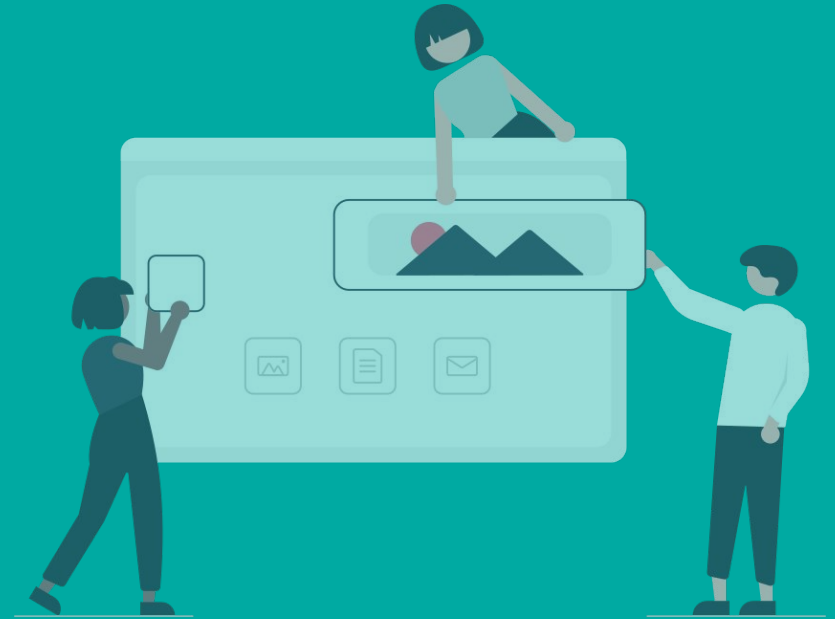


## Challenge Me Guide

# Benefits and obstacles of peer review

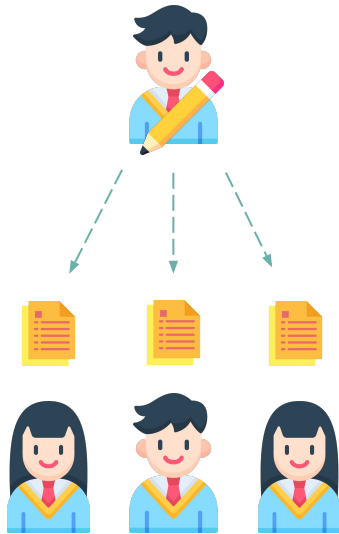
1. The different types of peer review
    2. The benefits of peer review
    3. Peer review use cases
  4. Barriers to peer review (FAQ)
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# 1

## What is peer review?

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In higher education, **peer assessment** consists of **putting the student in the position of corrector** by asking him to think critically and to grade the work of other students (his peers).

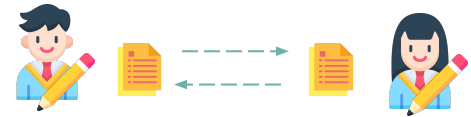
# 1

## The two types of peer review

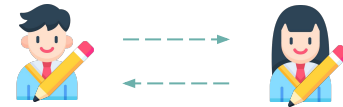
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At ChallengeMe, we distinguish between two types of peer review:

**Cross-peer evaluation** : the participants are asked to respond to an instruction individually or in a group, then to evaluate the results of the others.



**Intra-group peer evaluation** : Following group work, participants evaluate the members of their group (with whom they have collaborated) on behavioral criteria.



## 2

# The benefits of **cross-peer review**

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**Students** learn better and differently, are more involved and motivated

- **They receive different feedback formulated in different ways**

By receiving different feedback, students will have a better chance of having an approach that speaks to them.

- **They discover the work of others**

They can thus put them into perspective with their productions and draw inspiration from them.

- **They learn and embed knowledge without realizing it.**

We retain 10% of what we read and 90% of what we do and explain. This approach allows them to assimilate notions while giving feedback.

- **They take a step back from their work**

By positioning themselves as a proofreader, students understand the perception that a teacher may have when consulting their work.

## 2

## The benefits of **cross-peer review**

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**Teachers** spend less time correcting and engage students dynamically in the learning process

- **Regular exercises can be offered without having an overload of correction.**

Students can practice and receive personalized feedback rather than having a typical correction.

- **Areas for improvement and strengths of the class are highlighted**

You will thus be able to understand which are the points to review and which have been correctly assimilated.

- **The launch and administration of the challenges is ultra-simplified thanks to our team of coaches.**

No training is required to use ChallengeMe.

- **The setting time for a challenge is the same for 10, 100 or 1000 students.**

So you can assess a large number of students without spending extra time on it.

# 2

## The benefits of **intra-group peer review**.

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**Students** develop their ability to work in a team

- **They learn to give and receive feedback.**

This allows them to prepare for the professional world while training to provide useful and constructive feedback.

- **The strengths and areas for improvement of their participation are highlighted**

They can thus identify what they are doing well and how to improve their contribution to teamwork.

