

# Moodle Workshop Feature (Peer Review)

- Flips the classroom
- 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

- ◊ Six essay assignments
  - ✓ Essay #1: In-class peer review, *ungraded*
  - ◻ Essay #2: In-class peer review, *graded*
  - ◻ Essays #3-6: Moodle workshops, *graded*
- ◊ Post-peer review surveys
- ◊ 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

- 61% indicated they did peer review activities in high school
- 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)

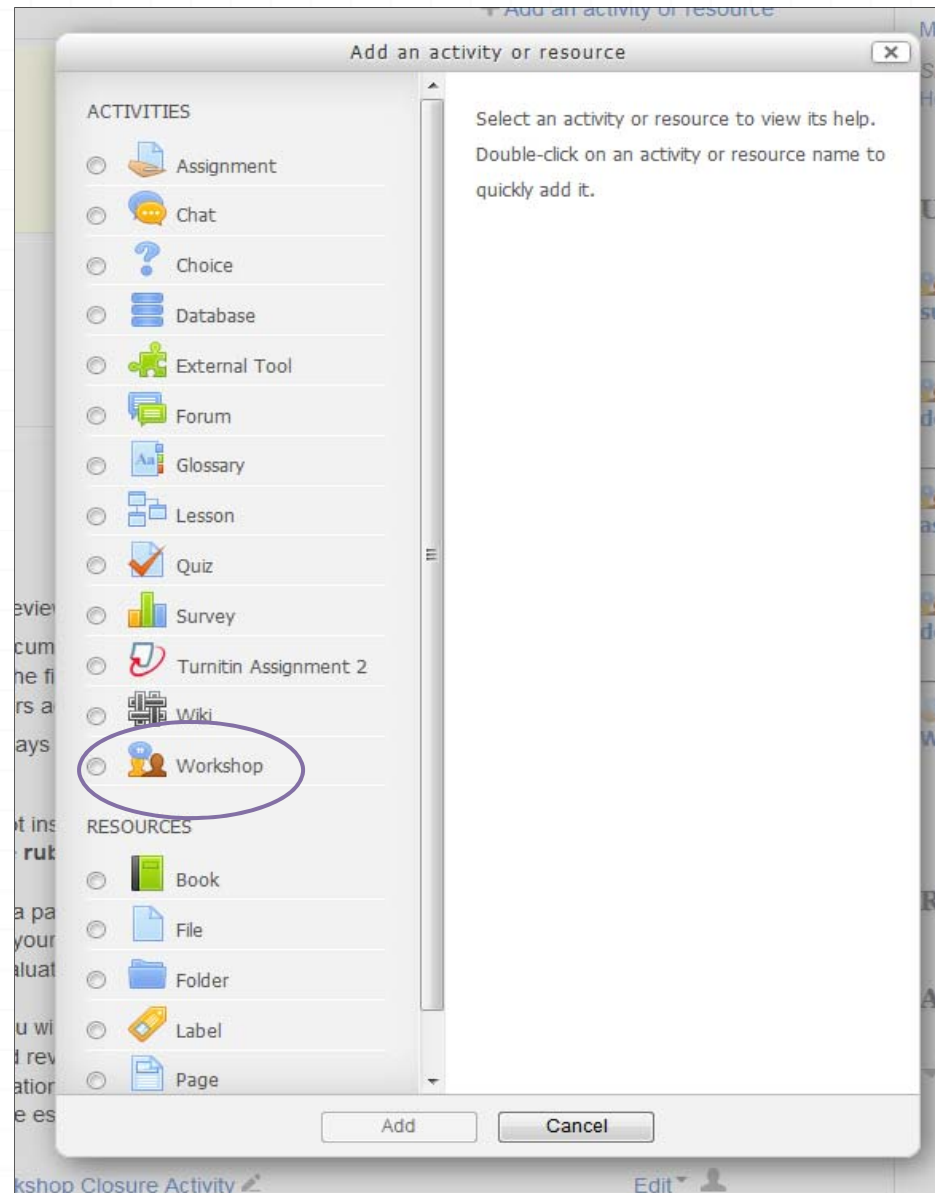
**ENGL-106-I, Fall 2014 Groups**

Groups:	Members of: Blue Group (3)
<ul style="list-style-type: none"><li>Blue Group (3)</li><li>Green Group (3)</li><li>Orange Group (3)</li><li>Purple Group (4)</li><li>Red Group (3)</li><li>Yellow Group (3)</li></ul>	<p><b>Student</b></p> <ul style="list-style-type: none"><li>Rachel Ham</li><li>Danielle Headley</li><li>Kyle Hinrichs</li></ul>

# 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 - Essay #3 Workshop Closure Activity

#### 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.



# My View

## Essay #3 Workshop ?

Setup phase ?	Submission phase	Assessment phase ?	Grading evaluation phase ?	Closed ?
<ul style="list-style-type: none"><li>✓ Set the workshop description</li><li>✓ Provide instructions for submission</li><li>✓ Edit assessment form</li></ul>	<ul style="list-style-type: none"><li>✓ Provide instructions for assessment</li><li>✓ Set up scheduled allocation</li><li>✗ Allocate submissions expected: 19 submitted: 0 to allocate: 0</li><li>ⓘ There is at least one author who has not yet submitted their work</li><li>ⓘ Open for submissions from Thursday, October 9, 2014, 8:00 AM (17 days left)</li><li>ⓘ Submissions deadline: Saturday, October 11, 2014, 12:00 AM (18 days left)</li><li>ⓘ Time restrictions do not apply to you</li></ul>	<ul style="list-style-type: none"><li>ⓘ Workshop will automatically switch into the assessment phase after Saturday, October 11, 2014, 12:00 AM (18 days left)</li><li>ⓘ Open for assessment from Saturday, October 11, 2014, 8:00 AM (19 days left)</li><li>ⓘ Assessment deadline: Monday, October 13, 2014, 12:00 AM (20 days left)</li><li>ⓘ Time restrictions do not apply to you</li></ul>	<ul style="list-style-type: none"><li>✗ Calculate submission grades expected: 19 calculated: 0</li><li>✗ Calculate assessment grades expected: 19 calculated: 0</li><li>✓ Provide a conclusion of the activity</li></ul>	

# Students' View

## Essay #3 Workshop ?

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
	<ul style="list-style-type: none"><li>✍ Submit your work</li><li>ⓘ Open for submissions from Thursday, October 9, 2014, 8:00 AM (17 days left)</li><li>ⓘ Submissions deadline: Saturday, October 11, 2014, 12:00 AM (18 days left)</li></ul>	<ul style="list-style-type: none"><li>ⓘ Open for assessment from Saturday, October 11, 2014, 8:00 AM (19 days left)</li><li>ⓘ Assessment deadline: Monday, October 13, 2014, 12:00 AM (20 days left)</li></ul>		

### 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

▼ Feedback

Overall feedback mode Enabled and required ▼



Maximum number of overall feedback attachments 1 ▼

Maximum overall feedback attachment size Course upload limit (100MB) ▼

Conclusion ?

Paragraph ▼ **B** *I* [List icons] [Link icon] [Unlink icon] [Image icon] [Video icon] [Attachment icon]

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?).

Path: p

# 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)