



PEER REVIEW

Peer evaluation has traditionally been used in the scientific field and currently as part of the systems of continuous improvement of teachers.

Increasingly used in education, peer review provides a structured learning process for students to critique and give each other feedback on their work.

This methodology gives social interaction a relevant importance in the face of the construction of knowledge in that it helps students develop lifelong skills to evaluate and provide feedback to another. The student becomes with this system a mediator of learning offering his peers more adjusted to their needs, making knowledge their own through cooperative processes of internalisation and self-regulation. In addition, this methodology makes the continuous evaluation of large groups sustainable.

The mechanisms implicit in social relations can be harnessed for the construction of knowledge. In this sense, Sánchez G. (2015) collects the following mechanisms of a relationship between equals as promoters of learning:

1. Cognitive conflict, due to the existence of different points of view. This generates situations that allow them to confront divergent points of view, which promotes the rethinking and revision of ideas, beliefs and forms of learning of their own, generating an enrichment of the task and therefore of learning.

2. Organisation and commitment to the shared task, through the elaboration of goals and plans that facilitate the joint and individual work of learning.
3. Mutual help and error management, so that the advantaged students provide precise and adapted help to their peers.
4. Communication skills and use of a shared language, so that learning is reaffirmed through explanations, listening, questioning and discussion among peers.
5. Motivational and affective mechanisms, derived from the good relationship that must exist between students so that peer evaluation is effective and also provides a sense of learning.

How to implement it

The types of peer review are:

1. **Formative Feedback** – Students provide constructive feedback on draft assignments. Small feedback groups could be incorporated in which written comments can be explained and discussed with the recipient. Students can then make appropriate changes to the assignment before presenting the final product.
2. **Peer Rating** – Students assign grades to their peers based on assessment criteria using a rubric. This grade is done through online tools that randomly and anonymously distribute the assignments so that they are reviewed by a certain number of other students, and the final score of the task is usually calculated by taking the average value of all the grades of the classmates who have received that task.
3. **Peer review** of participation in a group work – Students give a score of participation, contents and competencies for each member of the group using a rubric provided by the teacher.

Peer assessment can be designed openly, encouraging comparison and debate, or anonymously, depending on the assessment task and context.

Depending on the objective, peer review can be structured in two ways:

Peer formative assessment:

- ▶ Identify a task where students can benefit from peer review, or divide an assignment into parts that allow for draft submission and review.
- ▶ Explanation of the task and evaluation criteria (showing examples of both)
- ▶ Students complete and submit a draft of the assignment.
- ▶ Students evaluate other students' drafts by rubric and/or leave constructive comments.
- ▶ Students reflect on the feedback received and incorporate what they see fit for the final presentation of the assignment.
- ▶ The works are evaluated and qualified by the teacher.

Peer summative evaluation:

- ▶ Explanation of the task and evaluation criteria (showing examples of both).
- ▶ Students complete and submit a final assignment.
- ▶ Students evaluate the assignments of 2-4 other students using the grading rubric and provide feedback.

- ▶ Grades are determined for each student by taking the average score given by their peers.
- ▶ The teacher performs an evaluation and final grade that may or may not be incorporated into the average grades.

Students' familiarity with the criteria tends to improve the efficiency of peer review, so students should be involved in discussing the criteria used. In this sense, it is recommended that students participate in the preparation of the evaluation rubric.

How to assess and evaluate it?

After any peer review process, the teacher and students should reflect on the learning that occurred by giving and receiving peer feedback. This can be done during the synchronous class or through a forum. Some tools, such as Eduflow, incorporate the reflection process within the scoring system, so that in order to obtain a grade it is necessary to reflect on the evaluation process.

Examples of implementation

- ▶ [Strategies for student peer assessment](#) (NSW Government, 2022)
- ▶ [Peer assessment](#) (Iowa State University, 2023)

Tools

In Moodle

- ▶ ToolWorkshop

Outside Moodle

- ▶ Eduflow!!
- ▶ FlipGrid
- ▶ Corubrics
- ▶ Peergrade

Resource



Peer Learning and Cooperative Learning: Psychopedagogical Principles and Teaching Methods (Sánchez, 2015).