

## Peer Assessment via asynchronous, written methods or oral, face to face methods

What are students' views of each mode?

Authors	Participants & Context	PA Activities	Research Question(s) or Topics & Data	Results (only those relevant to above concerns)	Limitations
Figl et al. (2006)  See my summary & comments at: <a href="http://is.gd/84AEgA">http://is.gd/84AEgA</a>	16 graduate students in a computer science project management course (Master's program level)	Teams of 3 students did PA of each others' projects: once, as F2F, oral, and again (with different team matchups) using an online, asynchronous, written system.	<u>Research questions:</u> several, but I consider here only: "Do the online and the face-to-face version show differences in communication and discussion?" <u>Data:</u> online questionnaire asking about PA experiences.	About half of the students reported that they preferred F2F mode for discussion of feedback within their teams and between teams (those giving and receiving feedback). <u>Conclusion:</u> "...students preferred the face-to-face version for communication within their teams and with partner teams." (no pg #s in document)	Small sample size (16); student views quite mixed, so not enough evidence to support that they preferred one mode over the other.
Guardardo & Shi (2007)  See my summary & comments at: <a href="http://is.gd/84AEgA">http://is.gd/84AEgA</a>	22 undergrad students on exchange from Japan; all had <b>English as additional language</b> . Course: intercultural communication (level of course unclear)	Two F2F peer feedback activities on essays; the first two were oral, F2F; the third peer feedback session took place using online discussion board (essay authors' names given, but feedback was anonymous).	<u>Research Questions:</u> The authors focused on the e-feedback only, and asked about the nature of online, written feedback and whether or not students followed online peer comments in their revisions. I looked just at what students said about F2F vs. online. <u>Data:</u> I just looked at data from follow up interviews with 22 students out of the 60 who did the whole study.	-- 15 of 22 students reported that they liked giving online feedback because they could be anonymous (freer to say what they really felt). -- 4 of 22 said didn't like receiving anonymous feedback b/c couldn't easily ask reviewer for clarification. -- 8 of 22 preferred F2F feedback b/c can interact more easily and immediately, converse about questions, clarify feedback, etc. <u>Conclusion:</u> "...online peer feedback is not a simple alternative to face-to-face feedback..." (458); there are benefits and drawbacks to both. -- lack of interaction in online, asynchronous, written feedback can mean feedback is one-way process.	Small sample size (22)
Cartney (2010)  See summary & comments at: <a href="http://is.gd/u3Ix8V">http://is.gd/u3Ix8V</a>	10 undergrad students in a first-year course in social work	Peer groups of 5 students did PA on draft of essay; essays & feedback to be exchanged via email; discussion of PA comments encouraged.	Set up focus group to ask students about their experience of PA and if/how it had impacted their learning. 10 out of 45 students agreed to participate.	-- Some groups (not clear how many) elected to meet F2F to give feedback rather than doing it through email, citing ease of asking questions, clarifying, explaining. -- Some students preferred online feedback & discussion because wouldn't have to say negative things in person. <u>Conclusions:</u> perhaps students need more exposure to e-learning so see how it can work for discussion.	Case study; small sample size (10); not clear how many groups chose e-discussion & how many chose F2F