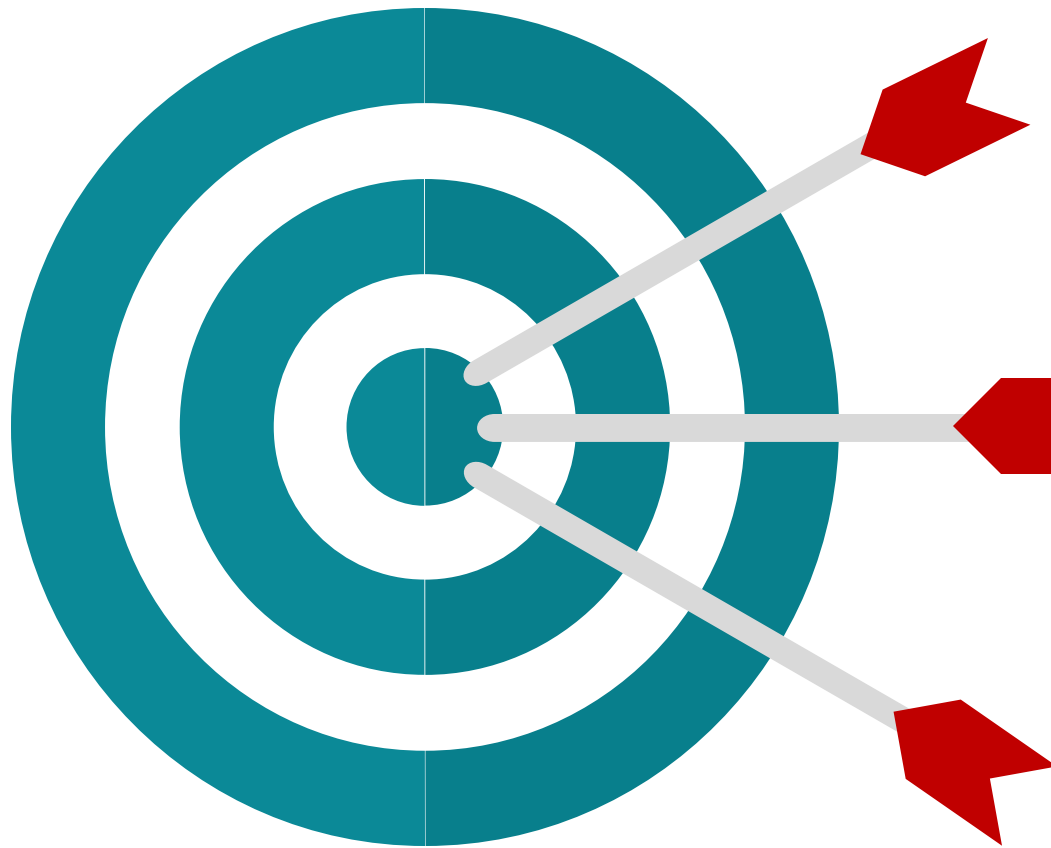
# Land acknowledgment

Even meeting in a virtual environment, we would like to acknowledge the Indigenous Peoples of all the lands that we may be separately on today. We do this to reaffirm our commitment to and responsibility for improving relationships among nations, and to improving our own understanding of local Indigenous peoples—the Haudenosaunee and the Anishinabeg—and cultures.

(Inspired by [A guide to acknowledging First Peoples and traditional land.](#))



# Learning Outcomes



**Define** peer assessment and the rationale for its use.

**Identify** the key parts of a peer assessment activity.

**Recognize** how FeedbackFruits can be used for peer assessment.



# *Barry Eidlin teaches Sociological Inquiry (SOCL 211) in the Faculty of Arts.*



*“Most undergrads typically encounter two forms of writing: their own jumbled mess of ideas that they struggle through as they’re coming up with their own assignments, and the highly polished, revised, peer reviewed work that they read in their classes. They don’t immediately see anything connecting the two. [...] Having students do PA exposes them to the idea of writing as a process.”*



## Zoom Poll



Have you ever used peer assessment in one of your courses?

