OLAT / COURSE ELEMENT TASK II: PEER-REVIEW

This manual requires knowledge of the guide to the course element **Task**:
https://www.rz.uni-frankfurt.de/190931036.pdf

1. Overview

By activating **Peer Review**, the **Task** element enables course participants to evaluate each other's task solutions (anonymously).

2. How it works

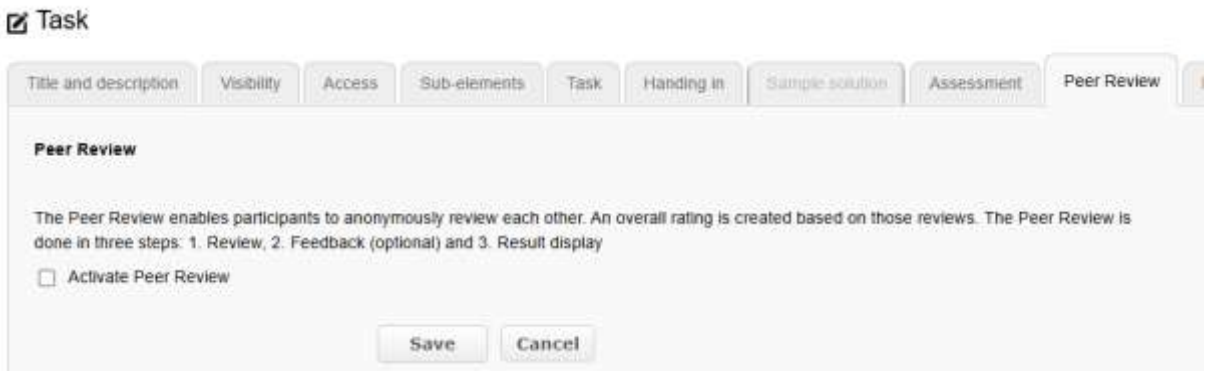
Once course participants have submitted their solutions in the task element, they can receive reviews of their proposed solutions from other course participants and, if desired, comment on these reviews with feedback for the reviewers. The review process is completely anonymous for course participants.

Participants can only give feedback on other task solutions once they have submitted a task solution themselves.

The course instructor or supervisors have full access to the reviews and feedback. There is also the option of having the overall assessment calculated automatically from the scores given by the reviewers.

