



Using PeerScholar: insights from the Graduate Diploma in Teaching, Learning and Assessment

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Using PeerScholar in the programme

- Peer review of their teaching strategies, portfolios and showcases (video based)
- Modelling: we want to provide participants (who teach in UL) with
 - an opportunity to experience new tools from a student perspective, and
 - encourage the adoption of peer review as a process oriented approach to assessment.

The screenshot displays the PeerScholar interface for the course TI5102 - Contemporary Learning. The interface is divided into several sections:

- Navigation and Submission Type:** A top navigation bar includes 'Peers', 'Assessments', 'Self-Assessment', 'Revision', 'Assess Feedback', and 'Additional Questions'. Below this, a 'Text Submission Type' is indicated.
- Activity Completion:** Three donut charts show completion rates for 'Create' (95.83%), 'Assess' (95.83%), and 'Reflect' (95.83%).
- Activity Schedule:** A section titled 'Activity Schedule' with an 'Edit Dates' button shows three phases:
 - 1 Create Phase:** Status: Completed, Ended Apr 2nd 2024, 11:55pm
 - 2 Assess Phase:** Status: Completed, Ended Apr 15th 2024, 11:55pm
 - 3 Reflect Phase:** Status: Completed, Ended Apr 30th 2024, 11:55pm
- Activity List:** A table on the right lists individual activities with their completion status and dates:

Create	Assess	Reflect
✓ Complete Apr 2nd 2024, 9:03pm	✓ Complete Apr 15th 2024, 7:23pm	✓ Complete Apr 24th 2024, 6:06pm
✓ Complete Apr 2nd 2024, 8:05pm	✓ Complete Apr 24th 2024, 3:29pm	✓ Complete Apr 24th 2024, 4:03pm
✓ Complete Apr 2nd 2024, 9:50am 21 Words	✓ Complete Apr 8th 2024, 3:17pm	✓ Complete May 15th 2024, 1:03pm
✓ Complete Apr 2nd 2024, 7:19pm	✓ Complete Apr 15th 2024, 12:52pm	✓ Complete May 15th 2024, 1:04pm

TL5112 - Technology Enha...



- Activities
- Students
- Teaching Team
- Gradebook
- History

[Back to all courses](#)

Peer Review Activity

TL5112 - TECHNOLOGY ENHANCED LEARNING - THEORY AND PRACTICE 2023/4 SEM2

Overview Student Progress & Grading Analytics

Show Activity

Visible to students

Classic Activity

Preview Delete Edit Data

Show Grades

Edit Grading

Describe (in max 500 words) your blended/online teaching plan for this semester. You need to provide some contextual information, including cohort size, discipline, year of study, learning outcomes and assessment approach, and tools that you will use.

Also produce a short demo video* (min 5 max) to showcase the design of your online environment with special

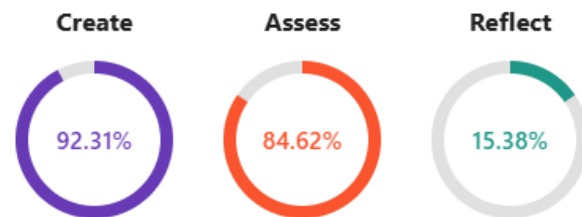
1 Peers	10 Assessments	OFF Self-Assessment	OFF Revision	ON Assess Feedback	0 Additional Questions	Text Submission Type
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25/26

Students Graded (96.15%)

Grade Now

Activity Completion

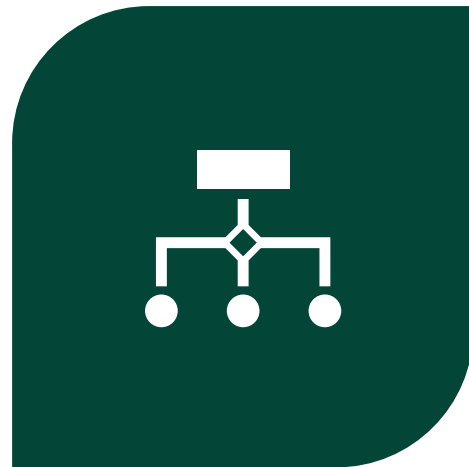


Activity Schedule

Phase	Status	Ended
1 Create Phase	Completed	Feb 2nd 2024, 11:55pm
2 Assess Phase	Completed	Feb 12th 2024, 2:23pm
3 Reflect Phase	Completed	May 2nd 2024, 6:26pm

[peerScholar in TL5112 – Video based peer review activity](#)

It was useful for...



Self-managed allocation
–responsibility is
devolved to the students



Clearly manage the
process with clear
expectations on
deadlines, encouraging
all to keep pace



Encouraged participants
to adopt peer review
methodologies in their
teaching

Some tips



Limited rubric layout

We don't use point-based rubrics for grading, but instead for providing feedback based on criteria.


PeerScholar rubrics are quantitative, point based. Therefore, needed break the rubric criteria into Likert-style questions

The screenshot displays a web interface for a rubric. On the left, a dark green sidebar contains a home icon, a 'Modu' button, and 'Pre' and 'Fina' labels. The main content area features three vertically stacked question cards. Each card has a blue square icon with three dots in the top left corner and an orange circular refresh icon in the top right corner. The questions are:

- Q1. The blended learning/online approach to design is fully justified, demonstrating added value (from 1=Strongly Disagree to 7=Strongly Agree)
- Q2. The approach to synchronous and asynchronous delivery is well addressed (from 1=Strongly Disagree to 7=Strongly Agree)
- Q3. Thoughtful use of tools and resources is obvious. This may include (but not exclusively) reference to the purpose of each tool, attention to student data protection when using unsupported tools, etc. (from 1=Strongly Disagree to 7=Strongly Agree)

Each question is followed by a horizontal scale of seven radio buttons, numbered 1 through 7. Below the scale, the text 'Strongly disagree' is on the left and 'Strongly agree' is on the right, connected by a thin horizontal line.

Bit of a learning curve...

- You need to get used to the way it works, e.g: pair review allocation is on a first come, first served basis. You will not see a full allocation table from scratch
- Your students also need to get used to it, e.g. when you give a student an extension, a small icon appears to access late submission, but it is not flagged as 'late submission' 
- Give yourself and your students a chance to get used to it with a test run or an ungraded formative assessment
- Rely on documentation we have compiled in UL: [PeerScholar | University of Limerick](#)
- peerScholar provide very good support to teachers, keep your Faculty learning technologist/CTL involved so we can feed the information back!
<https://support.peerscholar.com/hc/en-us/requests/new>

Thank you



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