# Types of Peer Assessment

<https://mcgill.ca/tls/instructors/assessment/peer>

## Peer assessment of other students' assignments

This refers to students providing feedback on other students' assignments to help them improve their work. This feedback may or may not involve a grade. When properly implemented, PA can be a reliable and valid method of assessment.

### Resource document

Discover strategies to implement PA, support students in giving peer feedback, and foster students' buy-in

Download PDF



### Assignment examples

Use these examples as inspiration for guiding questions, rubrics, checklists and rating scales

View examples



## Peer assessment of contributions to teamwork

This refers to having students assess peers' contributions to teamwork as well as their behaviour throughout the completion of the assignment. PA of teamwork has the potential not only to mitigate challenges associated with students working in groups, such as "social loafing," but also develop students' collaboration and negotiation skills.

What does teamwork look like? How can students develop their feedback skills to support teamwork? [This brief TLS video](#) addresses how peer assessment can support productive and harmonious team experiences by making students accountable to their team members.

### Resource document

Learn how to use PA of teamwork to foster students' productive and collegial work in teams and minimize conflict

Download PDF

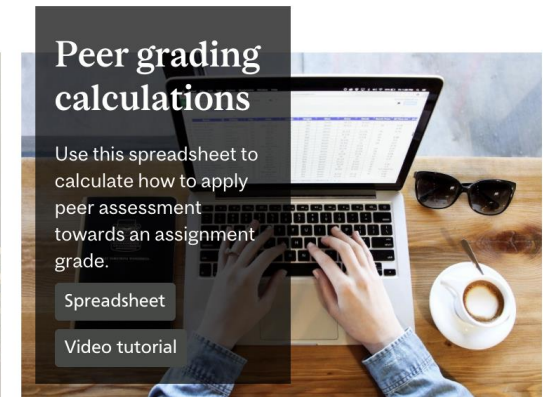


### Peer grading calculations

Use this spreadsheet to calculate how to apply peer assessment towards an assignment grade.

Spreadsheet

Video tutorial



# What is peer assessment of student work?

Students provide feedback on other students' assignments to help them improve their work.



- ✓ Critical reflection
- ✓ Constructive feedback
- ✓ More perspectives

Mulder, Baik, Naylor, & Pearce (2014)

# How does Peer Assessment work?



Students hand in  
their work



They give  
anonymous feedback



They give feedback on  
the feedback



The teacher gets an  
overview





# Lawrence Chen, teaches "Intro to the Eng. Profession" (FACC 100) in the Faculty of Engineering

## Teaching for Learning @ McGill University

DISCUSSING WHAT MATTERS IN HIGHER EDUCATION.

ABOUT STUDENTS TODAY FACULTY TODAY UNIVERSITIES TODAY EVENTS SUBMIT A POST

FACULTY TODAY

### Peer Assessment: Goals, technology and student perspectives in a large, first-year course

BY JENNIE FERRIS  
JULY 19, 2017

COMMENT 1



A number of instructors at McGill have been integrating peer assessment (PA) in their courses and have generously shared some of their reflections on the experience.

Lawrence Chen teaches Introduction to the Engineering Profession (FACC 100), a required course for all first-year students in the Faculty of Engineering. During a conversation about his experience with PA, he shared how he implemented PA in this course of approximately 400 students (across two course sections), and shared feedback from his students about their experience.

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Task	Role		Submission Deadline
	Author	Reviewer	
1	Write and submit your paper		Mon, Oct 19 (5 pm)
2		Evaluate papers that have been assigned to you for review. Provide thoughtful and useful comments. You will evaluate each paper in several categories and a scoring rubric will be provided.	Thu, Nov 5 (5 pm)
3	Evaluate the reviews given to your paper.		Thu, Nov 12 (5 pm)
4	Revise your paper according to the feedback and comments received. Submit your revised paper.		Thu, Nov 19 (5 pm)
5		Evaluate papers that have been assigned to you for review. Provide comments and justification for the scores that you give. The paper will be evaluated in the same categories and using the same scoring rubric as in the first peer review.	Thu, Dec 3 (5 pm)
6	Evaluate the reviews given to your paper		Dec 7 (5 pm)

Peer review exercise timeline

# Chat Activity



What opportunities and challenges do you anticipate with Peer Assessment?

