

Peer Evaluation

Introduction

In TBL the self-management of the team is a guiding principle and this is very much centred around peer review (Sibley, 2018). We must aim to give the students the tools to be able to do this. There are a number of resources at the [LearnTBL](#) website that are really useful for developing a peer review plan. Effective TBL is also dependant on immediate and frequent feedback. Some of this comes from the facilitator which can be grades from the RAT and application exercises as well as clarification sessions. Formal peer evaluations whether formative or summative is the other essential part of this process. Peer-to-Peer feedback can be used to both enhance the team's performance and provide encouragement while acknowledging how well students are performing within their team ([Craig et al., 2020](#)). It allows each student to explore and examine both their own strengths and weaknesses within that team and also that of others. It gives them the opportunity in a safe environment (moderated by the facilitator) to explore how their perception of how they are operating and contributing to the team. This can help cement the team bond and increase the accountability within the team ([Sweet & Michael, 2012](#)), which in turn leads to teams that are self-managed and self-sufficient. [Bong & Park, in \(2020\)](#) reviewed a number of papers in an effort to address the issue of Peer review and they came up with a set of recommendations:

a) *design peer assessment criteria that address the learning process, such as*

- b) *Communication skills and respect for others.*
- c) *include multiple, significant and specific criteria on the assessment instrument or scale.*
- d) *practice the procedures of peer assessment prior to its use.*
- e) *provide exemplars of good or poor works.*
- f) *include multiple opportunities for peer assessment and feedback.*

Below are have listed a number of online systems that can be used to help with peer review. One of the things that tends to put instructors "off" using peer review is the amount of administration that is required if you are going to do it well. The resources listed below can make this process much more user friendly for instructor and student.



CATME is online software to streamline the task of peer review. This is a US-based [web service](#). It allows student teams to collaborate on the evaluation process, and helps instructors gather information from students to understand their team experiences.



This free open software was developed at the University of British Columbia and allows you to entirely automate the peer evaluation process allowing students to

assess their team members contributions to group assignments.

The software needs to be installed on a local server. You can learn more and download it for free [here](#). iPeer is FIPPA compliant and data is stored securely in Canada



This free Singapore-based [web service](#) that facilitates peer feedback between students working in groups. It provides many features including several types of feedback questions and the option to make feedback anonymous or attributed. There can be a bit of time needed to set it up initially.



Inexpensive Australian-based [web service](#) self and peer assessment kit. It enables students to confidentially rate their own and their peers' contributions to a team task or individual submissions.



Individual and Team Performance (ITP). The research team at the University of Calgary have developed several [Example team working rating scale](#)

assessments that can be useful in teamwork.

Access to all assessments and reports is free. You must create an account to use it and can then set up the assessments for groups of students. [Watch a 95-second video](#) to see how it works.

Peer evaluation and LAMS

The online TBL system LAMS has a peer review element built into it and it is possible to include whatever criteria that you want. This uses the CATME team working rating scale. This then calculates a SAP (**Self Assessment Performance**) factor that can be used to change a team mark into an individual mark ([Wiley, 2021](#)).

SAP Factor = $\sqrt{\text{Total Ratings for individual team members}}$. The second factor calculated is the SAPA feedback (**Self Assessment to Peer Assessment**). This basically tells the student how the rest of the team perceive their contributions and if they get a rating of higher than 1 then they rated their own performance higher than the rest of the team rated them. The software also allows student to give anonymous written feedback to their peers.

Teamwork Rating Scale

Score	Contributing to Team's Work	Interacting with Teammates	Keeping the Team on Track	Expecting Quality	Having Related Knowledge, Skills, and Abilities
5	<ul style="list-style-type: none"> Does more or higher-quality work than expected. Makes important contributions that improve the team's work. Helps teammates who are having difficulty completing their work. 	<ul style="list-style-type: none"> Asks for and shows an interest in teammates' ideas and contributions. Makes sure teammates stay informed and understand each other. Provides encouragement or enthusiasm to the team. Asks teammates for feedback and uses their suggestions to improve. 	<ul style="list-style-type: none"> Watches conditions affecting the team and monitors the team's progress. Makes sure that teammates are making appropriate progress. Gives teammates specific, timely, and constructive feedback. 	<ul style="list-style-type: none"> Motivates the team to do excellent work. Cares that the team does outstanding work, even if there is no additional reward. Believes that the team can do excellent work. 	<ul style="list-style-type: none"> Demonstrates the knowledge, skills, and abilities to do excellent work. Acquires new knowledge or skills to improve the team's performance. Able to perform the role of any team member if necessary.
4	Demonstrates behaviors described immediately above and below.				
3	<ul style="list-style-type: none"> Completes a fair share of the team's work with acceptable quality. Keeps commitments and completes assignments on time. Helps teammates who are having difficulty when it is easy or important. 	<ul style="list-style-type: none"> Listens to teammates and respects their contributions. Communicates clearly. Shares information with teammates. Participates fully in team activities. Respects and responds to feedback from teammates. 	<ul style="list-style-type: none"> Notifies changes that influence the team's success. Knows what everyone on the team should be doing and notices problems. Alerts teammates or suggests solutions when the team's success is threatened. 	<ul style="list-style-type: none"> Encourages the team to do good work that meets all requirements. Wants the team to perform well enough to earn all available rewards. Believes that the team can fully meet its responsibilities. 	<ul style="list-style-type: none"> Demonstrates sufficient knowledge, skills, and abilities to contribute to the team's work. Acquires knowledge or skills as needed to meet requirements. Able to perform some of the tasks normally done by other team members.
2	Demonstrates behaviors described immediately above and below.				
1	<ul style="list-style-type: none"> Does not do a fair share of the team's work. Delivers sloppy or incomplete work. Misses deadlines. Is late, unprepared, or absent for team meetings. Does not assist teammates. Quits if the work becomes difficult. 	<ul style="list-style-type: none"> Interrupts, ignores, bosses, or makes fun of teammates. Takes actions that affect teammates without their input. Does not share information. Complains, makes excuses, or does not interact with teammates. Is defensive. Will not accept help or advice from teammates. 	<ul style="list-style-type: none"> Is unaware of whether the team is meeting its goals. Does not pay attention to teammates' progress. Avoids discussing team problems, even when they are obvious. 	<ul style="list-style-type: none"> Satisfied even if the team does not meet assigned standards. Wants the team to avoid work, even if it hurts the team. Doubts that the team can meet its requirements. 	<ul style="list-style-type: none"> Missing basic qualifications needed to be a member of the team. Unable or unwilling to develop knowledge or skills to contribute to the team. Unable to perform any of the duties of other team members.

