

PeerScholar for Energy Management

Dr Valeria Nico

Associate Professor, School of Engineering, UL



UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH

Bernal
Institute

Energy Management – Assessment plan

Module available to 4th year Mechanical Engineering students
Class size: 63

■ Coursework 70%

- Short technical review 10%
- Group Project 40%
- Final technical review 20%

■ Exam 30%

- 3 Questions
- 2.5 hours

Short Technical Review

It consist of a short review and peer feedback of two reviews

- Short review:
 - Approx 250 words \pm 25
 - 5%
 - Topics (choose one): Energy Sources, Global energy statistics, Energy and the Environment
- Peer Grading:
 - Peer grading of two short reviews (1.5% each)
 - Self grading (0.5%)
 - Grading sheet provided
- Reflection
 - Reflection on the two received feedback (1.5%)

Wk 4	Wk 5	Wk 6
Short review	Peer review	Reflection

Brightspace site

Home University of Limerick OLLSCOIL LUIMNIGH ME4517 - ENERGY MANAGEMENT 2024... Valeria Nico

Module Home Content Communication Class Organisation Course Tools Admin

0/0 Outcomes + New Unit Visible Add Existing Create New

Search titles, descriptions

- Module Overview
- Technical Reviews
 - Short Technical Review Assessment
 - Short technical review and peer feedback**
 - Peer Review and Reflection

Short technical review and peer feedback LTI • Required Edit Activity

Activity Content

Short technical review and peer feedback learn.ul.ie

Completion Summary

Search learners Filter Evaluate All

Completion Status

peerScholar: activity overview



Short Technical Review And Peer Feedback

ME4517 - ENERGY MANAGEMENT 2024/5 SEM1

Overview Student Progress & Grading Analytics

Show Activity

Visible to students

- Activities
- Students
- Teaching Team
- Gradebook
- History
- Back to all courses

Classic Activity

Preview Delete Edit Data

Show Grades

Edit Grading

The short technical review is due on Sunday 6th of October at 11:00pm (end of week 4).

The review should be approximately 250 words and you need to choose one of the following topics

- Energy sources and economics
- Fossil fuel reserves and depletion rates
- Causes/consequences of climate change
- The Paris Agreement (or Kyoto protocol) and Ireland's emission targets.



2 Peers



3 Assessments



ON Self-Assessment



OFF Revision



ON Assess Feedback



0 Additional Questions



Attachments Submission Type

63/63

Students Graded (100%)

Grade Now

Activity Completion



Activity Schedule

Edit Dates

1 Create Phase

Status Completed
Ended Oct 6th 2024, 11:00pm

2 Assess Phase

Status Completed
Ended Oct 13th 2024, 11:00pm

3 Reflect Phase

Status Completed
Ended Oct 20th 2024, 11:00pm

peerScholar: Create

← Short technical review ...

Build Activity

Set Dates

Customize Grading

Save & Close

Classic Activity

This section is where you can add information about your activity, and apply tags
Mostly this information is to help the future you find and remember previous activities you created

Create

The phase where students submit their work for peer review
This section is where you will add activity instructions and choose student submission options.

Instructions & Resources

Rich text editor toolbar with icons for bold, italic, underline, link, unlink, list, indent, outdent, undo, redo, and other text formatting options.

The short technical review is due on Sunday 6th of October at 11:00pm (end of week 4).

The review should be approximately 250 words and you need to choose one of the following topics

128 Words

+ Attachments

Technical Review Rubrics 2024.pdf Technical Review Rubrics 2024.pdf
142.87 KIB

Create

PDF viewer toolbar with icons for zoom, search, and other navigation options.

ME4517 Energy Management Autumn 2024

Short Technical Review Rubric

	Exceptional	Good	Acceptable	Poor	Inadequate
Introduction	Excellent context given Argument/Case to be made is clearly 'supported'	Good context given Argument/Case to be made is 'supported'	Acceptable context given Argument/Case to be made is somewhat apparent	Poor context given Argument/Case to be made is not apparent	No context provided Argument/Case to be made is not apparent
Language style (technical, not colloquial, no rhetorical questions, punctuation, spelling)	Excellent technical language used, with no colloquialisms, no rhetorical questions, correct punctuation and spelling throughout	Good technical language used, a small number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes	Acceptable technical language used, A number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes	Poor technical language used, A significant number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes	Language used is not appropriate for technical report
Technical Content	Excellent breadth of content (appropriate for the length). Clear argument made or position outlined	Good breadth of content (appropriate for the length). Argument made or position outlined is not fully clear	Acceptable breadth of content (appropriate for the length). Argument made or position outlined is not fully clear	Poor breadth of content (not appropriate for the length). Argument made or point is unclear	No real content. No argument made or position outlined is not fully clear

peerScholar: Create



← Short technical review ...