3. Setting up the Peer Review (standard case)

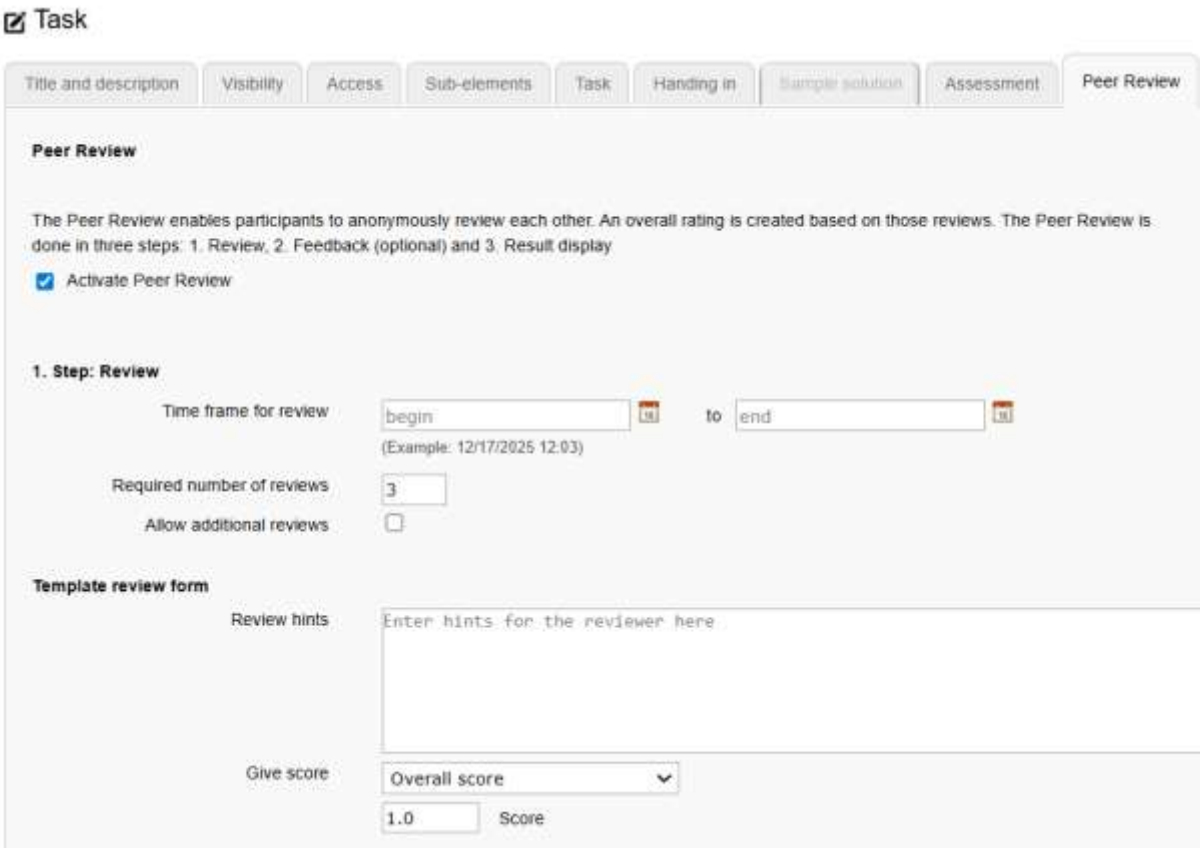
In the **Task** element, peer review is activated by ticking the box in the **Peer Review** tab.



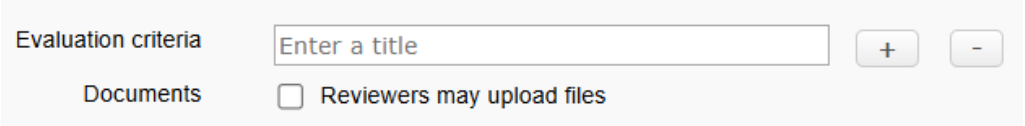
- A deadline is set within which the review process can take place.

PLEASE NOTE: This deadline should only begin after the binding deadline for submitting the task solutions, otherwise reviewers could be inspired by other solutions and modify the solution they originally submitted.

- A minimum number of reviews is specified.



- In this example, the minimum number of reviews that each participant had to submit was set at 3, without the option of submitting more reviews if desired. This number determines how many reviews each participant must submit. Note: A number of 3 reviews to be submitted does not necessarily mean that each participant will receive 3 reviews.
- A deadline should also be set for submitting the reviews. To work with deadlines in this element, see section **9. Working with deadlines**.
- The next step is to determine whether a total score should be awarded, or individual scores should be given.
- To make the reviews more informative, one or more text fields can be provided for **evaluation criteria**.



- In this example, there is only one field for assessment criteria. However, it would also be possible to provide a separate text field for each assessment criterion.
- In further settings, you can specify whether students are allowed to provide **feedback** on the reviews they receive (see section **6. Feedback on peer review by those reviewed (optional)** and under what conditions they are shown the overall assessment of the task (see section **8. Overall assessment of the assignment**).