# *Nicole M. Ventura teaches ANAT 316 in the Faculty of Medicine*

Dedicated entire class period describing assignments and peer assessment process:

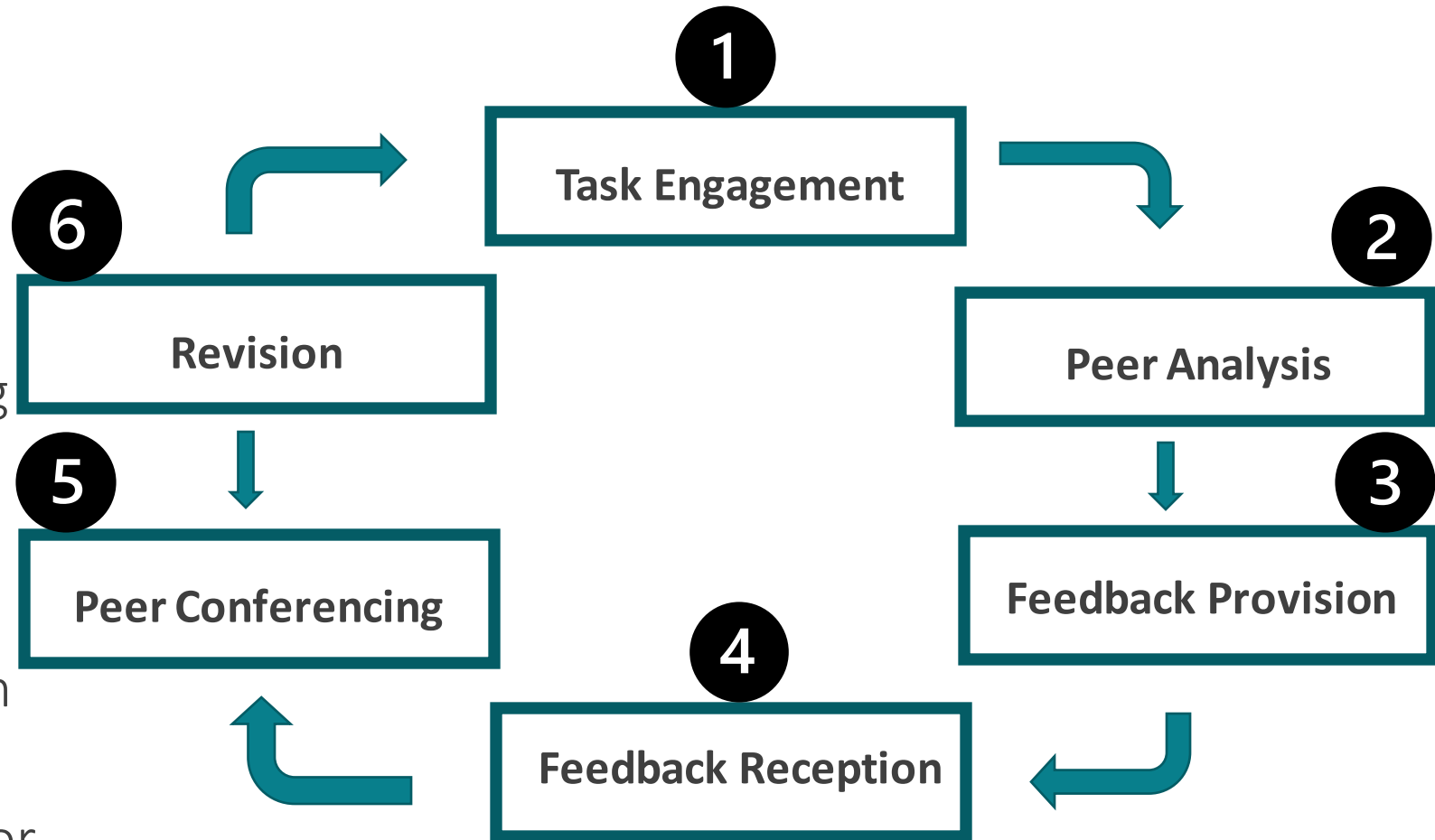
- 1) What is peer assessment?
- 2) What skills will you acquire in this process?
- 3) What is good constructive feedback and how do I give it?
- 4) How do I receive feedback from others?





