



# APPROACHES TO PEER EVALUATION

Peer evaluation provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students **develop lifelong skills** in **assessing** and **providing feedback** to others and equips them with skills to **self-assess** and **improve their own work**.

## DIVIDE UP THE POINTS

### Michaelsen's Method



- Assigned 10 points per team member excluding themselves
- Enforced score differential

**Pros:** Promotes higher order critical thinking skills

**Cons:** Students might collude to get the same average score

### Fink's Method



- Distribute 100 points among team members
- Total peer evaluation score for the student is divided by 100, then multiplied by group score (from TRAT)

**Pros:** Fair method - students do not have to give different scores to their peers

**Cons:** Students might underestimate the impact of scores, thus grades might be harmed

## QUALITATIVE

### UT Austin's Method



- Uses a two-question rubric to qualitatively assess students:  
 Q1. Provide one thing that you appreciate about your teammate  
 Q2. Provide one thing that you would request of your teammate

**Pros:** The possibility of the “need” to use evaluations to get the credit bump might keep students engaged all semester long

**Cons:** No quantitative analysis - students are not able to critically analyse their peers

## HYBRID: QUALITATIVE AND QUANTITATIVE

### Texas Tech's Method



- Uses twelve criteria for teammate evaluation, including promptness, humility etc.
- Ranked on 5-point likert scale
- Comments are required for scores of 1 or 5 but are otherwise optional

**Pros:**

- Useful in highly competitive environment

**Cons:**

- Might lead to grade inflation

### Koles' Method



- Uses twelve criteria for teammate evaluation, divided into three categories: cooperative learning skills, self-directed learning skills and interpersonal skills
- Providing qualitative feedback is mandatory

**Pros:**

- Helps students develop feedback skills

**Cons:**

- Higher workload for instructors to analyze feedback

#### References:

1. Sibley, Jim; Ostafichuk, Pete. (2014) Getting Started With Team-Based Learning. 1st edition. [ebook] (p. 155). Stylus Publishing.
2. Goedde, Rick & Sibley, Jim. Approaches to Peer Evaluation: Pro's and Con's of Various Methods. [PDF]. Available at: [http://learntbl.org/wp-content/uploads/2014/06/Poster\\_TBL\\_peer\\_Feb2011-22nd.pdf](http://learntbl.org/wp-content/uploads/2014/06/Poster_TBL_peer_Feb2011-22nd.pdf) [Accessed 04/06/2018]
3. Levine, R.E., 2012. Peer evaluation in team-based learning. Team-Based Learning for Health Professions Education: A Guide to Using Small Groups to Improve Learning, pp.103-116.