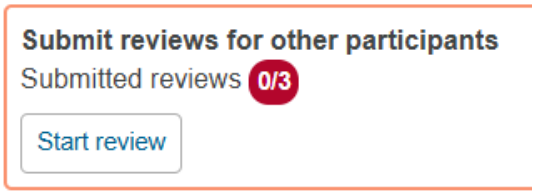
4. Providing peer review

Students are informed about the framework conditions for peer review in the Task element in the course view:



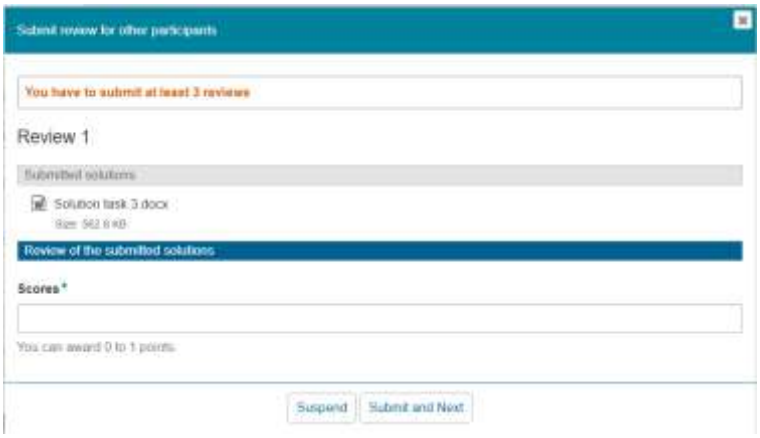
When a review is to be given, the reviewer is shown a randomly selected task solution (anonymously).[1]

However, this only happens once participants have uploaded their own task solution. Only after uploading their own task solution, they are given the option to review other solutions.



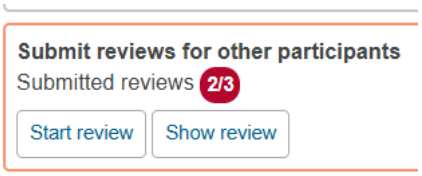
[1] Anonymity is always limited; even if the author of a file does not include her own name in the file title, files generally contain metadata with references to the computer on which the text was created and thus also to the user.

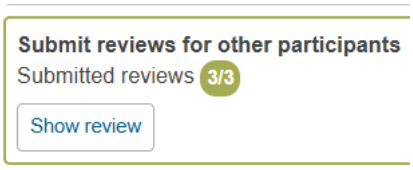
This message shows the course participant how many reviews they still have to submit. Clicking on **Start review** will bring up a randomly selected task solution from another participant.



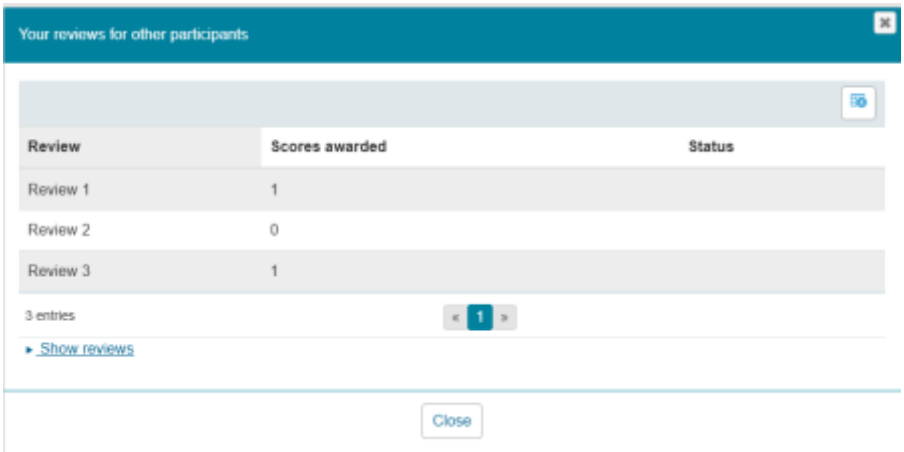
In addition to the pure point evaluation, a free text field **Comment** can also be set up.

The reviewer clicks on the file to call up the solution and then fills out the form. By clicking on **Submit and Next**, the next randomly selected task solution is displayed if further reviews are to be submitted.



