



Peerceptiv[®]



Leaders in Peer Learning

Scalable active learning through
research-validated peer assessment

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Peerceptiv[®]



You will learn...

- What is Peerceptiv?
- Peer learning in synchronous and asynchronous environments
- Updates for the 2021-2022 school year
- Integration and Onboarding



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2021 - 2022 Updates

- Team Member Evaluation tool
 - Grading option for participation score or mean rating score
- LTI 1.3 Advantage configuration available for January 2022
- Group Sync and Roster Sync available in 2022
- 2022 launch of new teacher and student UI
 - New teacher and student dashboards
 - New results display



Peerceptiv[®]



RESEARCH AND DEVELOPMENT

Peerceptiv was developed at the University of Pittsburgh's Learning Research and Development Center.



VALID AND RELIABLE GRADING

An online peer assessment system that produces grades that consistently align with expert assessment.



STUDENT ACCOUNTABILITY

Grading in Peerceptiv includes incentives for the quality and specificity of their ratings and reviews.



LEARNING ANALYTICS

In depth analytics allow instructors to individualize learning where needed and improve their practice over time.

Publications

All research has been conducted (some under name "SWoRD") at the University of Pittsburgh's Learning Research and Development Center.

Wu, Yong & Schunn, Christian. (2020). When peers agree, do students listen? The central role of feedback quality and feedback frequency in determining uptake of feedback. Contemporary Educational Psychology. 101897. [10.1016/j.cedpsych.2020.101897](#). [View](#)

Wu, Yong & Schunn, Christian. (2020). The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students. American Educational Research Journal. 10.3102/0002831220945266. [View](#)

Patchan, M. M., Schunn, C.D., & Clark, R. (2017). Accountability in peer assessment: examining the effects of reviewing grades on peer ratings and peer feedback. Studies in Higher Education, 43(12), 2263-2278. [View](#)

Godley, A. J., DiMartino, S., & Loretto, A. (2016). Secondary Students' Perceptions of Peer Review in Writing. Research in the Teaching of English, Volume 51, Number 2. [View](#)

Schunn, C. D., Godley, A. J., & DiMartino, S. (2016). The reliability and validity of peer review of writing in high school AP English classes. Journal of Adolescent & Adult Literacy. [View](#)

Patchan, M. M. (2011). Peer review of writing: Learning from revision using peer feedback and reviewing peers' texts. Doctoral dissertation, Cognitive Psychology, University of Pittsburgh. [View](#)

Patchan, M. M., Schunn, C.D., & Russell, R. (2011). Writing in natural sciences: Understanding the effects of different types of reviewers on the writing process. Journal of Writing Research, 2(3), 365-393. [View](#)

... (2009). The nature of feedback: How different types of peer feedback affect writing



UNIVERSITY OF PITTSBURGH

LRDC

Learning Research & Development Center

[Published Research](#)

Publications

All research has been conducted (some under name "SWoRD") at the University of Pittsburgh's Learning Research and Development Center.

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Effects of Providing and Receiving Peer Feedback on Writing
Educational Research Journal.



1. Learning improves most by *providing* feedback to peers.
2. Assessment by multiple peers is as valid & reliable as by a single expert when students are properly motivated.



- Synchronous assignment workflow
 - Common deadlines
- Asynchronous workflow
 - No common deadlines
 - Supports competency-based assignments.

①

Create and **Submit**
Assignment

②

Review Peers'
Submissions

③

Read and Rate
Feedback

④

Valid and **Reliable**
Grades

- Writing across disciplines
- Lab Reports
- Group Projects
- Presentations
- Video Debate
- Online portfolios



- Coding
- Infographics
- Podcasts
- Reading Reflections

① Create and **Submit**
Assignment

② **Review** Peers'
Submissions

③ Read and Rate
Feedback

④ **Valid** and **Reliable**
Grades

- Distribution algorithms ensure everyone gets reviewed quickly.
- All peer reviewing activity is anonymous or double-blind.
- Fully Integrated with Collab:
 - Single sign-on for students and teachers
 - Grade passback
 - IMS Global Affiliate Member
 - LTI 1.3/Advantage coming soon
 - Roster and Group Sync coming soon

Qualitative Review

① Create and **Submit** Assignment

② **Review Peers'** Submissions

③ Read and Rate **Feedback**

④ **Valid and Reliable** Grades

The screenshot displays the Peerceptiv web application. At the top, the Peerceptiv logo is on the left, and navigation links for "Microbiology Assignments", "Grades", and "Help" are on the right. The main content area is split into two panels. The left panel shows a student paper titled "Gender Equality: The Effect of Emma Watson and Social Media" with a page number of 1/10. The paper text discusses gender equality as a "wicked problem" and mentions Emma Watson's role as a UN Women ambassador. The right panel is titled "Context, Audience, and Purpose" and contains a prompt: "Comment on the context and purpose. What in the text demonstrates that it is appropriate for the context, audience, and purpose. What could be improved to make it a better fit for the context, audience, or purpose?" Below the prompt is a text input area and a "Context, Audience, and Purpose Comment #1" label. At the bottom of the interface, there are "Previous" and "Next" buttons, an "Auto Save Enabled" status indicator, and a help icon.