Build Activity Set Dates Customize Grading Save & Close

- **next** paragraph (or two) makes your point/argument (support this from literature).
- **final** paragraph makes a conclusion from your points, and closes the loop back to your introduction
- At very end of Tech
- Word Count = XXX
- Followed by the Re

Phase Settings Create Phase Assess Phase Reflect Phase

Submission Options

Submission Type: Attachments Only

Allow Editing After Submission
Enabling this option will allow students to re-edit their work after they submit it, as long as the phase due date has not passed.

Done

128 Words

+ Attachments

Technical Review Rubrics 2024.pdf
142.87 KIB



ME4517

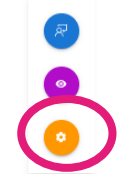
Intro

Language style
(technical, rhetorical, spelling)

Technical

Conclusion

	Appropriate length for the length of the review. Points made are synthesized well into a conclusion, linking back to the argument supported.	Excellent technical language used, with no colloquialisms, rhetorical questions, or spelling mistakes.	Good technical language used, with a small number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes.	Acceptable technical language used. A number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes.	Poor technical language used. A significant number of colloquialisms or rhetorical questions, or punctuation mistakes, or spelling mistakes.	Language used is not appropriate for technical report.
Language style (technical, not colloquial, no rhetorical questions, punctuation, spelling)	Excellent breadth of content (appropriate for the length). Clear argument made or position outlined.	Good breadth of content (appropriate for the length). Argument made or position outlined is not fully clear.	Acceptable breadth of content (appropriate for the length). Argument made or position outlined is not fully clear.	Poor breadth of content (not appropriate for the length). Argument made or position outlined is not fully clear.	No real content. No argument made or position outlined is not fully clear.	
Technical Content						



peerScholar: Assess

Assess

The phase where students give feedback to their peers.

This section is where you will set-up how students give feedback back to their peers (e.g., set the number of peers they give feedback to, build a rubric from a variety of assessment types, etc).

Number of Peers

Entire Class

The system will auto assign students for peer review

Build the peer assessments (rubric)



Positive feedback can have a strong and positive impact. Ple...



Now it's time to give **constructive feedback**. If your peer was...



You must read two other short technical reviews and use the r...
5 x 5



+ Add Peer Assessment

↓ Import Criteria

Self-Assessment



Selecting this option will require students to assess their own work in the assess phase

Use the peer assessments



Now that you have seen how your work compares to the work...



Compared to the work of your peers, how would yo...
5 Options



Use the rubric provided in Brightspace to self-assess your work
5 x 5



+ Add Self Assessment

0

peerScholar: Assess

Editing Matrix Criterion [Close]

B *i* u Σ **A:**

You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace

23 Words

You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace [Refresh]

	Exceptional	Good	Acceptable	Poor	Inadequate	
	Col 1	Col 2	Col 3	Col 4	Col 5	
Introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Row 1						
Language Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Row 2						
Technical Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Row 3						
Conclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Row 4					0	

Save



peerScholar: Assess



Editing Matrix Criterion



B *i* u Σ A:

You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace

23 Words



You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace



	Exceptional	Good	Acceptable	Poor	Inadequate	
	Col 1	Col 2	Col 3	Col 4	Col 5	
Introduction Row 1	0.75	0.5	0.375	0.25	0	
Language Style Row 2	1	0.75	0.5	0.25	0	
Technical Content Row 3	2	1.5	1	0.5	0	
Conclusion Row 4	0.75	0.5	0.375	0.25	0	

Save



peerScholar: Self-Assess

Assess

The phase where students give feedback to their peers.

This section is where you will set-up how students give feedback back to their peers (e.g., set the number of peers they give feedback to, build a rubric from a variety of assessment types, etc).

Number of Peers

Peers
2

Entire Class

The system will auto assign students for peer review

Build the peer assessments (rubric)



Positive feedback can have a strong and positive impact. Ple...



Now it's time to give **constructive feedback**. If your peer was...