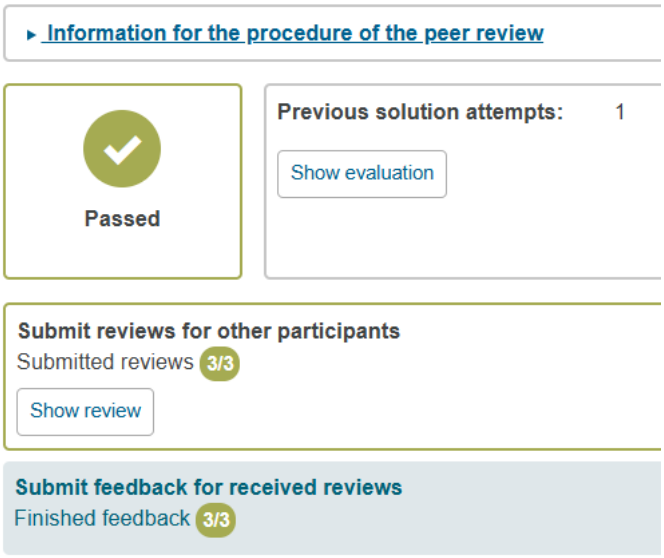


Show review gives an overview and allows the reviews to be accessed again; changes cannot be made retrospectively. If a feedback option (see section **7. Supervision of the peer review process by supervisors**) has been set up, the comments of those assessed on the review are also displayed here.



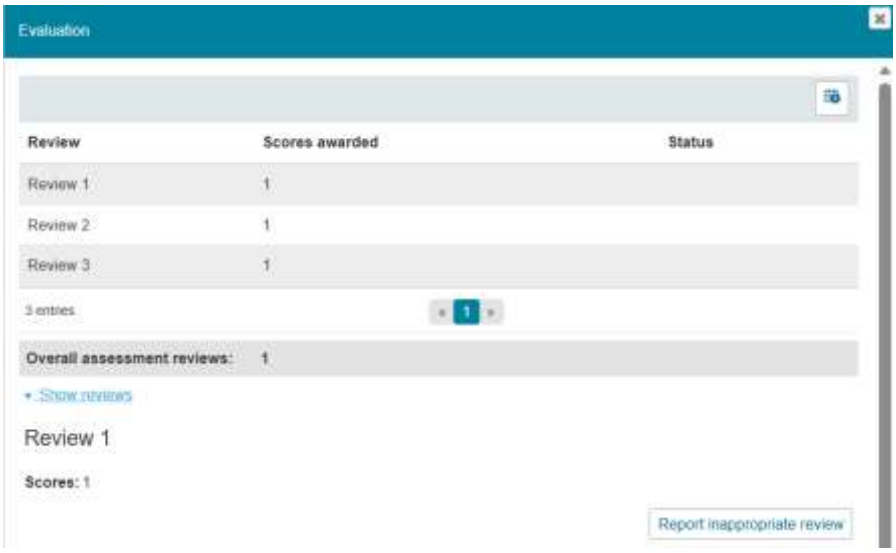
5. Receiving peer review

The reviews received are displayed to course participants in a highlighted area of the course element.



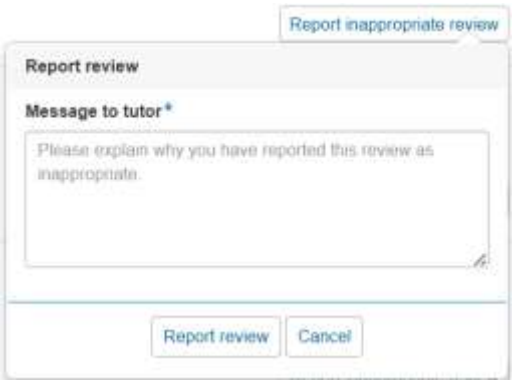
The conditions under which the Pass (or Fail) mark is displayed are specified in advance in the Assessment tab (see section 8, “Overall assessment of the task”).

Show evaluation opens a window that displays the points received for each individual review. Show reviews displays the corresponding comments, as shown here for Review 1:



If the course supervisors do not date the reviews in advance (see section **7. Supervision of the peer review process by supervisors**), the reviews are forwarded to the course participants unfiltered. This is the case in this example. Therefore, the option **Report inappropriate review** appears for each review.