# Different roles (Jentges, 2021)

- 1 Students, who commit to the whole learning process
- 2 Authors/Producers, who create work
- 3 Feedback givers, who act as talent developers or sparring partners
- 4 Feedback recipients, who practice intellectual humility
- 5 Collaborators, who reflect on the whole process
- 6 Decision makers, who may (or may not) incorporate feedback from others



# Four pillars of good feedback

1. Constructive
2. Specific
3. Justified
4. Kind



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# Benefits and Challenges of Peer Assessment



# Benefits for students

- Support critical reflection on work
- Receive more feedback
- Learn to give constructive feedback
- Develop assessment skills
- Reflect on and adopt discipline-specific practices



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)



# Benefits for Instructors

- Focus on process, authentic work
- Gain insight into students' misconceptions
- Provide students with diverse feedback
- Reduce the assessment workload\*

\*Not necessarily



# Challenges of Peer Assessment of Student Work

- Need for proper guidance
- Unease assessing peers
- Buy-in on feedback process
- May have past negative experience
- Potentially time-consuming
- Unaware of level of work involved





## Zoom Poll



Which of the following tools have you used to facilitate the peer assessment (PA) process?

- Peerceptive
- Peergrade
- Eduflow
- FeedbackFruits
- Other
- Never used a PA tool

# Using FeedbackFruits for Peer Assessment







# Peer Assessment Tool Update







- Transitioning from Eduflow to FeedbackFruits
- Eduflow no longer available after Dec 31, 2023
- Back up your data from Eduflow and grade all work before Dec 31, 2023
- Submit a request to add FeedbackFruits to your course

# FeedbackFruits Tool Suite




## Feedback & Assessment

-  **Group Member Evaluation**
-  **Peer Review**
-  Skill Review
-  Assignment Review
-  Automated Feedback
-  Self-Assessment

## Collaborative Learning

-  Interactive Study Material
-  Comprehension
-  Discussion on work
-  Discussion on topic

## Synchronous Learning

-  Interactive Presentation
-  Quiz
-  Team Based Learning



# What is FeedbackFruits?

Students give feedback



on submitted work



Peer Review

on skills



Group Member Evaluation

- ✓ **Fully integrated** in myCourses
- ✓ **Push grades** directly to myCourses
- ✓ **Sync your groups** from myCourses
- ✓ Easily **share** activities
- ✓ **Reuse** rubrics and activities
- ✓ **Flag**-to-teacher feature
- ✓ **Select/highlight text** and provide feedback
- ✓ AI-powered **feedback coach** to guide students in giving better feedback



# Why FeedbackFruits?



Suitable for synchronous and asynchronous learning



Student reflection (optional)



Student anonymity



Configurable grading



Track student progress

# Types of Peer Review Assignments



Essay outline



Written report



Reflection on readings



Oral presentation video



Presentation visuals



## File requirements

Allow students to hand in these file types [?](#)

Documents  Video  Website  Image  Audio  Other



← Write feedback comment

Select applicable criterion

The overall presentation is professional and

page 1



Write your feedback

I like the idea here but I would suggest the following...



Posting as Amiable Burgundy Raspberry. Only the teacher will be able to see it's you.

