

Proposal

Lilly Conference

Presenter Information (For Each Presenter)

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Proposal Details

Session Title:

Looking Out and Looking In: Promoting Academic Success through Peer Review and Self-Reflection in Online and Face-to-Face Courses

Session Format Choice: Interactive Poster

Session Abstract: (75 words or less)

This presentation will illuminate why peer review and self-reflection are important in promoting academic success and student engagement in both online and face-to-face courses. It will showcase the effective and easy-to-implement techniques that the presenters use to provide students with opportunities to look outward and inward and how the results contribute to course grades and the overall assessment of student learning. Attendees will be able to incorporate these techniques into any course at any level.

Learning Outcomes: (100 words or less)

Participants will be able to:

1. Articulate why giving students opportunities to look outward through peer review and inward through self-reflection is essential to academic success and student engagement

2. Highlight why peer review and self-reflection are important components in the assessment of student learning
3. Identify ways that they can incorporate peer review into their courses
4. Identify ways that they can incorporate self-reflection into their courses
5. Conduct peer review and self-reflection in their courses, including online or face-to-face courses
6. Synthesize the results of peer review and self-reflection into assignment and course grades

Organization: The presenters will provide practical and easily adaptable suggestions for implementing peer review and self-reflection into both face-to-face and online courses. Handouts will be provided and will include a bibliography, examples of materials from the presenters' courses, including their rubrics, assignments, grading schemes and templates, and copies of the poster and/or PowerPoint slides.

Keywords: (Select up to 5)

Academic Success

Assessment, Student Learning

Engagement

Peer Review

Self-Reflection

AV Requirements: LCD Projector

Other Needs: First choice is a poster session. If we are selected for one of the other presentation formats, we will need an LCD projector because we will bring a laptop computer.

Box 1 (300 words)

The presenters have noticed a significant drop in student performance over the past few semesters and that many students seem to have disengaged from the learning process entirely. Students seem stunned when their performance is assessed as insufficient and that a passing grade requires actually turning in assignments and participating in class. (Boswell, 2012; Culver, 2010) This situation is particularly alarming because as students transition into graduate study or careers, they are ill-prepared for the rigors of this next phase of their lives. Moreover, today's disengaged and entitlement-minded student is tomorrow's self-absorbed and apathetic citizen. (Lippman, Bulanda, & Wagenaar, 2009; Hall & Buzwell, 2012)

The presenters have implemented a combination of techniques to provide both formative and summative feedback to students so that students are more actively engaged in their own learning and have a clearer view of their performance and what is required to achieve excellence in these courses. (Kim, Hong, Bonk, & Lim, 2011; Sondergaard & Mulder, 2012) In terms of the learning objectives that they wanted to their students to achieve were: 1) students being more engaged in their courses, 2) students taking more responsibility for their own learning as well for the overall learning experience in the course as a whole, 3) increased interaction between

students, especially in online courses 4) giving students the opportunity to fairly and objectively critique their own work and participation as well as become skilled in providing useful feedback to others and 5) for students to have a more realistic view of their performance in courses throughout the semester. These objectives contribute to a more collaborative learning environment where active learning is both encouraged and expected. (Pinheiro & Simoes, 2012; DeWitt, 2012; Wolfe, 2012)

Box 2 (100 words)

The presenters use peer review and self-reflection in several required core and elective courses in undergraduate bachelor's degree, minor and certificate programs. These courses range from 200-level logic and programming/application courses, which are taught in a face-to-face format, to a 400-level course on ethics and a 300-level course on security, which are both taught online. Their students are a mixture of traditional-age and returning/adult students and are diverse in terms of gender, race and nationality. They are part of a large and vibrant urban setting, which provides ample opportunities for student engagement and connections with the community.

Box 3 (300 words)

In terms of group projects and presentation, the peer review covers five items: accountability, degrees of both preparation and cooperation and the quality and quantity of contributions. Scores from this then get factored into the students' overall grade for the project. Self-reflection in one course focuses on class participation, where students rate themselves on their engagement, attention and behavior on a 1-4 scale. Engagement evaluates how the student actively participates in class discussion and responds to questions from others. Attention assesses whether a student closely listens to other students and the instructor and whether he or she is fully engaged in the class session. Behavior judges whether a student displays any disruptive or inappropriate behavior in the classroom. Another technique for peer review is that students in the online courses provide feedback to the discussion forum responses posted by other students. The class is divided in half, with half of the students responding to the discussion forum questions for odd-numbered modules and the other half of the students responding for even-numbered modules. Each week, one of the questions is to select a student from the previous week's modules and provide feedback to their responses. Thus, students have an opportunity for feedback and interaction not only from the instructor and her teaching assistant, but also from one or more students. In the ethics course, students complete a pre-test and post-test and then reflect on how their views about moral, ethical and legal issues have changed and why. They also compare their responses to a variety of ethical scenarios with those of a panel of experts in the field.

Box 4 (300 words)

The presenters have determined that the most impactful techniques are self-reflection and peer review, including the use of pre-tests and post-tests, team projects, online discussion forums and oral presentations where students grade and provide feedback to each other, which is consistent with other findings. (De Grez, Valcke, & Roozen, 2012; Griesbaum & Gortz, 2010; Zhan & Mei, 2013) In terms of self-reflection, preliminary results indicate that students tend to be more honest and even harsh in evaluating their class participation on such elements as engagement,

attention and behavior. (Fritz, 2011; Clauss & Geedey, 2010) After students complete a self-reflection form, they tend to become more engaged and more active in their courses. The self-reflection assignments in the ethics course not only give students an opportunity to discern how and why their responses to various ethical scenarios might have changed, but also indicate that the course has had a significant influence on student values and beliefs about ethical and legal issues that they might confront in their careers. Peer evaluation provides an opportunity for more regular and robust feedback beyond what the faculty member can provide, especially in online courses or courses with large enrollments. (Wang, 2010; Brill & Hodges, 2011) Students have an incentive to post their responses to the discussion forum questions as quickly as possible in order to have the best chance at feedback from other students, which promotes some level of competition between students. The scores for peer review for participation in group projects and oral presentations are included in the overall grading scheme. Students have the opportunity to reward or punish their peers based on contributions to group projects and assume the responsibility of doing this in an objective manner, knowing that this will impact student course grades. (Kahiigi, Vesisenaho, Tusubira, Hansson, & Danielson, 2012)

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