

PEER EVALUATION IN TEAM-BASED LEARNING



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DEFINITION ?

- **R: What is your definition of peer evaluation?**
- Giving and receiving feedback
- Based on observable behaviors
- **P: What do you believe that students imagine when they hear the words "peer evaluation"?**
- Fears
- Impact on grades

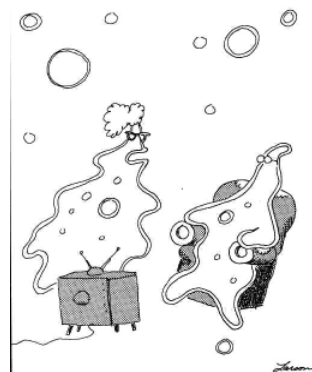
FORMAT

A conversation about peer evaluation as practiced in the setting of team-based learning:

1. Definition
2. Purposes
3. Risks and Benefits
4. Methods
5. Pitfalls and Problems
6. Your Questions and Comments

PURPOSES

- **P: What is the purpose of peer evaluation in TBL?**
- Holds individuals accountable to team
- Lessens the likelihood of social loafing
- **R: Which skills does peer evaluation foster in students?**
- Skill of writing useful feedback
- Capacity to value and respond to feedback



"Stimulus, response! Stimulus, response! Don't you ever think?"

RISKS AND BENEFITS

- **P: How do you alleviate the discomfort that many students feel when they are required to do peer evaluation?**
- Open discussion about fears
- Evidence that fears are unwarranted
- Walk through the process to demystify peer evaluation
- **R: How do you reassure students that peer evaluation will be beneficial?**
- Empowers students to reward teammates and act like faculty
- Fosters more powerful learning within team



METHODS

- **P: Would you explain how Dr. Larry Michaelsen accomplishes peer evaluation with his students?**
- Form
- Requires unequal distribution of points among teammates
- Comments to support “highest ratings”
- **R: What do you feel are the advantages and disadvantages of the Michaelsen method?**
- Advantage: rewards positive and penalizes negative behaviors
- Disadvantage: forced discrimination may be inappropriate

METHODS (2)

- **P: Would you explain how Dr. Dee Fink accomplishes peer evaluation with his students? Please discuss advantages and disadvantages.**
- Form
- Advantages
 - Allows student the choice to discriminate or not
 - Prevents grade inflation
 - Qualitative feedback may be added
- Disadvantages
 - Students may underestimate impact on grades

Method #1: The Michaelsen Method¹

Peer evaluation Name _____ Team # _____

Please assign scores that reflect how you really feel about the extent to which the other members of your team contributed to your learning and/or your team's performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. (Note: If you give everyone pretty much the same score you will be hurting those who did the most and helping those who did the least.)

Instructions In the space below please rate each of the other members of your team. Each member's peer evaluation score will be the average of the points they receive from the other members of the team. To complete the evaluation you should: 1) List the name of each member of your team in the alphabetical order of their last names and, 2) assign an average of ten points to the other members of your team (Thus, for example, you should assign a total of 50 points in a six-member team; 60 points in a seven-member team, etc.) and 3) differentiate some in your ratings; for example, you must give at least one score of 11 or higher (maximum = 15) and one score of 9 or lower.

Team Members	Scores	Team Members	Scores
1) _____	5) _____	_____	_____
2) _____	6) _____	_____	_____
3) _____	7) _____	_____	_____
4) _____	8) _____	_____	_____

Additional Feedback In the space below would you also briefly describe your reasons for your highest and lowest ratings. These comments—but not information about who provided them—will be used to provide feedback to students who would like to receive it.

Reason(s) for your highest rating(s). (Use back if necessary.)

Larry Michaelsen, 2004. Team-Based Learning: A Transformative Use of Small Groups in College Teaching. Stylus Publishing, Sterling, VA

Method #2: Fink Method¹

Assessment of Contributions of Group Members

At the end of the semester, it is necessary for all members of this class to assess the contributions of each member of the group made to the work of the group. This contribution should presumably reflect your judgment of such things as:

Preparation—Were they prepared when they came to class?
 Contribution—Did they contribute productively to group discussion and work?
 Respect for other's ideas—Did they encourage others to contribute their ideas?
 Flexibility—Were they flexible when disagreements occurred?

It is important that you raise the evaluation of people who truly worked hard for the good of the group and lower the evaluation of those you perceived not to be working as hard on group tasks. Those who contributed should receive the full worth of the group's grades; those who did not contribute fully should only receive partial credit. Your assessment will be used mathematically to determine the proportion of the group's points that each member receives. Evaluate the contributions of each person in your group *except yourself*, by distributing 100 points among them. Include comments for each person.