Participants can then do so, providing an appropriate reason.



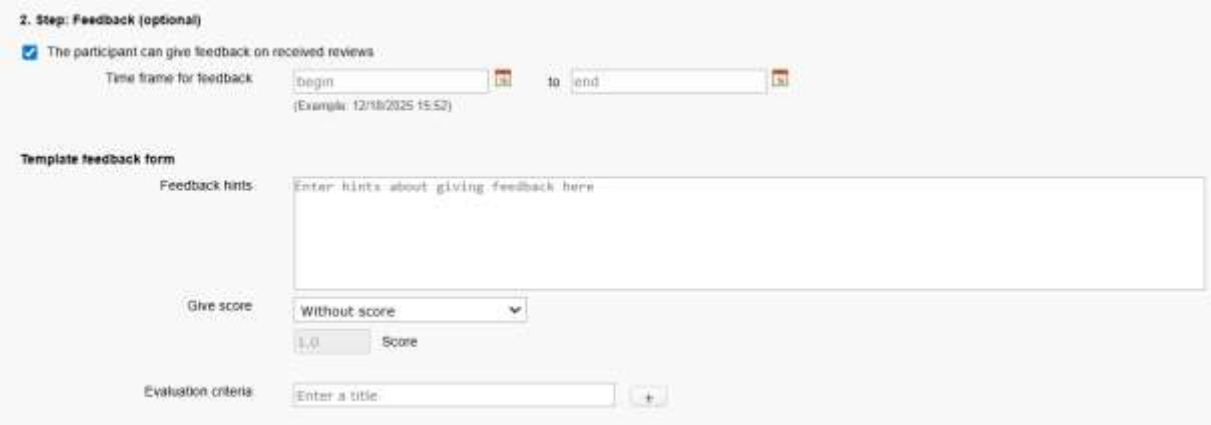
The supervisors receive an e-mail notification when a review has been reported as inappropriate.

The overview of peer reviews received will later also show whether the report was successful (and the review in question is ignored). This decision is made by the supervisors.

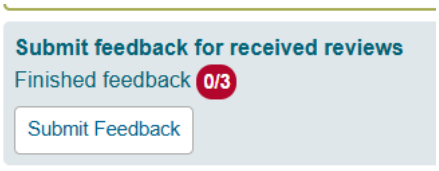
6. Feedback on peer review by those reviewed (optional)

The settings that can be configured for peer review allow feedback on the reviews to be enabled. Providing meaningful and constructive reviews is an achievement that can be recognised by peers.

Here, you can also provide a points system or a comment field.



Once this feedback option has been set up, it will be displayed to participants in the task element:



When feedback is submitted, the reviews are displayed again one after the other in a window (again, with the option to report an inappropriate review if necessary) and reviewers can be given feedback on the quality of their review.

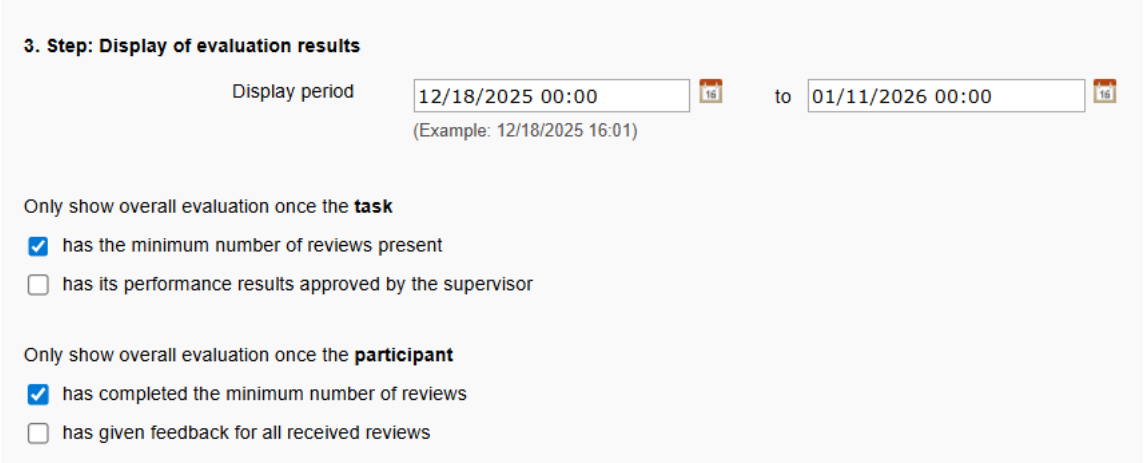
The feedback you have *given* yourself cannot be displayed again later.

