

## **Reflective Response on My SoTL Plan**

### **Describe your research questions**

My research questions relate to the value of peer assessment and feedback. I use peer assessment and feedback in my classes and want to know if the pedagogical approach I am using has a positive impact on learning outcomes. I have tried using peer assessment as a graded component in my classes and discovered both the positive and negative aspects of this. The positive aspects include active learning, developing assessment skills, becoming familiar with the assessment tool, enhancing student learning and collaboration, and promoting critical thinking. However, I have also witnessed some of the negative aspects of peer assessment as a graded tool in my classes including unfair and biased results, inconsistencies and the additional time required on the part of the instructor to fully prepare the students for the role of assessor (Peer Assessment/ feedback - University of British Columbia). As a result I have 'experimented' with the role of peer assessment as an ungraded tool in my classes using the process of providing rather than receiving the peer assessment and feedback to enhance deeper learning. This allows the students to become familiar with the assessment tool and takes less time on the part of the instructor, to learn from observing their classmates and providing feedback to them and eliminates the inconsistencies and biased results in grades provided by classmates.

My main research question or hypothesis is "Does ungraded peer assessment and feedback, improve student learning outcomes".

### **Describe the prior research you will undertake to inform your research design**

I would start with a literature search to investigate any prior research and consider the research design of any relevant studies. I found the University of British Columbia "Flexible Learning" website to be really helpful and would definitely spend more time exploring their resources and their list of references in this topic area.

### **Explain your plan of action**

Once I determine a research design and appropriate methodology, I would proceed with exploring possible ethical 'incentives' for student participation. I have to consider the student perspective or WIFM to motivate them to volunteer to participate in the study. Once that is determined I would prepare and submit an application to my college's Research Ethics Board for approval. Once this is approved, I could proceed with designing the tool(s) used in the study such as surveys, questionnaires and data/grade collection. One consideration I find a bit daunting is the data collection and analysis. I would need to explore recruiting a statistician to manage this aspect of the project.

### **Present a dissemination strategy**

Initially my goal would be to complete a report or article of the study and the results. I would create a 'how-to' guide for anyone to begin using peer assessment and feedback as an ungraded tool. In this guide I will summarize the results of the study and provide examples of how it might be employed in the classroom. I could begin disseminating the results of the study with my colleagues during in-house PD sessions. I could also create some short videos explaining the results of the study and provide some examples and testimonials from students. I could also try to publish the results of the study and present at conferences.

### **Where will the project go**

I came upon my research question during my explorations for 'authentic assessment'. I wanted to incorporate assessment tools in my course that are truly authentic and replicate what the students will be doing in the real world. Self-evaluation and providing feedback to students is an important skill for my graduates so I see this project having a future in a similar study looking at self-evaluation as an ungraded tool and ultimately enhancing these skills that they will take into the work-place.



Image by [Gerd Altmann](#) from [Pixabay](#)

### **References**

*Peer Assessment/feedback - University of British Columbia*. The University of British Columbia Flexible Learning. (n.d.). Retrieved February 12, 2023, from <https://isotl.sites.olt.ubc.ca/files/2017/02/peer-assessment-feedback.pdf>