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Microbiology Assignments Grades Help

studentPaperDownload.do 1 / 10

Gender Equality: The Effect of Emma Watson and Social Media

Gender equality has been an ongoing "wicked problem" for decades. A wicked problem is a problem that can take a great deal of time to solve and has no clear-cut solution. There have been many campaigns to end the issue of gender equality, which have had some success. The United Nations Women has been one of the leading activist groups to try to put an end to this obstacle. This past July, Emma Watson was appointed to be an ambassador for the United Nations Women. On September 21, 2014 Emma delivered a speech to launch the campaign HeForShe, which aims at creating gender equality focusing on youth and primarily males. I am very passionate about this topic of equality because I think it is an issue that most people know about but are not inspired enough to make an impact for change. In this paper I will examine if the success of this campaign differs from past efforts of the UN Women, the role that social media plays, and if having a celebrity like Emma Watson drove this effort to be successful.

Many people know Emma Watson as the adorable little British girl who started acting at the age of eleven. She broke out onto the scene playing Hermione Granger in the extremely successful Harry Potter series. Emma has had an incredibly impressive career so far and she is only 24 years old. This brings up a few questions, is Emma Watson qualified to be an ambassador for the United Nations Women? Is she credible? After finishing up the

Context, Audience, and Purpose

Comment on the context and purpose. What in the text demonstrates that it is appropriate for the context, audience, and purpose. What could be improved to make it a better fit for the context, audience, or purpose?

Please be specific in your suggestions and use page numbers or section headers to identify the place in the text to which you are referring.

Context, Audience, and Purpose Comment #1

Please answer the prompt listed above.

Previous Auto Save Enabled Next

?

①

Create and **Submit**
Assignment

②

Review Peers'
Submissions

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Read and Rate
Feedback

④

Valid and Reliable
Grades

Quantitative Review

Peerceptiv®
Demo Course - TEST SERVER Assignments
Grades
Help

Critical Analysis

Evaluate the author's ability to identify key information in texts, think critically about a text, and make connections between ideas.

7 - Author accurately identifies scope, argument, key issues, and strengths/weaknesses of texts under review. Notes points of connection between texts and synthesizes information to make a specific, insightful claim about the texts as a body of scholarship.

6 - 6 (Critical Analysis falls between Rating 7 and Rating 5.)

5 - Author identifies the argument of scope of each text under review. Draws some comparisons and contrasts between various texts and attempts a broad characterization of the scholarship.

4 - 4 (Critical Analysis falls between Rating 5 and Rating 3.)

3 - Inconsistently identifies scope or argument of each text under review. May draw some comparisons between texts, but demonstrates no synthetic or over-arching understanding of the scholarship as a whole.

2 - 2 (Critical Analysis falls between Rating 3 and Rating 1.)

1 - Fails to identify arguments of texts under review. Makes almost no attempt to discuss the texts in relation to one another.

Previous
Auto Save Enabled
Next

① Create and **Submit** Assignment

② **Review Peers'** Submissions

③ Read and Rate **Feedback**

④ **Valid and Reliable** Grades

Group Project Video Assignment

Peerceptiv® WGU College of Health Assignments Grades Help

Click Here To Open The Submission In A New Tab

30 min Full Physical Exam Flow Watch later Share

Full Physical Examination

prohealthsys

Use the questions below to provide helpful feedback about this project. Make sure to identify strengths and explain how specific aspects of the project could be improved.

- What was effective about how this project presented the content?
- Was the content focused and relevant to the class material?
- What do you wish had been clearer or developed more fully?
- Did the project make you curious or want to know more about the topic?

Project Content Comment #1

I think you should have washed your hands before.

MORE VIDEOS

4:02 / 31:53

Previous Auto Save Enabled Next

?

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[Rubric](#)[Submission](#)[Review](#)[Feedback](#)[Roster](#)[Results \(Student\)](#)[Results \(Teacher\)](#)

Your Received Comments

Thesis Statement: Your introduction was very solid. You used all of the key components to setup the paper for success. The thesis statement is a little confusing and could be tightened up. Try simplifying your argument so that your point is very clear.