You can see what feedback your own reviews have *received* by calling up the reviews you have submitted again.

7. Supervision of the peer review process by supervisors

In the peer review process, supervisors can either initially review the reviews and selectively approve them, or they can leave it up to those being assessed to report any reviews they consider inappropriate.

This is also controlled by a setting in the **Peer Review** tab of the course element, where the conditions for displaying the overall assessment are specified:



The following settings are available:

- Display when the minimum number of reviews has been reached. Here, participants will not see any incomplete evaluations.

  PLEASE NOTE: If the participants have not received enough reviews, the evaluators themselves must conduct another **expert review** in order for the results to be displayed.

- Display when the assessment has been approved by the tutor. Here, the reviews are curated in advance by the supervisors, who decide whether or not to approve a review.

- Display when the participant has submitted the minimum number of reviews. Here, activity as a reviewer is a prerequisite.

PLEASE NOTE: Settings made here may prevent comments from supervisors from being displayed when the results are shown, as one of the conditions specified here has not yet been met.

In the assessment tool, supervisors can view the status of task completion and peer review. After opening the **assessment tool** and locating the task, **select participants** under **As per course structure** and then select the course group to display a results table.

Clicking on the name of the student in the results table opens a new window where you can **view the review** that the student has received under **Assessment**, as well as the option to submit an expert review as a supervisor.



In the following example of a results table (for clarity, the columns <<Institution Identifier>> and <<E-mail>> have been removed from this illustration), it can be seen that course participant 3 received a total of 3 reviews and gave 3 reviews, at least one of which was reported as inappropriate (indicated by the warning triangle).

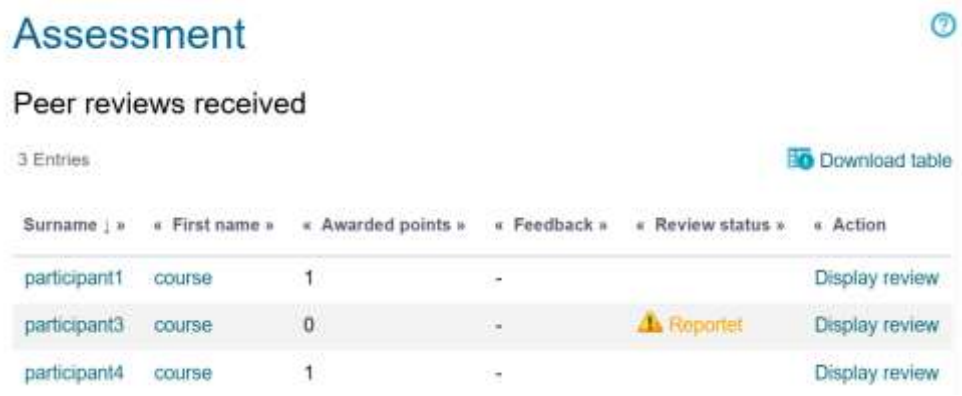
Last name ↓ »	« First name »	« Assigned task »	« Number of files »	« Passed »	« Received reviews »	« Given reviews
participant1	course	Task 3.docx	1	Failed ✖	3	3
participant2	course	Task 2.pdf	1	Passed ✔	3	3
participant3	course	Task 3.docx	1	Passed ✔	3	3 ⚠
participant4	course	Task 1.docx	1		3	3
participant5	course		0		0	0

Course participant 2 and course participant 3 have already received a ‘Pass’ rating from the supervisors.

