Scaling asynchronous collaboration at Queen’s University

**Using**
- Peer Review
- Group Member Evaluation

**Course format**
- Online

**Class size**
- 78 students

**LMS**
- Brightspace

**Domain**
- Capston

**Level**
- Bachelor

**Background**

**About the institution**

*Queen’s University* is Canada’s definitive university experience. The university ranks 4th among medical-doctoral universities in Canada and has the highest graduation rate in the country.

**About the instructors**

- **Danielle D’Souza** is the Educational Support Specialist for the Engineering Teaching and Learning Team at Queen’s University.

- **Marisa Lavoratore** is an Instructional Designer with the Faculty of Health Sciences at Queen’s University.

- **Selina Idelas** is the Educational Technologies Innovation Specialist at the Centre for Teaching & Learning team at Queen’s University.

- **Sean Watt** is an adjunct lecturer at Queen’s University.

**Course objectives**

In this course, students were able to produce written memos based on the course lectures; as well as critically evaluate their own work, and that of their peers.

**Bloom’s Taxonomy**

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

- **Evaluating** own and peers’ work according to a given rubric.
The challenge

The quick jump to remote learning required the Queen's team to seek a “more robust teaching tool than the one they are currently using”, said Selina Ildas, Educational Technologies Innovation Specialist. Their current tools for peer feedback and group evaluation didn’t meet their needs due to poor integration into Brightspace, and user-unfriendly interface.

FeedbackFruits Peer Review (PR) and Group Member Evaluation (GME); however, met all the requirements developed by the Queen's team, which were: seamless LMS integration, single sign-on (SSO), Gradebook synchronization, large group management capability, timely support, user-friendliness, and consistent user experience.

The solution

To ensure a smooth transition to Peer Review and Group Member Evaluation, the Queen's Centre for Teaching & Learning worked closely with the FeedbackFruits team to provide pedagogical support for instructors.

“We have a really robust support model to get FeedbackFruits tools] launched as quickly as possible and to make that transition happen.” - Selina Ildas

For Danielle D’Souza, Educational Support Specialist at Queen’s, this support model was a huge benefit for her. Danielle needed to help an instructor to design and facilitate a 2-part assignment where students participating in the first part would get reviews from students participating in the second part. This assignment was challenging and “complicated” according to Danielle. However, she reached out to the FeedbackFruits team for support and received detailed instructions on exactly “what to do, which settings to for in the tools”.

You can see the progress on the right hand side. Here you can see all the different groups, see which one are completed, see what their average review was, you can see the time they spend on reviewing ...

SEAN WATT
Adjunct Lecturer, Queen's University
### The setup

<table>
<thead>
<tr>
<th>STEP 1: Activities design</th>
<th>The instructor issued 2 Peer Review deliverable reports, and 3 Group Member Evaluations.</th>
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<tbody>
<tr>
<td>STEP 2: Peer Review report</td>
<td>Students worked in groups of 4 to provide peer comments on 19 group reports, with each group member reviewing a different document</td>
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<tr>
<td>STEP 3: Group Member Evaluation</td>
<td>The instructor set up 15 questions with a 5-point ranking, and each group member had to assign 101 points across their team.</td>
</tr>
<tr>
<td>STEP 4: Student analytics</td>
<td>The instructor set up 15 questions with a 5-point ranking, and each group member had to assign 101 points across their team.</td>
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</tbody>
</table>

### The outcomes

The implementation was noted as being a success and was well received by both teachers and students. For teachers, both tools matched all implementation requirements, as well as offering extensive analytics (per student, per group and overall). For students, the tools were found to be **intuitive and easy to use**, and they greatly increased their engagement with the course.

“Future ideas were, *I will use [Peer Review and Group Member Evaluation tool] the same way for next year.*” - noted Sean when talking about the perspectives of using the FeedbackFruits tools for his upcoming semester.

To ensure a more successful adoption of the tools, Sean emphasized that he needed to make sure to understand the settings, make adjustments in terms of timing, and utilise random assignment of reviews.

To learn more about Danielle, Selina, Marisa, and Sean’s experience and success story, you can watch [their full presentation](https://www.inspired2021.com) at InspireD 2021.

> We have a really robust support model to get FeedbackFruits tools launched as quickly as possible and to make that transition happen.

**SELINA IDLAS**
Educational Technologies Innovation Specialist

> I just want to give a huge kudos to the FeedbackFruits team because they have been incredible with their support in every situation.

**DANIELLE D’SOUZA**
Educational Support Specialist