Provide Feedback

Rate the helpfulness of this comment. Then provide a comment back to the reviewer about how they could improve their review.

Rate your received comments:



Give feedback here: *

Please answer the prompt listed above.

[PREVIOUS](#)[SUBMIT](#)

①

Create and **Submit**
Assignment

②

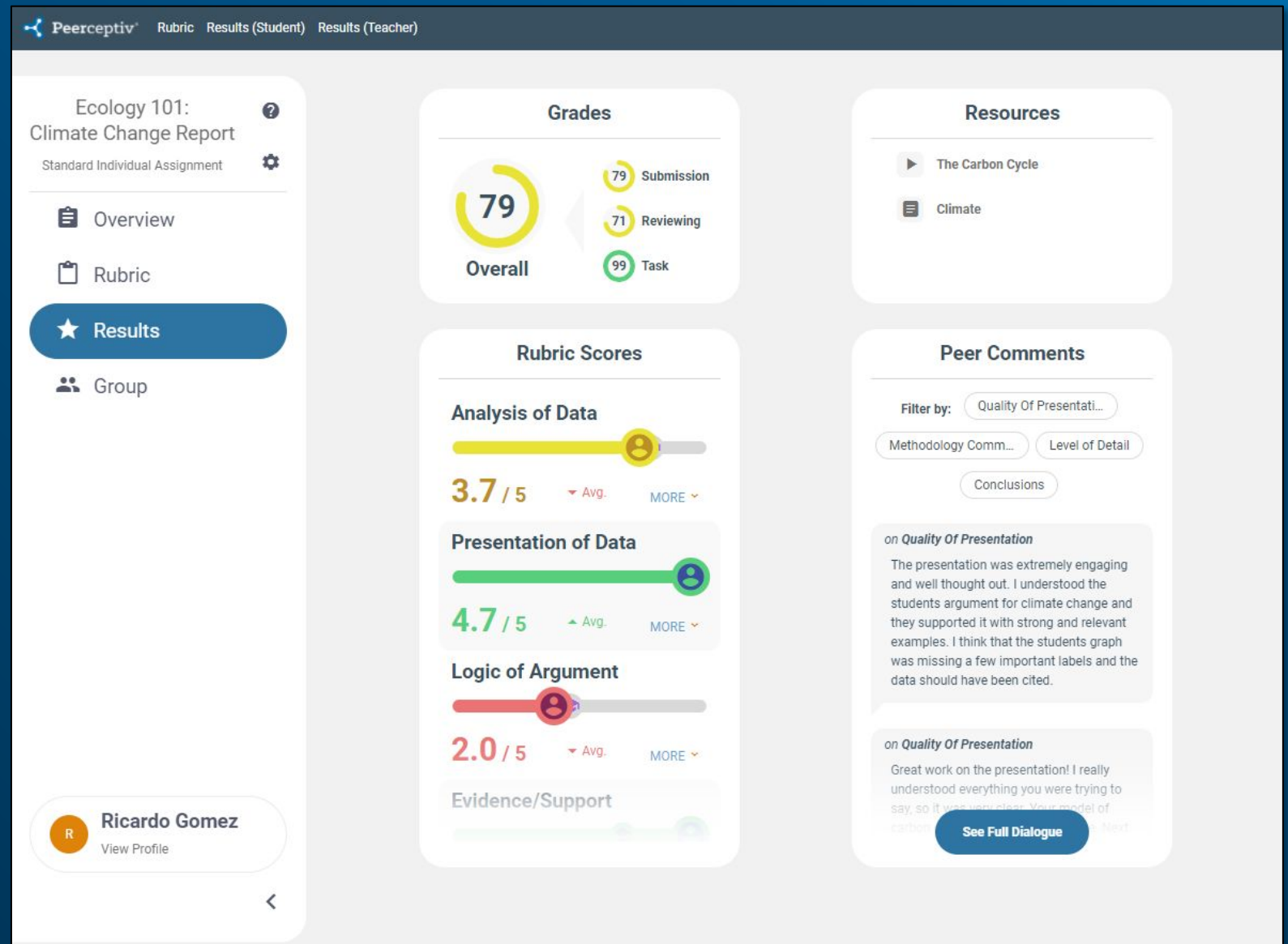
Review Peers'
Submissions

③

Read and Rate
Feedback

④

Valid and Reliable
Grades



Standard Assignment Grading



Grade weights are customizable according to instructor preference.

