Solving low feedback quality at the Wharton School

**USING**

- Peer Review

**COURSE FORMAT**

- Synchronous

**CLASS SIZE**

- 2000 students

**LMS**

- Canvas

**DOMAIN**

- Management

**LEVEL**

- Undergraduate

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**Background**

**ABOUT THE INSTITUTION**

Founded in 1881 as the world's first collegiate business school, the Wharton School is shaping the future of business by incubating ideas, driving insights, and creating leaders who change the world.

**ABOUT THE INSTRUCTORS**

- **Linda J. Lee** is the Director of Instructional Design, where she leads training and instructional design efforts for the Courseware Team at the Wharton School of the University of Pennsylvania.

- **Dylan Fenton** is the Director of Instructional Design & Delivery at University of Pennsylvania.

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**Course objectives**

Student were able to **work in groups** to produce video interviews based on the course content; **participate** in a discussion forum, and **critically evaluate** their peers and other groups' work.

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**BLOOM'S TAXONOMY**

The learning activities, according to Bloom's Taxonomy, were mainly at the level of:

- **Understanding** the content and apply it to produce a product
- **Evaluating** own and peers’ work according to a given rubric
The challenge

Linda and Dylan were in charge of running a large online course with over 2000 undergraduates during the 2020 Spring term. This course is, according to Linda, “by far the largest course ever taught at Wharton”. Such a huge class size is undoubtedly challenging for instructors to effectively manage and facilitate peer learning activities. However, they were committed to promoting peer learning via both group work and peer assessment.

In detail, the course involved a group project that required students to collaborate on a final team paper, and provide peer feedback on each other’s work. It was here that the need for the right tool became absolutely critical and urgent. The “right” tool, according to the instructors, should allow for automatic allocation of peer reviewers, clear deadlines tracking, customizable peer review rubric, ability to export peer feedback for grading, and ease of use with minimum student support.

The solution

Peer Review of FeedbackFruits offered teachers the capacity to make these requirements happen, while Canvas native tool for peer assessment couldn’t. Linda remarked: “When Dylan showed this to me, I immediately saw that FeedbackFruits Peer Review tool offered really many advantages over Canvas native peer review tool.”

She then emphasized that Peer Review allowed them to set up multiple deadlines, present clear steps for completing peer feedback, export the submission/peer review data, and let students revise their given feedback.

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LINDA LEE
Director of Instructional Design, the Wharton School
The setup

Course structure
The course curriculum was structured to cover synchronous lessons and three main assessment forms: content & tests; discussions, and team paper.

Content & Tests (30%)
- Weekly reading & quizzes
- Video interviews with alumni & industry experts

Discussions (30%)
- Groups of 25-39 students
- Contribution to discussion boards

Team Paper (40%)
- Groups of 3-4 students
- Peer review 3 assignments

The outcomes

Overall, the learning activities were successful. The quality of peer review was significantly enhanced, as learners were actively and responsibly involved in the process. While multiple deadlines encouraged students to deliver peer reviews, clear feedback rubrics acted as an effective guide to produce effective feedback. Furthermore, support for students was minimal while using the Peer Review tool.

“We were delighted by the small footprint of support that students required,” as remarked by Linda. A small number of students experienced load issues, yet these are resolved thanks to the “great help” from FeedbackFruits support team.

First a pilot, and now a trusted partner, the Wharton School has been successfully adopting FeedbackFruits tools to create meaningful learning experiences.

You can find out more about Linda and Dylan’s success story here.

“"The most delightful thing from my perspective was that we were able to create this assignment once and then easily copy that with all the sets of configurations for the third and second assignment.”

LINDA J. LEE
Director of Instructional Design, the Wharton School

“I look forward to recommending and using this tool (Peer Review) again in the future.”

LINDA J. LEE
Director of Instructional Design, the Wharton School