It can also be seen that course participant 5 has not yet picked up any assignments and therefore has not received any reviews (indicated by the red dot).

The assignment solution and the corresponding reviews received are displayed when you click on the name.

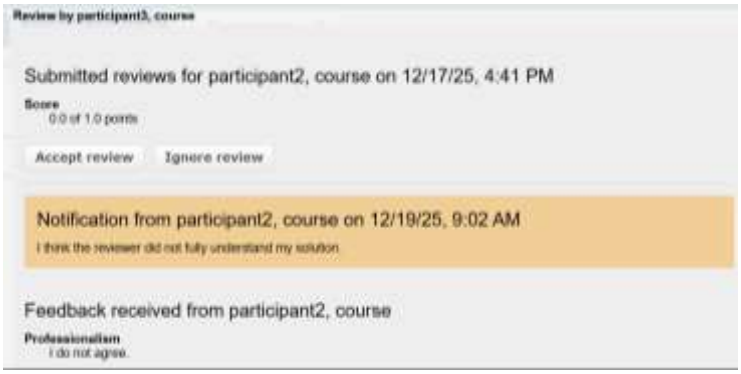
In this example, course participant 2 was selected.



This overview shows who gave this course participant reviews that were reported as inappropriate by the course participant. There is no anonymity here vis-à-vis the supervisors.

Display review leads to the individual review.

If a review has been objected to, the supervisors can see the reason and decide whether to **ignore** the objected review as requested or to **accept** it after all.



The ignored review will also remain available here.

PLEASE NOTE: The points awarded for the review will not be deleted. The participant cannot receive another review from an anonymous fellow student as a replacement.

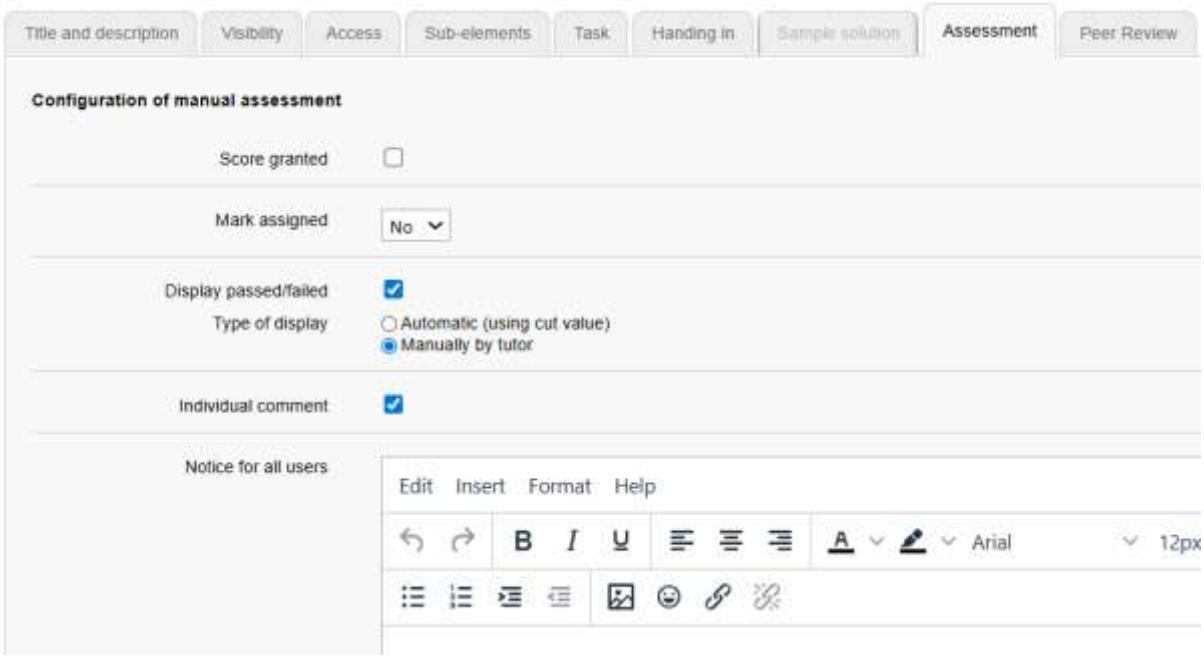
If there was also an opportunity for feedback from the person being reviewed, the supervisors can also see the feedback directly in the respective review.