You must read two other short technical reviews and use the r...
5 x 5



+ Add Peer Assessment

↓ Import Criteria

Self-Assessment



Selecting this option will require students to assess their own work in the assess phase

Use the peer assessments



Now that you have seen how your work compares to the work...



Compared to the work of your peers, how would yo...
5 Options



Use the rubric provided in Brightspace to self-assess your work
5 x 5



+ Add Self Assessment

peerScholar: Reflect

Reflect

The phase where students see the feedback from their peers, and can reflect on that feedback in a number of ways.

This section is where you will set-up how students reflect on the feedback they received from their peers (e.g., will they respond to the feedback?, will they be required to revise & resubmit their work based on feedback?).



Assess the Feedback

Selecting this option will require students to respond to/assess their peers



As we've discussed, sometimes reading feedback causes negat...
No Negative Emotions - Very Strong Negative Emotions



Putting the emotions aside, what was the core piece of advice ...



Please rate the quality of this feedback in relation to the six q...
6 x 5



How likely is it that you will follow this peer's advice and will f...
Very Unlikely - Very Likely

+ Add Feedback Assessment



Revise and Resubmit

Selecting this option will require students to revise and resubmit their work after viewing their peers' feedback

peerScholar: Deadlines dates



Build Activity



Set Dates



Customize Grading

Set Dates

- Manually Control Due Dates**
Open & close phases on demand (this is great for live sessions during class).
- Schedule Due Dates**
Pre schedule due dates & times so that phases open and close automatically

1 Create Phase	2 Assess Phase	3 Reflect Phase
<p>Mon, Sep 09, 12:01 AM ✕</p> <p>Sun, Oct 06, 11:00 PM ✕</p>	<p>Mon, Oct 07, 10:01 AM ✕</p> <p>Sun, Oct 13, 11:00 PM ✕</p>	<p>Mon, Oct 14, 10:01 AM ✕</p> <p>Sun, Oct 20, 11:00 PM ✕</p>
<p><input checked="" type="checkbox"/> Allow Late Submissions</p>		<p><input checked="" type="checkbox"/> Allow Late Submissions</p>

Allow overlapping dates

Save & Continue



peerScholar: Grading settings



Grading

What will be included in the final grade of this activity?

Instructor/Teaching Team Evaluations

These grades will be provided by the instructor and/or the teaching assistants.

10
Points

Assessments

+ Add Assessment Import

Quality of peer review 1	Overall	1.5 Points
Quality of Peer review 2	Overall	1.5 Points
Quality of self-assessment	Overall	0.5 Points
Quality of the Reflection	Overall	1.5 Points
Please refer to brightspace for the full rubric	Overall	5 Points
Comments	Overall	

Options

Grade Anonymously

Peer Ratings

These grades will be generated by the students.

0
Points

Student Participation

These grades will be generated automatically by the system for student completion.

0
Points

Summary

Overall

Quality of peer review 1	1.5
Quality of the Reflection	1.5
Quality of Peer review 2	1.5
Quality of self-assessment	0.5
Please refer to brightspace for the full rubric	5
Comments	

Total **10 Points**

Team Settings

Assign Grading

Extra Settings

- Show evaluation to all students**
Students will be able to review all feedback given to them. Their final grades will only be shown if all grades are available to students.
- Enable in-context grading**
Allow team members to grade students and those that reviewed them in context.

peerScholar: Grading

< Back

View Given Feedback

Feedback Received

Positive feedback can have a strong and positive impact. Please highlight something specific you liked in your peer's work. Let them know what was done really well and why they might want to continue doing that in their future work.

The introduction clearly outlined what was being discussed in the review. Good conclusion.
13 Words

Now it's time to give **constructive feedback**. If your peer was going to change just one thing about their work, what change would improve it the most? And what are some ways they might go about making that change? Please remember everything you have learned about giving constructive feedback when you write this, and try your best to deliver your suggestions in a helpful tone that will minimize the triggering of a fight/flight reflex.

Spelling error in the opening paragraph caused the final sentence of the opening to not make sense. When referencing websites, the date accessed should be given.
26 Words

You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace

	Exceptional	Good	Acceptable	Poor	Inade
Introduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Style	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Original Composition

No content to show...