① Create and **Submit**
Assignment

② **Review** Peers'
Submissions

③ Read and Rate
Feedback

④ **Valid** and **Reliable**
Grades

- Grading algorithms adjust peer scoring to be as accurate as an instructor
 - Students with higher reviewing accuracy scores have a greater effect or weight on the submission grades.
 - Instructor reviews are considered to be 100% accurate and will affect the accuracy scores and weights.

Team Member Evaluation

Can be used for groups or small class
peer to peer evaluations

Improves collaboration skills

Instructions

Use the following characteristics to evaluate the contribution of your team members.
Think about how team members performed within each particular category as you provide ratings.
Rating Scale: 5 (Highest) - - - - 3 (Average) - - - - 1 (Lowest)

Content Knowledge and Skills

Did the team member have or acquire the knowledge and skills necessary to contribute to the successful completion of the project? Behaviors to consider: understands common vocabulary, completes background readings or research, knows how to use necessary equipment or technology, has ability to fill multiple roles within the group, etc.

[View Rubric](#)

Kisner, Keri	5	4	3	2	1
Mast, Marilyn	5	4	3	2	1
Muirhead, Mirna	5	4	3	2	1
Leasure, Leonard	5	4	3	2	1

Kisner, Keri

Please provide any additional feedback for this team member here... (optional).

Mast, Marilyn

Please provide any additional feedback for this team member here... (optional).











Muirhead, Mirna

Please provide any additional feedback for this team member here... (optional).


Team Member Evaluation Updates

- Require comments or keep them optional
- Use average score received as the assignment grade
- Download “Detailed Evaluation Data” to see the ratings and comments given by each student

