WHAT IS IT?

PeerEval is an online peer evaluation tool, which integrates with myCourses. It provides a way for students to anonymously share their feedback on how their group worked together on a project.

With the PeerEval tool, faculty can choose from a number of templates or customize their own questions (i.e., likert scale or open ended text) to create multiple evaluations for a course. For example, the same evaluation can be set up for all student groups or different evaluations can be administered at different times to collect feedback on a variety of team-based activities.

It can be accessed online at: peer.eval.rit.edu

WHAT IS THE EVIDENCE IT HAS A POSITIVE IMPACT ON LEARNING?

• Many students find the process of peer evaluation beneficial and it increases the group dynamic with clear assessment requirements (Lewis 2006).

• Peer evaluations can contribute toward students’ development of additional skills that not only have direct value in the classroom, but will also be immediately transferable and relevant to shaping more effective employees. (Brutus, S., Donia, M. B., & Ronen, S. 2013).

• Having their performance evaluated by peers teaches students about teamwork and what is expected of team members; encourages students to reflect on team processes, their own team contributions, and their teammates’ contributions; and provides students with developmental feedback. (Dominick, P. G., Reilly, R. R., & Mcgourty, J. W. 1997)

• As members of a team, students are better able to observe and evaluate one another’s contributions than their instructor who is often an “outsider” to the team’s interaction and process of working together. (Millis B. J., Cottell P.G. Jr.. 1998)

PEER EVAL IN ACTION

Key Steps
1. Set clear expectations prior to the start of the group project as to how the Peer Evaluation tool will be used.
2. Share a copy of the Peer Evaluation questions with the students prior to the start of the project.
3. Make sure that the criteria used in the evaluation is directly related to the outcomes and goals of the group project.
4. Use the Peer Evaluation tool as a formative assessment tool. Requiring students to rate the performance of their group members multiple times throughout the project can allow for students to make adjustments to their performance based on the results.

If you would like to work with an Instructional Design Consultant, please visit the Teaching and Learning Services: rit.edu/tls
5. Use the Peer Evaluation tool as a summative evaluation at the end of a group project. This summative assessment activity can be used to obtain student feedback on how well their team mates contributed and how they rate their own performance in the team. When comparing the peer and self-ratings for each group member, the instructor can gain further insight into what was going on in the group.

6. The Peer Evaluation results should not be the sole component of the individual's final grade on the group project. Peer Evaluations are subjective in nature and should be weighted with other factors of performance.

Faculty Example

Jim Morgan, Texas A&M University
(http://learning.tamu.edu/resource/student-peer-assessment-and-evaluation-tamu-examples)

Dr. Morgan assigns individual grades based on team effort in a first-year engineering class of 100 students. Some of the practices he uses are described below.

- Places a signature block for students on all team assignments. By signing, the students verify that, "I did my share of the work, and I have a general understanding of the contents of the assignment". All team members get the same grade on any single assignment, however, if a signature is missing from the assignment, those who do not sign do not get credit. Even so, students can decline to sign or teams can refuse to let members sign.
- Uses peer assessment (including anonymous feedback) after each month to allow students to see themselves as others see them and to give an opportunity for improved performance.
- Uses peer evaluation to adjust semester-average team grades for individual students. The average grade on a team is the grade earned (and given) by the instructor.

PeerEval Templates

The PeerEval system has two types of templates, long form (17 questions) and short form (6 questions). These questions can be edited, removed, or not used at all.

- Long Form Template
- Short Form Template

WHERE CAN I LEARN MORE?

RIT Teaching and Learning Services

- PeerEval Online Manual
- Video Tour
- Individual Consultation Request Form

If you would like to work with an Instructional Design Consultant, please visit the Teaching and Learning Services: rits.tls
References


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