

Q&A

Peergrade in Absalon

First of all: Peergrade is an external application to Absalon that is not 100 % integrated with the rest of the course room data. E.g. course students are not automatically added to Peergrade and the “Groups” that are set up in the Absalon Course cannot be pushed to the Peergrade application. But there are simple steps to get around this.

How to manage participants?

Adding students to Peergrade

The first time a teacher sets up an assignment in Peergrade, all students in the course will automatically be imported in the Peergrade app with the passive status “Not enrolled yet”.

If new students are enrolled in the course later, they can simply click the Peer feedback tab, and the system will register them as “Active”, or the teacher can push all new students to Peergrade with **Participants > Sync with Canvas** (students are registered as “Not enrolled yet”). This can be done several times throughout the submission or feedback period if needed.

Not enrolled vs. Active

Students change status from the passive “Not enrolled yet” to “Active”, when they do something active in Peergrade, fx simply clicking the Peer Feedback button or upload a submission etc.

What to control in Settings?

Settings is done in two layers: *Class* settings and *Assignment* settings.

In **Class Settings** you can

- Assignments: Add a new assignment from scratch or copy an existing assignment
- Participants: Get an overview and sync with Absalon
- Set email settings, Assignments weights and Scoring and Export data
- Summary: Get the complete overview of all the data in your class

For a specific **Assignment** you can:

- Overview: Deadlines and student activity
- Results: Student submission scores
- Flags: React to flagged answers that need teacher attention
- Rubric: The ground pillar of the Peer feedback

- Late submission: See which students did not submit yet
- Settings: Offers a new line of settings, among other things Student Groups and Categories.

How to set up group feedback?

The Absalon group settings are not transferred to Peergrade, but students can choose and tag their group members from a drop-down-class-list when handing in their assignment.

* **Please note!** Be aware that only students that are pushed to the Peergrade app will appear from the drop-down-list. To help students find all their peers, you can run the **Sync with Canvas** integration before submission starts (pending students are not transferred).

There are multiple choices for setting up group assignments and feedback. By default, Peergrade is set to “student to student” feedback, but in **Assignment > Settings > Groups** you can allow students to submit as a group, define group size, and enable group to group feedback.

The number of reviews a group should do, can also be customized: Choose how many submissions one group has to review (typically one or two), in **Assignment > Settings > Feedback**.

Options

A student give feedback to another student

A student give feedback to a group

A group give feedback to another group

* New feature from fall 2019: A group can give feedback to a student

Groups doesn't have a group-captain or group-leader, but an arbitrary student in the group hand in the assignment or feedback on behalf of the rest of the group. Students “tag” their group-peers from a class drop-down-list, and when they have done so, the group is automatically connected in the Feedback session as well.

How does Teacher grading work?

Teachers can also join the Peergrade feedback, but has to use the Rubrics as well. There is no access to Speedgrader or URKUND via the Peer feedback module. Therefore, if teachers need to grade the assignments, or student participation is mandatory in order to earn a course certificate, it might be useful to split the process in two:

1: Peer feedback

Students hand in their Submission, and give each other feedback via Peergrade Rubrics. According to feedback given, they rewrite / improve their assignment.

2: Regular Absalon Assignment

After improving their assignment, students hand in their work again via the Absalon Assignment tab, where teachers can access the Speedgrader tool to provide their feedback.

What to do with Categories?

If you have a large class or want to control which students or groups are matched in the feedback session, you can use Categories to control this. This is a powerful and user friendly tool with several options you can play with in **Assignment > Settings > Categories**.

Shortcoming

It is not recommended to use Categories to match groups 1:1. We recommend you leave room for a certain amount of random allocation, in order to anticipate late submissions. If you set up too narrow a loop to control one specific group giving feedback to another specific group, and one of the groups doesn't hand in their assignment, the other group will never receive feedback.

If you want to control 1:1 group feedback, you will have to check late submissions in the timeslot between "Submission closes" and "Feedback opens" and rearrange categories, so all categories include at least two groups, who did hand in their submissions.

It is possible - as long as the feedback period is open - to edit/rearrange the Categories, to solve e.g. late submission problems, but the Peergrade allocation algorithm is disturbed when doing so.

Copy and reuse an Assignment

Also, Categories can be copied to a new Peergrade assignment, if you choose "copy an existing assignment". This way you can reuse an assignment either in the same course or in a new course – with the same assignment description, settings and rubrics. You can do so here: **Peer feedback > Create assignment + > Copy existing assignment > Select an assignment to copy (from drop-down-list)**

Is last-minute changes possible?

As long as the submission- and feedback timeslot is open, students can change / delete their submission, students can edit group members. It is also possible to edit/rearrange Categories, to solve e.g. late submission problems, but the Peergrade allocation algorithm is disturbed when doing so.

How to register students activities?

There are several ways to track student's activities in Peergrade:

1

The big overview

In **Class > Summary** you get a list of combined activities across all assignments in a class. If fx a class had 3 peer feedback assignments, all student data is available here.

2

Assignment overview – Which students have / have not participated

In **Late submissions** you get a full list of students activities. You can see which students have / have not submitted work and which students have / have not finished peergrading in the particular assignment.

3

Assignment details – Student results and performance

In **Results** you get Submission, Feedback and Combined Scores. These scores give you an overview of how much work a student or a group put into their feedback, and how fellow students judge their effort.

Submission score reflects the academic content or substance, judged by fellow peers. To get submission scores, the feedback rubric needs to have at least one evaluation criteria that is either Yes/No or Scale, since text-style questions cannot be calculated.

Feedback score reflects how solid or useful the feedback has been for the students receiving it. Eg. how much effort did one student or group put in the work of giving a solid feedback that is usefull, and is this feedback precise and meticulous enough so fellow students can learn from it and thus improve their academic performance.

Combined score is the combination of all submission scores and feedback scores across all assignments in the course.

Teachers can influence the scores by “Enable weighting of sections and questions” in **Settings > Rubric**. By enabling this, teachers can add points to individual questions in order to give them less or more weight in the score calculation.

Link to Peergrade guides

[Submission Score](#) | [Feedback score](#) | [Combined Score](#)

* NB! Some level of manual tjeck-up might be necessary to get an absolute overview of student's activities. Combining the Student-list in **Late submission** or **Class > Summary** with a course registration or attendance list could be helpful.

Online guides provided by Peergrade

For Students

[How students hand in their assignments, tag group members and give feedback](#)

You can share this link with your students, if they are first-time users.

For Teachers

[How to create assignments and rubrics, adding students, edit deadlines and allow late submissions](#)

General FAQ

[Advice and answers from the Peergrade Team](#)

Chat support

In the Absalon Peer Feedback you have access to the Peergrade online chat support, where all questions are welcome. The Peergrade team normally answers the chat within 1-5 minutes.

References to Peer feedback as a teaching method

David Nicol, Avril Thomson & Caroline Breslin (2014) [Rethinking feedback practices in higher education: a peer review perspective](#), Assessment & Evaluation in Higher Education, 39:1, 102-122

David J. Nicol & Debra Macfarlane-Dick (2006) [Formative assessment and self-regulated learning: a model and seven principles of good feedback practice](#), Studies in Higher Education, 31:2, 199-218

Video podcast: Teacher experience with implementing Peer feedback at Aarhus University, Department of Law (10 min in Danish): <https://vimeo.com/228801822>