



The Effectiveness of Peer Assessment in an Online MOOC-Based MBA Program

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Introduction

Peer-graded activities are a form of collaborative learning and are beneficial to online learners' performance and motivation, in that they help create social presence (Wen & Tsai, 2006). In traditional online learning environments, it is important to equip learners with the tools and skills to grade each other reliably and fairly (Luo et al., 2014).

The scale of MOOCs makes it difficult for instructors to supervise peer assessments, and best practices have been identified (Kulkarni et al., 2015):

- Providing learners with unambiguous and easy to follow instructions;
- Sharing the grading rubric in advance;
- Allowing learners to repeat this activity to familiarize with the process.

Research Question

The purpose of our research is to identify strategies to ensure peer assessments are valid and reliable in a MOOC-based MBA program, with the goal of deriving best practices in designing peer-assessments that also improve learner satisfaction.

Our research question is:

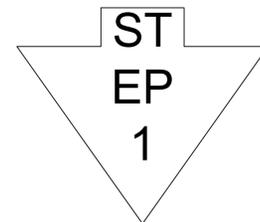
- How does providing a sample answer and/or a detailed rubric explanation influence learners' experience in peer assessments?

Methods

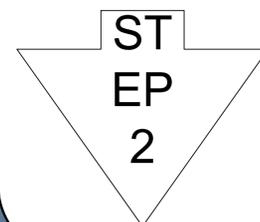
Preliminary research on learner ratings and reviews from five MOOCs report higher learner satisfaction when detailed grading rubrics are provided, but also MBA learner concerns about the quality of peer assessment from global learners.

This study explores the effects of providing 1) **a sample answer** and 2) **a detailed rubric** explanation on MOOC learners' *performance* in peer assessments. We will also conduct a phenomenological analysis on iMBA learners' experience by conducting in-depth interviews.

Research Framework: A Mixed-Method Study



- Hypothesis: Providing a sample answer and/or a detailed rubric explanation will influence learners' performance in peer assessments.
- Two-way ANOVA on the effects of sample answer + detailed rubric explanation on learners' peer assessment grades (global + iMBA learners).



- Phenomenological study on iMBA learners' experience with peer assessments.

References

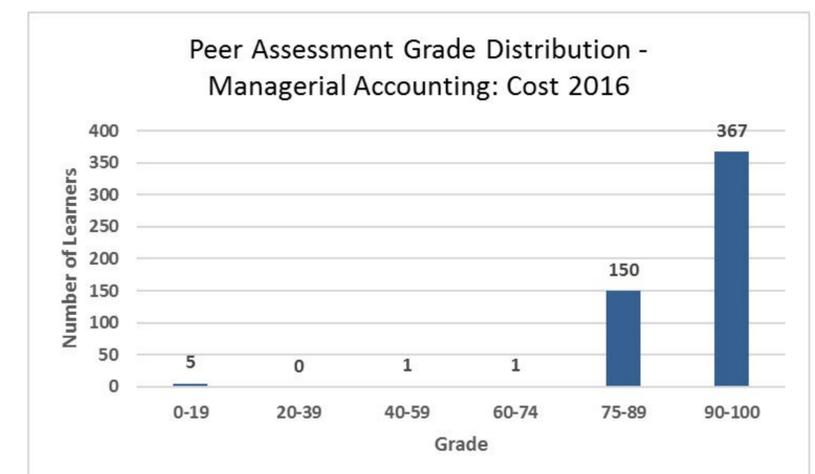
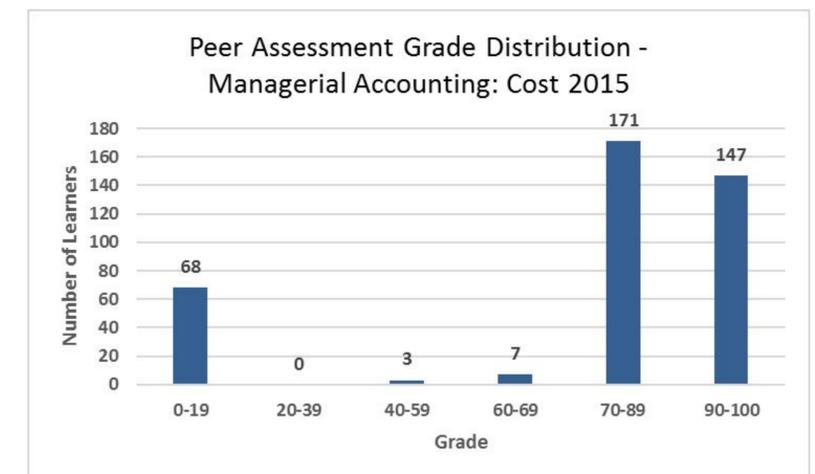
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Preliminary Results

The two charts below compare peer-assessment scores in a MOOC designed in 2015 that does not have a sample answer and detailed rubric, and the same MOOC, redesigned in 2016, with a sample answer and detailed rubric. In the 2015 MOOC, 17% of learners scored less than 20/100, compared to 1% in the 2016 MOOC. Data collection and analysis is in progress to examine the statistical significance of the effect of each variable and their interaction.



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