Attached Files

Review.docx *Review.docx*
20.91 KIB

Grading

Quality of peer review 1
0 to 1.5
1.00

Quality of Peer review 2
0 to 1.5
1.00

Quality of self-assessment
0 to 0.5
0.50

Quality of the Reflection
0 to 1.5
1.50

Please refer to brightspace for the full rubric

	Exceptional	Good	Acceptable	Poor	Inadequate
Introduction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Style	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conclusion	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referencing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

peerScholar: Grading

< Back

View Given Feedback

Feedback Response

As we've discussed, sometimes reading feedback causes negative emotions in us, emotions like frustration, annoyance, anger and embarrassment. On the 1 to 7 scale below, how many negative emotions did you feel while reading this feedback?

4
4/7

Putting the emotions aside, what was the core piece of advice that this peer was trying to express? Can you restate in your own words what they thought you should change and how you might change it?

I made a typo where I wrote 'because' instead of 'be' in the first paragraph. I need to proofread more in the future to catch these spelling errors.

28 Words

Please rate the quality of this feedback in relation to the six qualities of effective constructive feedback that you learned about in the Assess Phase (note you can return to the Assess Instructions and re-watch that video if you like by clicking on Instructions and then choosing the Assess Phase)

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strong Agree
The Student Identified Something I Can Improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
The Tone Of The Feedback Felt Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
The Comments Are Directed At My Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>

Original Composition

No content to show...

Attached Files

Review.docx *Review.docx*
20.91 KIB

0.50

Quality of the Reflection
0 to 1.5
1.50

Please refer to brightspace for the full rubric

	Exceptional	Good	Acceptable	Poor	Inadequate
Introduction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Style	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Content	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conclusion	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referencing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments
45 Words

Introduction is quite long (2 paragraphs) for the overall length of the composition.
Some of the data in the 4th paragraph is not fully clear.
Conclusions are not fully supported. For example, it is not clear why

7.13/10
Total: 7.13/10 (71.3%)
Nov 5th 2024, 12:18pm

Save

peerScholar: Grading

< Back

View Received Feedback

Feedback Given

Positive feedback can have a strong and positive impact. Please highlight something specific you liked in your peer's work. Let them know what was done really well and why they might want to continue doing that in their future work.

Good points made, concise and to the point. Good use of statistics to back up points made. Simple and easy to understand, not convoluted.

24 Words

Now it's time to give **constructive feedback**. If your peer was going to change just one thing about their work, what change would improve it the most? And what are some ways they might go about making that change? Please remember everything you have learned about giving constructive feedback when you write this, and try your best to deliver your suggestions in a helpful tone that will minimize the triggering of a fight/flight reflex.

Review was a bit over the word count, and had the incorrect date. If I had to shorten it, I would have cut the point on agriculture in Ireland, since the focus of the report seems to be more on a worldwide scale, than national.

45 Words

You must read two other short technical reviews and use the rubrics below to grade them. The full rubrics is available in brightspace

	Exceptional	Good	Acceptable	Poor	Inade
Introduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Style	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer 1 Composition

No content to show...

Attached Files

Review.docx Review.docx
27.77 KiB

Feedback Response

As we've discussed, sometimes reading feedback causes negative emotions in us, emotions like frustration, annoyance, anger and embarrassment. On the 1 to 7 scale below, how many negative emotions did you feel while reading this feedback?

7
7/7

Putting the emotions aside, what was the core piece of advice that this peer was trying to express? Can you restate in your own words what they thought you should change and how you might change it?

I again agree with my peer about their feedback, my review was slightly longer than the given word count. I thought that it was necessary to make longer as to get enough information in my report, but as my peer suggested I would have removed the section on agriculture in Ireland and focus on a more worldwide view and think it would not have affected the report in a negative way.

71 Words

Please rate the quality of this feedback in relation to the six qualities of effective constructive feedback that you learned about in the Assess Phase (note you can return to the Assess Instructions and re-watch that video if you like by clicking on Instructions and then choosing the Assess Phase)

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
The Student Identified Something I Can Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Grading

Quality of peer review 1
0 to 1.5
1.00

Quality of Peer review 2
0 to 1.5
1.00

Quality of self-assessment
0 to 0.5
0.50

Quality of the Reflection
0 to 1.5
1.50

Please refer to brightspace for the full rubric

	Exceptional	Good	Acceptable	Poor	Inadequate
Introduction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Style	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Content	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referencing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for listening



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

**Bernal
Institute**

University of Limerick,
Limerick, V94 T9PX,
Ireland.
Ollscoil Luimnigh,
Luimneach,
V94 T9PX, Éire.
+353 (0) 61 202020