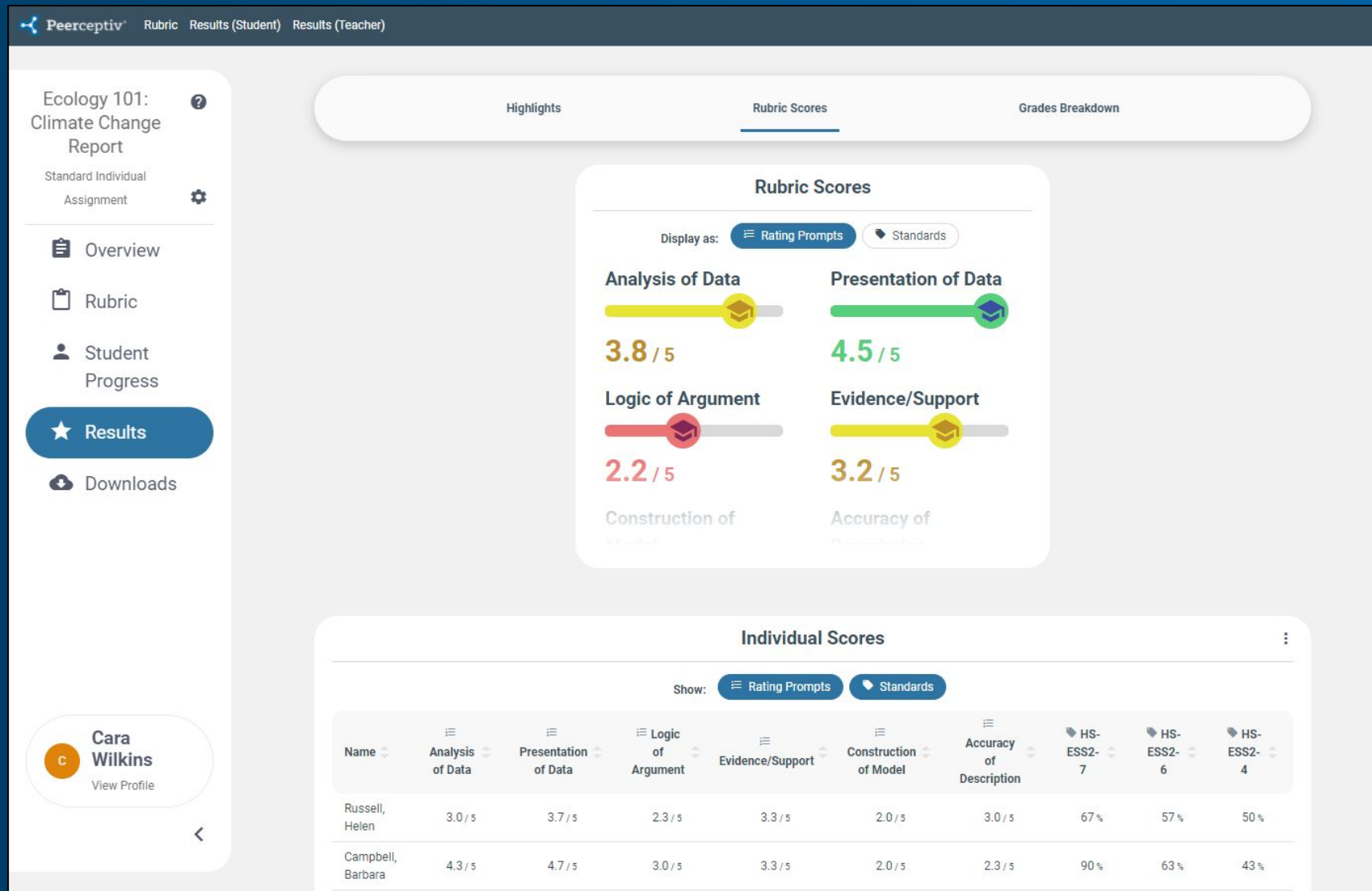
Team Evaluation Characteristics

Preparation	 
Engagement	 
Attendance	 
Fair Share	 
Cooperation	 

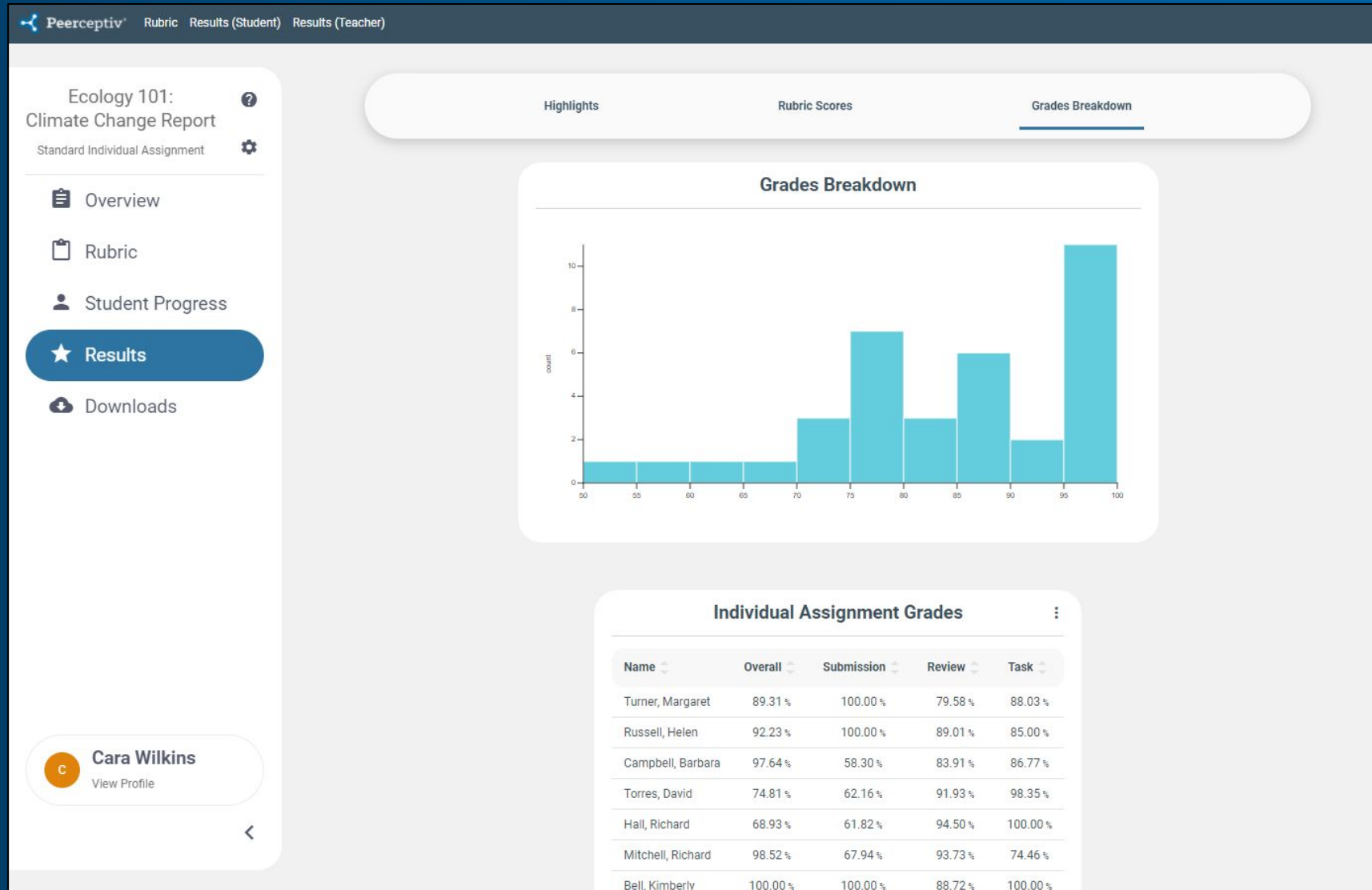
☒ Require Comments
☐ Use Average Score Received as Assignment Grade

Edit Comment Prompt 

Learning analytics to improve outcomes...