Points

Group # _____	Points Awarded
1. Name: _____ Reasons for your evaluation: _____	_____
2. Name: _____ Reasons for your evaluation: _____	_____
3. Name: _____ Reasons for your evaluation: _____	_____
4. Name: _____ Reasons for your evaluation: _____	_____
5. Name: _____ Reasons for your evaluation: _____	_____
Your Name: _____	TOTAL: 100 Points

Dee Fink, 2004. Team-Based Learning: A Transformative Use of Small Groups in College Teaching. Stylus Publishing, Sterling, VA

Peer Feedback Score Grading Formulas Sample for Team #3										
	Scores given by Jack Score 1	Scores given by Mary Score 2	Scores given by Tony Score 3	Scores given by Bill Score 4	Scores given by Suzy Score 5	Scores given by John Score 6	Average Score (AvS)	Team Grade Modifier Factor (TGMF)	Original Team Grade (OTG)	Modified Team Grade (MTG)
1	Jack	N/A	10	10	10	10	10.00	1.00	80.00	80.00
2	Mary	9	N/A	8	9	8	8.80	0.88	80.00	70.40
3	Tony	10	10	N/A	10	10	10.00	1.00	80.00	80.00
4	Bill	10	10	10	N/A	10	10.00	1.00	80.00	80.00
5	Suzy	10	10	10	10	N/A	10.00	1.00	80.00	80.00
6	John	11	10	12	11	12	11.20	1.12	80.00	89.60
Total Points		50	50	50	50	50	50.00	5.00	80.00	80.00
Formulas		Total Points = (Total # of Team Members - 1) * (10) E.g.: (6 - 1) * (10) = (5) * (10) = 50				AvS = (Sum of scores received) / (# scores received) E.g.: Mary's AvS = (81 + 83 + 84 + 85 + 86) / (5) = (443) / (5) = 8.80	TGMF = (AvS) / (10) E.g.: Mary's TGMF = (8.80) / (10) = 0.88	OTG = (GRATs) + (Appt. Exercises) E.g.: Team #3's OTG = 80	MTG = (OTG) * (TGMF) E.g.: Mary's MTG = (80) * (0.88) = 70.40	

**TEAM-BASED LEARNING
PEER FEEDBACK**

Team: _____
 Colleague you are evaluating: _____
 Your name (evaluator): _____
 Period of Evaluation: August-December 2009 (term one, year 2)

PART ONE: QUANTITATIVE ASSESSMENT (CHECK ONLY ONE BOX FOR EACH OF THESE 12 ITEMS)

COOPERATIVE LEARNING SKILLS:	NEVER	SOMETIMES	OFTEN	ALWAYS
Access to time and details with team during activities				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				
SELF-DIRECTED LEARNING:	NEVER	SOMETIMES	OFTEN	ALWAYS
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies areas of personal knowledge				
Is clear when explaining things to others				
INTERPERSONAL SKILLS:	NEVER	SOMETIMES	OFTEN	ALWAYS
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, WRITE AT LEAST ONE SENTENCE, BUT NOT MORE THAN THREE SENTENCES)

1) What is the single most valuable contribution this person makes to your team?

2) What is the single most important thing this person could do to more effectively help your team?

Paul Koles, Revised
August 2009

QUALITATIVE COMPONENT

Two questions added to Fink method:

- 1) "In what ways was your teammate most helpful to the team?"
- 2) "In what ways could your teammate improve to be more effective?"



METHODS (3)

- **R:** Would you explain how you accomplish peer evaluation with medical students? Please discuss the advantages and disadvantages of your method.
- Form
- Advantages:
 - all teammates receive faculty opinion about quality of comments
 - all teammates receive quantitative ratings and free-text comments
- Disadvantages:
 - high grades common (no discrimination required)
 - faculty invest considerable time in grading quality of comments

PITFALLS AND PROBLEMS

- **P:** What are common errors made by faculty who introduce peer evaluation in their courses for the first time?
- R: doing peer evaluations too often or too early
- P: poor orientation to purposes and constructive feedback
- **R:** What mistakes have we made as we implemented peer evaluation?
- P: using only quantitative ratings to determine grades
- R: method that allowed everyone to receive highest score

QUESTIONS & COMMENTS

P: What are the most important lessons we have learned by doing peer evaluation in the setting of team-based learning?

R: peer evaluation is the most culturally sensitive component of TBL

P: peer evaluation is learning lab for developing skills needed in careers

Please speak to us!



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