

YYT-C3001 Management of environmental data and information

Learning diary peer assessment



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Contents of this lecture

Learning diary peer assessment and feedback

Learning goals for this lecture

Learn how to give better feedback on the learning diaries

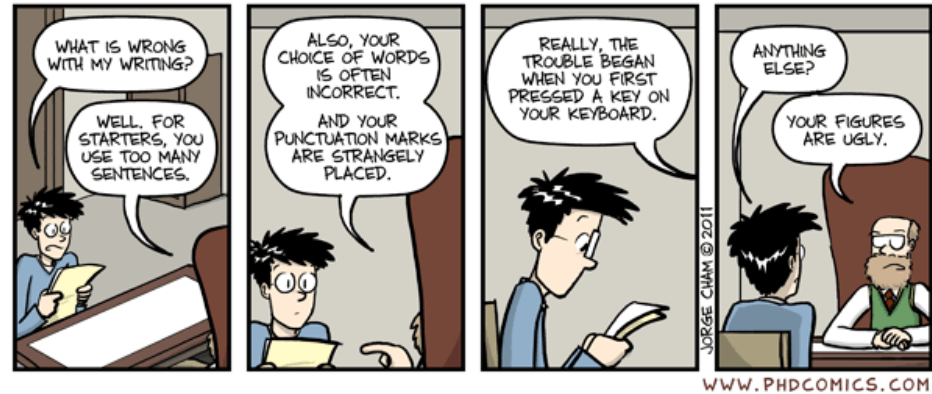
Regarding Assessment and feedback

Different types of assessment

- There are many different types of assessment
- On most university courses three types are relevant
 - Formative assessment
 - Summative assessment
 - Peer assessment
- Assessment can include
 - A grade: shows the level of achievement using a standardized scale
 - **Feedback**: written or spoken commentary aimed at making the learner reflect on their learning. Good feedback is constructive and gives the recipient new insight on their work

The goal of the peer assessment on this course

- The goal of the peer review on this course is to provide everyone with **constructive feedback from two peers**
- This feedback should give you tools to **assess** your own work, **reflect** on what you have done, and **improve** the learning diary you're going to produce



- So, basically the opposite of this

How to do the peer assessment on this course

- Giving good, constructive feedback is difficult
- Receiving constructive feedback is, often, also difficult
- To help you focus your feedback, you will use the learning diary assessment rubric provided in MyCourses
- The same rubric will be used for grading the learning diaries at the end of the course
- In addition:
- Remember to give positive feedback and keep the criticism constructive
- Explain your criticism – if something can be improved, explain how
- Focus on higher-order concerns first – go to details only on demand
- Be timely – also for your own sake

The assessment

- **The assessment form in MyCourses will guide you by providing a separate text field for all four dimensions of the assessment rubric**
- **In addition you have a text field for general comments**
- **Each field has instructions**

Exercise round 4: Learning diary peer assessment

Assessment form

Aspect 1

Lecture topics

This aspect of the assessment is focused on how the learning diary covers the topics discussed on the course. The learning diary should contain discussion of the topics, with the goal being that the learner can demonstrate their understanding of the course topics. Thus merely referring to the material covered in learning sessions is not as good as a text that shows how the different topics are important, how they are connected to each other, or how they are related to the overall topics of the course.

Use the learning diary rubric as a base, and give textual feedback. You can also give an overall textual grade in the form of missing/lacking/good/excellent, as provided in the rubric. The most important thing is to be constructive in the feedback: tell what is good, and what could be improved. Giving suggestions how to improve would be even better.

Comment for Aspect 1

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Aspect 2

Authors of point of view

Author's own point of view covers how well the learner has brought forth their own ideas, feelings, and comprehension of the course topics. This aspect of the diary is quite subjective and there isn't any correct way to do it. Being able to understand the topics very well is just as valuable as being able to recognize that you don't actually understand a given topic, or comprehend its importance. This is one of the aspects of the learning diary, where the learner's self-reflection - ability to consider themselves and their learning - is important.

Use the learning diary rubric as a base, and give textual feedback. You can also give an overall textual grade in the form of missing/lacking/good/excellent, as provided in the rubric. The most important thing is to be constructive in the feedback: tell what is good, and what could be improved. Giving suggestions how to improve would be even better.

Comment for Aspect 2

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Assessment practice

Assessment Practice

In the pre-assignment for this week, you needed to look at the three example learning diary entries at MyCourses and use the assessment rubric for assessing them

Next, we will compare our assessments

First, you'll have 5 minutes of to look at the diary entries and refresh your memory on how you'd assess them

Then I'll divide you to into breakout rooms, where you'll have 20 minutes to discuss your assessment. Try to find both similarities and differences in the assessment made by different people

Finally, we'll have a debriefing, where all the groups get describe the results of their discussion

When doing the peer assessment

- The goal is to give constructive feedback
- You can use missing/lacking/good/excellent as an overall “grade” for each category, however
- Remember that the goal is to give constructive criticism – which needs you to explain things beyond just a grade
- What is good? What could be improved? What might be missing? What could be expanded? Is there something that’s superfluous and could be condensed?

For the next time...

Do the peer assessment. Deadline is on Wednesday, October 7th at 10AM

Remember to also do the pre-assignment!

Continue writing your learning diary

Next week we'll discuss spatial metadata and infrastructures