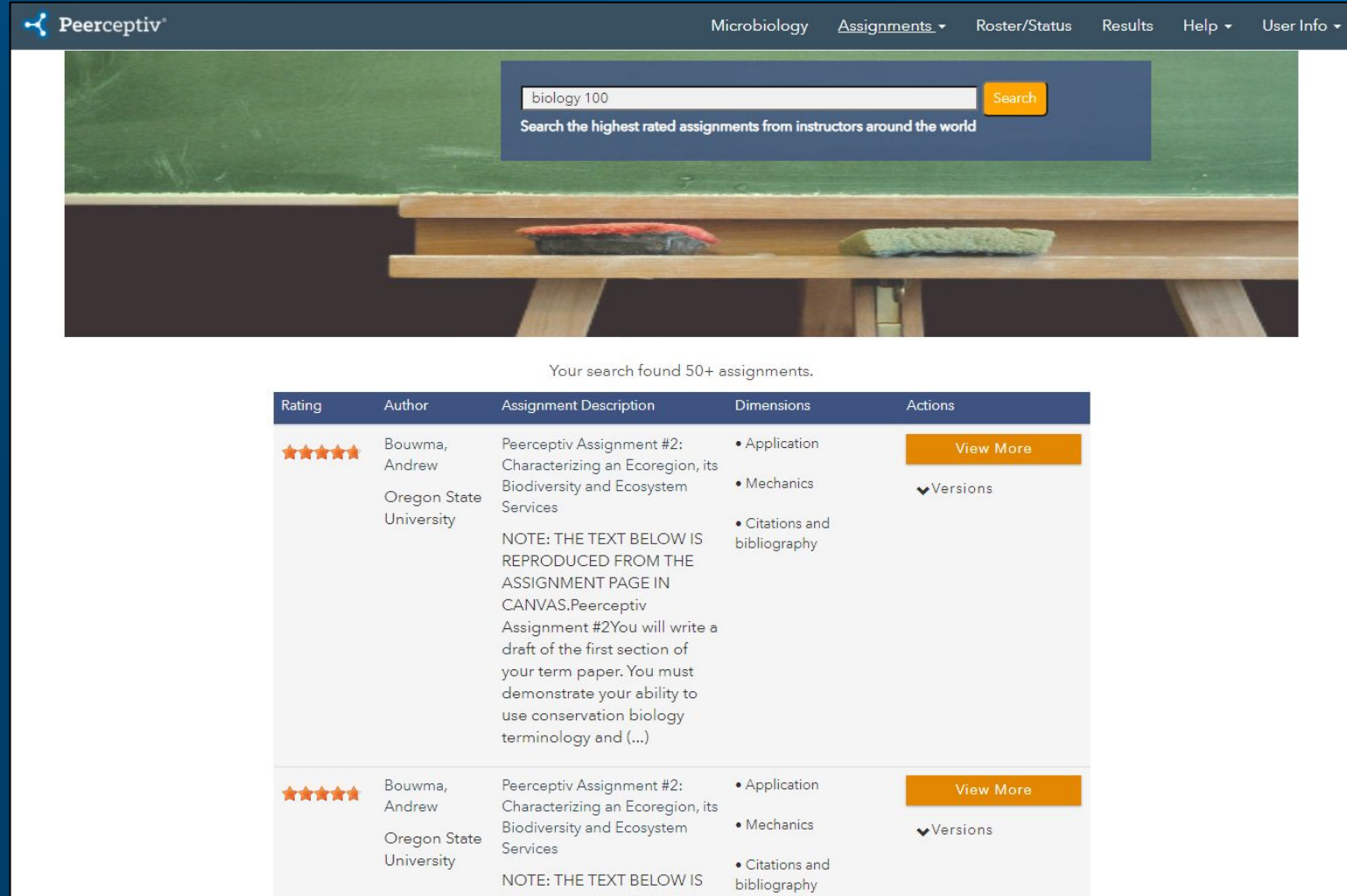


Learning analytics to improve outcomes...