Providing informative and meaningful reviews is also a performance dimension. Therefore, the results table in the **Given reviews** column can display the reviews that this person has given to other participants. Clicking on the respective number opens a window listing the reviews and their recipients. Those that have been reported as inappropriate are highlighted.

8. Overall assessment of the assignment

The overall assessment of an assignment as *Pass* or *Fail* can be set manually by the supervisors after reviewing the solution and the reviews, or it can be derived directly from the scores of the reviews, depending on the settings made in the **Assessment** tab in the **Configuration of manual assessment** section.



- Here, automatic *Pass* conditions can be defined depending on a point threshold, and traditional school grades can also be given.

- If **Automatic (using cut value)** is selected here, the overall assessment of the solution is based on the average of the points awarded by the reviewers. Alternatively, passing can be determined **manually by tutor**.
- In addition to the student reviews, tutors can also send participants their comments in the form of an **expert review**: Give expert review.

As with all coursework, the results can be found in the assessment tool, separated by course groups and course elements.

9. Working with deadlines

The best way to maintain an overview is to keep the individual phases of the review process separate by always allowing one phase to end before the next phase begins.

- Phase 1: Submission of the task solution (important: set a deadline)
- Phase 2: Reviews (Important: Do not set the start date before the end of phase 1)
- Phase 3: (If applicable) Feedback on the reviews
- Phase 4: Display of the overall assessment

This means that tasks with peer review require a longer period of time than tasks without peer review.

10. Transparency and etiquette

One of the most important decisions concerns how to deal with inappropriate reviews. Should students be exposed to them, or should reviews that could irritate or even offend the person concerned be filtered out in advance?

The transparency and comprehensibility of the criteria is of enormous importance. Since peer review requires a score to be awarded, it should be transparent to all involved how this score is calculated. The criteria can be recorded in the **Template review form** under the **Peer Review** tab:



Just as the criteria for acceptable task completion should be transparent and accessible in advance, the same applies to the criteria for an appropriate and effective review. This

is a service for which there should also be transparent criteria. Not only does this increase quality, but it also raises awareness that this is a service and, moreover, it gives those being assessed the means to defend themselves against an inappropriate review if necessary.

11. Summary table

The most important settings are summarised here once again.

Objective	**Setting in the Task element (Peer Review tab)**	**Dependencies with other functions**
Task solutions should be assessed by other participants.	The check mark for Peer Review is selected.	The results display is no longer controlled via the **Assessment** tab.
An assessment scheme should be used.	The schema can be made public in the **Template review form**. A separate **free text field** can be defined for each individual criterion to be evaluated with points (**Evaluation criteria**).	When **Score granted**, a list of individual point values can be set.
Supervisors should check the reviews before they are displayed.	Only display the overall evaluation once *the supervisor has activated the evaluation for the task*.	If this setting is not selected, course participants can report reviews as inappropriate.
The reviewers themselves should receive feedback on their reviews.	**Step 2 Feedback (optional)**: Check the box next to **The participant can give feedback on received reviews**.	The overall display of results can also be made dependent on the submission of feedback.

If you would like to watch a **video** explaining how to set up anonymous and automatically distributed **peer feedback** in the **Task** element, please follow this link to the video 'Peer-Feedback auf OLAT' (in German only) from the Goethe University Writing Centre: https://video01.uni-frankfurt.de/Mediasite/Play/2f25014af7974190a63add998c4f3b071d