- **They develop their soft skills**

Depending on the criteria used, students will be able to work on their soft skills : self-confidence, decision-making, benevolence, diplomacy, etc.

# 2

## The benefits of **intra-group peer review**.

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**Teachers** have in-depth visibility of the functioning of each group.

- **Free -riders are quickly identified**

Student feedback explains why

- **The areas for improvement and the strengths of each group are highlighted**

This will give you a clearer picture of how each group worked.

- **Participation is more balanced**

When the intra-group evaluation activity is announced before the group work, the students become aware of the importance and the challenge of getting involved



## What does the research say on this subject?

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**"Peer evaluation is very similar to that of teachers when the criteria have been well understood"**

*Student Peer Assessment in Higher Education: A Meta-Analysis Comparing Peer and Teacher Marks – Review of Educational Research - Vol. 70, No. 3 (Autumn, 2000), p. 287-322 - Nancy Falchikov and Judy Goldfinch*

**"Peer assessment has positive effects on student learning and attitudes"**

*Peer Assessment between Students in Colleges and Universities - Review of Educational Research Vol. 68, No. 3 (Autumn, 1998), p. 249-276 - Keith Topping*



# 3

## Peer review use cases



### Evaluate

#### Identifying free riders

Students complete a group assignment. They evaluate each member of their work group on different criteria. 👥

#### Grading students

Students complete an assignment. Then they evaluate other work and write their feedback. Finally, students evaluate the quality of the feedback received. 👥

#### Noting large volumes

A large number of students must complete an assignment. The teachers evaluate the students according to the same scale. Students have access to their corrections on the platform. 👥



### Practice

#### Doing iterative work

Students make a first draft of their work, they receive evaluations from other students with areas for improvement. They can then turn in a v2. 👥

#### Peer-to-peer MCQ

Students answer a MCQ and then correct the MCQs of other students and give them advice.

#### Sharing with mentors

Students post work in the platform to receive feedback from mentors, more advanced students or companies. 👥


#### Training

Training for an exam with assignments to hand in (report, presentation, ...) to receive feedback for improvement from other students. 👥

# 3

## Peer review use cases

### Improving group work

Students anonymously evaluate the involvement of their work group members. 


### Developing soft skills

Students evaluate the soft skills of the class and give feedback to improve the various skills being evaluated. 



## Collaborate


### Co-construction of criteria

Students evaluate each other's work in groups. They must agree on the different criteria scored and the textual feedback provided. 




## Involve

### Giving feedback

Students complete an assignment, then are asked to evaluate other assignments. The teacher debriefs with the students on the feedback given. 

### Increasing engagement

Students present their work in a class and are evaluated by other students during the presentations. 

# 4

## FREQUENTLY ASKED QUESTIONS

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“I’m afraid of not having enough time to set up this activity. »

**The launch of an activity is done in 5 minutes** by completing a form. The assignment of work to be assessed is managed by the platform in the same way as reminders and notifications to students.

Our goal is for you to be able to **launch this type of activity without needing to train** on a platform. This is why we have a team of coaches permanently available to assist you before, during or after your activity. You just need to understand the principle. Once the activity is completed, **all notes and feedback are compiled** into an excel file.

We have ready-to-use guides that you can pass on to your students. 95% of teachers say it was very easy to integrate into their classes.

# 4

## FREQUENTLY ASKED QUESTIONS

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### "Won't the grades be too high?" »

The question comes quite naturally when considering this type of activity. An over-scoring can actually be observed when the **evaluation criteria** leave too much room for **subjectivity and/or are difficult to assess** . Here are some tips for getting a relevant assessment:

- ✓ **Add observable elements** to your criteria by making sure to have distinct and logical levels so as not to leave room for subjectivity.
- ✓ **Co Create and/or present the evaluation criteria to** the students so that they can familiarize themselves with them beforehand.
- ✓ Explain the pedagogical objective of the activity by indicating that overgrading the students would not be constructive because it would make it difficult to identify areas for improvement.



## FREQUENTLY ASKED QUESTIONS

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“How am I going to moderate if the interactions between students go in the wrong direction? »

You can access student feedback at any time on your interface. If some do not suit you, **you can block the display of results** or ask our coaching team to do so. We assure you, this has almost never happened 😊.

# 4

## FREQUENTLY ASKED QUESTIONS

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“Do you have any solutions for quickly creating an evaluation grid? »

We provide you with **a base of criteria with associated observable elements** so that you can reuse it and/or draw inspiration from it to significantly reduce preparation time.

You can download our criteria database [by clicking here.](#)

# 4

## FREQUENTLY ASKED QUESTIONS

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“The students will think that I delegate this task to them so that they don’t have to grade. »

In order not to leave room for this perception, it is important that the students understand **the interest of the activity and the benefits to be drawn from it** . You can also tell them that this activity does not exclude the feedback that you can give them on their work but also on their feedback!



## ISSUES

Do not hesitate to contact us for any request for help and support in setting up your challenges.

It would be our pleasure to help you.

**Email :** [coach@challengeme.online](mailto:coach@challengeme.online)

**Telephone:** +33 9 75 18 18 44

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