Instructor Onboarding

- Rubric Support
 - Pre-built rubrics
 - Crowd-sourced rubrics
- Share rubrics within departments
- 1-on-1 rubric design
Zoom support

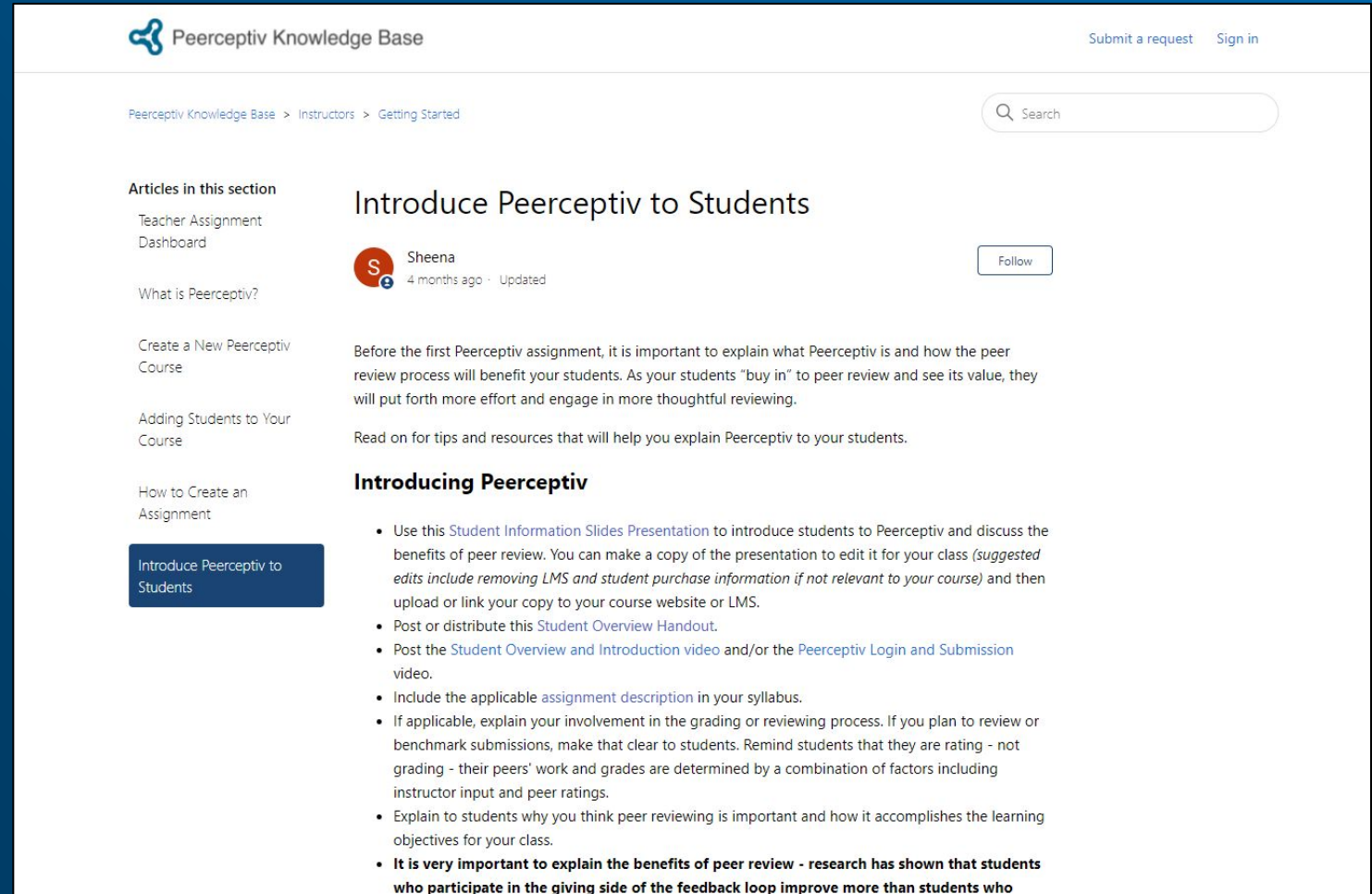


The screenshot shows the Peerceptiv website interface. At the top, there's a navigation bar with links for Microbiology, Assignments, Roster/Status, Results, Help, and User Info. A search bar is prominently displayed with the text 'biology 100' and a 'Search' button. Below the search bar, a message states 'Search the highest rated assignments from instructors around the world'. The main content area shows a list of search results. The first result is for 'Peerceptiv Assignment #2: Characterizing an Ecoregion, its Biodiversity and Ecosystem Services' by Andrew Bouwma from Oregon State University. It has a 5-star rating and a 'View More' button. The second result is identical. The table below summarizes the visible data:

Rating	Author	Assignment Description	Dimensions	Actions
★★★★★	Bouwma, Andrew Oregon State University	Peerceptiv Assignment #2: Characterizing an Ecoregion, its Biodiversity and Ecosystem Services NOTE: THE TEXT BELOW IS REPRODUCED FROM THE ASSIGNMENT PAGE IN CANVAS.Peerceptiv Assignment #2You will write a draft of the first section of your term paper. You must demonstrate your ability to use conservation biology terminology and (...)	• Application • Mechanics • Citations and bibliography	View More ▼ Versions
★★★★★	Bouwma, Andrew Oregon State University	Peerceptiv Assignment #2: Characterizing an Ecoregion, its Biodiversity and Ecosystem Services NOTE: THE TEXT BELOW IS REPRODUCED FROM THE	• Application • Mechanics • Citations and bibliography	View More ▼ Versions

Instructor Onboarding

- Knowledge Base
 - Student facing videos and articles
- Weekly office hours for instructor support
- Student email support



The screenshot shows the Peerceptiv Knowledge Base interface. At the top, there's a navigation bar with the Peerceptiv logo, the text 'Peerceptiv Knowledge Base', and links for 'Submit a request' and 'Sign in'. Below this is a breadcrumb trail: 'Peerceptiv Knowledge Base > Instructors > Getting Started'. A search bar is located on the right. The main content area is titled 'Introduce Peerceptiv to Students' and is attributed to 'Sheena' (with a profile icon) from '4 months ago · Updated'. A 'Follow' button is next to the author's name. The article text begins with: 'Before the first Peerceptiv assignment, it is important to explain what Peerceptiv is and how the peer review process will benefit your students. As your students “buy in” to peer review and see its value, they will put forth more effort and engage in more thoughtful reviewing. Read on for tips and resources that will help you explain Peerceptiv to your students.' Below the text is a section titled 'Introducing Peerceptiv' which contains a bulleted list of instructions for instructors. On the left side of the article, there is a sidebar titled 'Articles in this section' with links to 'Teacher Assignment Dashboard', 'What is Peerceptiv?', 'Create a New Peerceptiv Course', 'Adding Students to Your Course', and 'How to Create an Assignment'. A blue button labeled 'Introduce Peerceptiv to Students' is positioned below these links.

Peerceptiv Knowledge Base

Submit a request Sign in

Peerceptiv Knowledge Base > Instructors > Getting Started

Search

Articles in this section

Teacher Assignment Dashboard

What is Peerceptiv?

Create a New Peerceptiv Course

Adding Students to Your Course

How to Create an Assignment

Introduce Peerceptiv to Students

Introduce Peerceptiv to Students

Sheena
4 months ago · Updated

Follow

Before the first Peerceptiv assignment, it is important to explain what Peerceptiv is and how the peer review process will benefit your students. As your students “buy in” to peer review and see its value, they will put forth more effort and engage in more thoughtful reviewing.

Read on for tips and resources that will help you explain Peerceptiv to your students.

Introducing Peerceptiv

- Use this [Student Information Slides Presentation](#) to introduce students to Peerceptiv and discuss the benefits of peer review. You can make a copy of the presentation to edit it for your class (*suggested edits include removing LMS and student purchase information if not relevant to your course*) and then upload or link your copy to your course website or LMS.
- Post or distribute this [Student Overview Handout](#).
- Post the [Student Overview and Introduction video](#) and/or the [Peerceptiv Login and Submission video](#).
- Include the applicable [assignment description](#) in your syllabus.
- If applicable, explain your involvement in the grading or reviewing process. If you plan to review or benchmark submissions, make that clear to students. Remind students that they are rating - not grading - their peers' work and grades are determined by a combination of factors including instructor input and peer ratings.
- Explain to students why you think peer reviewing is important and how it accomplishes the learning objectives for your class.
- **It is very important to explain the benefits of peer review - research has shown that students who participate in the giving side of the feedback loop improve more than students who**

Peerceptiv Usage at UVA

Jennifer Sessions - Associate Professor of History

Departments

- Religion
- Statistics
- English/Creative Writing
- Biology
- Astronomy
- History

Assignment Types

- Reading Reflections
- Scientific Writing
- Final Projects
- Statistical Analysis
- Lab Reports
- Research Proposals

What's next?

- Contact Peerceptiv Support team (support@peerceptiv.com) for more information or help setting up assignments.
- Visit the [Peerceptiv Knowledge Base](#) for help articles and video tutorials.
- Check out the [UVA page on using Peerceptiv](#)

Thank you!