Compliment

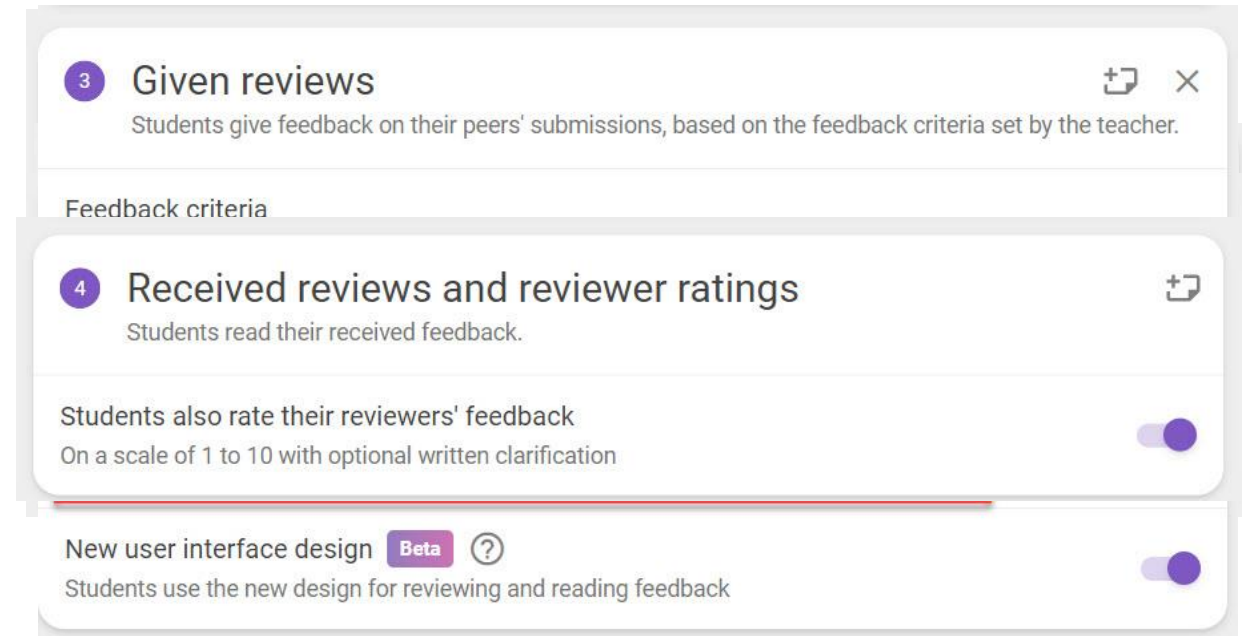
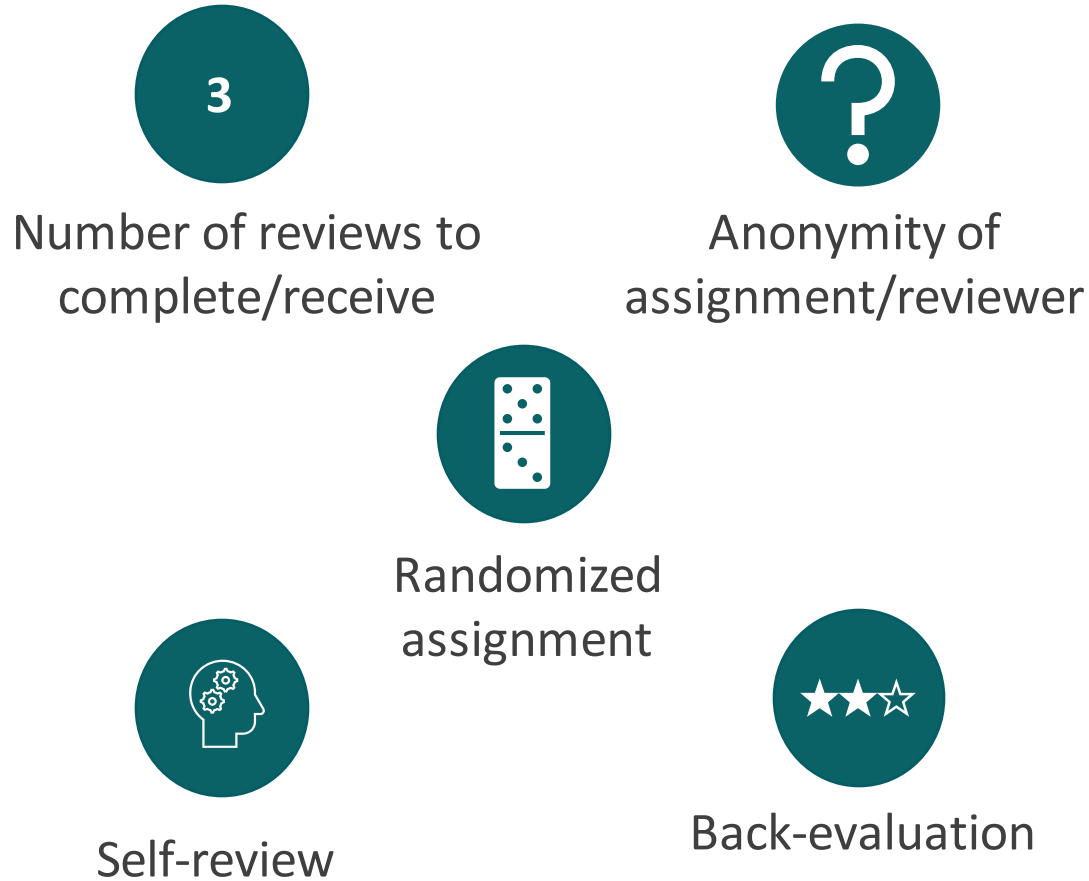
Suggestion

