Moodle Workshop Feature (Peer Review)

0 Flips the classroom
0 My research questions:
  ▪ Is online peer review more or less effective than traditional, in-class peer review?
  ▪ Are students more motivated and engaged when their review efforts are graded?
Methods

0 Six essay assignments
  ✓ Essay #1: In-class peer review, ungraded
  ☐ Essay #2: In-class peer review, graded
  ☐ Essays #3-6: Moodle workshops, graded

0 Post-peer review surveys

0 Post-revision surveys
In-Class Peer Review: Essay #1

- Assigned partners
- Used 3-part carbonless review sheets
  - “Writer’s Letter”
  - Learning Goals Rubric
  - “Reviewer’s Letter”
- Allotted time for reading essays, filling in sheets, and brief discussion
Post-Peer Review Survey

0 61% indicated they did peer review activities in high school
0 Recurring themes
  - Preference for group sessions
  - Desire for more in-class time for discussion (before and after)
Peer Review of Essay #2
(in class next week)

- Use same review worksheet, with additional learning goals
- Grade peer review efforts
- Assign groups of three students each
- Allow for more in-class discussion time
- Do survey afterwards
Moodle Workshops: Essays #3-6
(same assigned groups)
Moodle Set-up...

Priorities:

- Grade for effort at peer review
- Retain “Writer’s Letter” & “Reviewer’s Letter” features
- Emphasize learning goals again (rubric)
- Require additional written feedback to be evaluated (paragraph)
- Allow for in-class discussion time afterwards
October 6 - October 12

 Essay #3 Workshop

This workshop allows for online peer reviews of essay #3. You will review both of your group members' essays. First upload your own essay (Word document) by midnight on Friday, 10/10 (12 AM on 10/11, actually). Be sure to include your "Writer's Letter" on the first page. In a few sentences, reflect on the draft and its strengths and weaknesses. This will help the reviewers address those concerns when filling in the rubric and writing comments.

Then review both group members' essays on Moodle by midnight on Sunday, 10/12 (12 AM on 10/13). The process for both reviews is as follows:

1. Read the essay on Moodle. Do not insert comments or make corrections.
2. Evaluate the essay by filling in the rubric provided on Moodle. The rubric addresses learning goals from our textbook, They Say, I Say.
3. Moodle will require you to upload a paragraph of additional feedback (Word document). This commentary should elaborate on your rubric selections and provide additional feedback you think will be helpful. Your comments will be evaluated by Mrs. Wheeler and will form the basis of your peer review grade for this round.
4. After uploading your feedback, you will be reminded of the "Reviewer's Letter" activity on Moodle (same week). Wait until you've completed reviews of both essays before doing this activity.
5. Read your group members' evaluations of your draft by class time on 10/14.
6. Come to class ready to discuss the essays with your group members.

Reviewer's Letter

How did reading your group members' drafts affect the way you think about your own draft? Do you have similar strengths and/or weaknesses? Write a few sentences of reflection.
## Essay #3 Workshop

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<thead>
<tr>
<th>Setup phase</th>
<th>Submission phase</th>
<th>Assessment phase</th>
<th>Grading evaluation phase</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set the workshop description</td>
<td>✓ Provide instructions for assessment</td>
<td>Workshop will automatically switch into the assessment phase after Saturday, October 11, 2014, 12:00 AM (16 days left)</td>
<td>✓ Calculate submission grades expected: 19 calculated: 0</td>
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<tr>
<td>✓ Provide instructions for submission</td>
<td>✓ Set up scheduled allocation</td>
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<td>✓ Calculate assessment grades expected: 19 calculated: 0</td>
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<tr>
<td>✓ Submit assessment form</td>
<td>✓ Allocate submissions expected: 19 submitted: 0 to allocate: 0</td>
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<td>✓ Provide a conclusion of the activity</td>
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<tr>
<td>✓ There is at least one author who has not yet submitted their work</td>
<td>✓ Open for submissions from Thursday, October 9, 2014, 8:00 AM (17 days left)</td>
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<tr>
<td>✓ Open for submissions from Saturday, October 11, 2014, 12:00 AM (16 days left)</td>
<td>✓ Submissions deadline: Saturday, October 11, 2014, 12:00 AM (16 days left)</td>
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<tr>
<td>✓ Time restrictions do not apply to you</td>
<td>✓ Assessment deadline: Monday, October 13, 2014, 12:00 AM (20 days left)</td>
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# Essay #3 Workshop

## Submission phase
- Check your work
- Open for submissions from Thursday, October 9, 2014, 8:00 AM (17 days left)
- Submissions deadline: Saturday, October 11, 2014, 12:00 AM (18 days left)

## Assessment phase
- Open for assessment from Saturday, October 11, 2014, 8:00 AM (19 days left)
- Assessment deadline: Monday, October 13, 2014, 12:00 AM (20 days left)

## Instructions for submission
Upload your essay and review the essays by members of your group by the dates and times specified on the syllabus.

## Your submission
You have not submitted your work yet.
Essay #3 Workshop
Assessment form

Criterion 1
Understanding and presenting the "conversation" early in essay
- Not yet demonstrated
- Demonstrated somewhat
- Demonstrated well

Criterion 2
Crafting a specific, arguable, and interesting thesis
- Not yet demonstrated
- Demonstrated somewhat
- Demonstrated well

Criterion 3
Appropriate use of summary (with lead-in statements)
- Not yet demonstrated
- Demonstrated somewhat
- Demonstrated well

Criterion 4
Appropriate use of paraphrasing (with lead-ins and citations)
- Not yet demonstrated
- Demonstrated somewhat
Thank you for reviewing your peer's paper. Once you have reviewed both of your group members' papers, please go to the "Reviewer's Letter" activity on Moodle, where you will reflect on how the review process affected the way you see your own draft (similar strengths and/or weaknesses?).
Other Workshop Add-ons:

- Self-assessment feature
- Example submissions feature (practice)
- Gradebook integration
- Turnitin plagiarism plug-in
Stay tuned...

for my TE/WAC presentation in the spring!
(one hour of WAC credit for faculty)