POST

WRITE FEEDBACK (2 required)



# Review Process



3 Given reviews + ×  
Students give feedback on their peers' submissions, based on the feedback criteria set by the teacher.

Feedback criteria

4 Received reviews and reviewer ratings +  
Students read their received feedback.

Students also rate their reviewers' feedback  
On a scale of 1 to 10 with optional written clarification

New user interface design Beta ?   
Students use the new design for reviewing and reading feedback

(Bloxham & West, 2004; Leialoha, Leialoha, & Leialoha-Waipā, 2012)


# Student Collaboration





- Synch with myCourses Groups
- Submit/review individually or as a group
- Automatic or manual allocation


✕ Choose which groups will participate  
Groups were last synced from Canvas 5 minutes ago


Group 1 3 students ^


 Connor Murphy

 Matthew Smythe

 Robert Cloud

Group 2  2 students v

Group 3  3 students v

Group 4  3 students v

Group 1 No groups v

*(Note: The screenshot shows a discrepancy where the selected group is labeled 'Group 1' but the summary below indicates '1 group with total 3 students assigned', which likely refers to the 'Group 1' entry at the bottom.)*

[i](#) 1 group with total 3 students assigned < BACK DONE



# Configurable Grading



- Modify weights and criteria
- Manual grading override
- Synch with myCourses Grades
- Pass/Fail grading
- Schedule publishing of grades

### Grading

Configure which facets of the activity should be weighed in the students grade.

Weight	Grading facet	Include
25 pp	Hand-in step completed	<input checked="" type="checkbox"/>
25 pp	Completed giving feedback	<input checked="" type="checkbox"/>
30 pp	Has written the minimum number of review comments: 1	<input checked="" type="checkbox"/>
0 pp	⌵ Ratings received on work in total	<input type="checkbox"/>
20 pp	Has read all received feedback	<input checked="" type="checkbox"/>

**100 %**

**DONE**

# Track Student Progress



- Download .xlsx
- Data dashboards
- Keyword insights
- Heat map

**Peer discussion**  
Students discuss work from their peers before joining the open discussion module.

[GO TO THE DISCUSSION](#) ★ 15% of the grade

Often mentioned by students ? Beta

news 12   discourse 11   language 11   shape 11   use 10   analysis 9   online 9

medium 8   perspective 7   interesting 7

Students still in progress 0

▼ Students that discussed 4

Total points 12 out of 15  
**80%**

improvement.

Met the requirements and contains of all information. Slight

Great job!

# Key Takeaways



Increase critical thinking, reflection, feedback and quality of student work



Requires careful planning



FeedbackFruits can manage the process to make it easier to implement PA

# Next Steps



Register for upcoming sessions

[mcgill.ca/tls/events](https://mcgill.ca/tls/events)



Access resources

[mcgill.ca/tls/instructors](https://mcgill.ca/tls/instructors) | [mcgill.ca/teachingkb](https://mcgill.ca/teachingkb) | [teachingblog.mcgill.ca](https://teachingblog.mcgill.ca)



Connect with a colleague



Book a consultation

[mcgill.ca/tls/contact/consultations](https://mcgill.ca/tls/contact/consultations)





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Your feedback is important