EXAMPLE USE CASE BY A STUDENT WHOSE WORK IS REVIEWED BY PEERS

1. Accessing the courses, assignments, and review rounds

After the login, the courses that students are enrolled are listed as shown below. In this scenario, you will role play as **Chauncey** (as shown in the top right of the page) who wants to check the reviews for her work in the *CENG 101* course.

Courses

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2 courses are listed below.

[#] CENG 101 Introduction to Programming	[#40472] Tecnología Aplicada a la Educación
Enter	Enter

Upon clicking on the "Enter" button, *Chauncey* is navigated to the Assignments page as seen in the image below. In this page, all assignments and their review rounds are listed. The CENG 101 course has 1 assignment which includes 2 review rounds.

Assignments

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1 assignment is listed below.

Assignment #1: String operations

≡ Show Description   SUBMISSION DUE: December 22, 2019 18:00

The goal of this assignment is to use FUNCTIONS, CONDITIONS, and LOOPS to perform some string operations. The first task is to seperate a given full name into its name and surname (each stored in a separate variable). You need to print them on the screen. The second task is to reverse the name and surname and print it on the screen.

Revision rounds	Start-End	Deadline for submissions
Round #1	December 3, 2019 22:30 - December 10, 2019 22:30	December 4, 2019 22:30
Round #2	December 10, 2019 14:00 - December 18, 2019 14:00	December 11, 2019 14:00

Let's assume that the active review round is Round #1. By clicking on "Round #1" for the Assignment #1 (as shown above), *Chauncey* accesses the **Review Page** for *round #1* (see the image below), where she selects the *STUDENT: RECEIVE REVISIONS FOR OWN WORK*.

Review round #1
START-END: DECEMBER 3, 2019 22:30 - DECEMBER 10, 2019 22:30

The goal is to help students refine their work with peer support

ASSIGNMENT #1: STRING OPERATIONS [VIEW]

Your Role

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--CHOOSE YOUR ROLE--

--CHOOSE YOUR ROLE--
REVIEWER: REVIEWING PEERS' WORK
STUDENT: RECEIVE REVISIONS FOR OWN WORK

As seen below, Lilias Elcom and Rebkah Chipps are assigned to review the collaborative work submitted by *Chauncey Agar* and *Dun Rossey.*

STUDENT: RECEIVE REVISIONS FOR OWN WORK

Revisions for my work

MY TEAM

Chauncey Agar   Dun Rossey

PEERS WHO WILL ASSESS THE WORK

Lilias Elcom   Rebekah Chipps

THE WORK SUBMTTED

View Your Submission You can re-upload it before *January 14, 2020 22:30*

CONTINUE ›

To continue with the reviews on her work, *Chauncey* clicks on the red Continue button placed to the right. This takes her to the **Review Tasks** page as seen below.

YOUR ROLE: ✔ STUDENT   Change

TOOLS: ⚓ ACTION PLANNER   💬 DISCUSSION   📈 MY PROGRESS

The Review Tasks

The tasks that you need to complete during this review round are listed below.

07-JAN-20 00:00
[DUE ON 15-JAN-20 00:00]

Assess your work

▶ Visit   ℹ Description   ✚ Add status   ☰ Status updates

07-JAN-20 00:00
[DUE ON 22-JAN-20 00:00]

Check the feedback received and discuss

▶ Visit   ℹ Description   ✚ Add status   ☰ Status updates

07-JAN-20 00:00
[DUE ON 15-JAN-20 00:00]

Revise the work

▶ Visit   ℹ Description   ✚ Add status   ☰ Status updates

🔔 Notifications **14 new**

💬 **Lilias Elcom** commented on a learning action. Click to view the comment.

⚡ **Lilias Elcom** created a new feedback task. Click to view all the tasks.

💬 **Lilias Elcom** commented on the assessment of the work submitted. Click to view the comment.

💬 **Lilias Elcom** commented on a learning action. Click to view the comment.

⚡ **Lilias Elcom** created a new feedback task. Click to view all the tasks.

ℹ There are new feedback comments (or discussion) on your work.

Mark all as read

In the Review Tasks page, at the top there is a gray box displaying the student(s) being reviewed and peer(s) reviewing for the selected submission. The authenticated user, in this case *Chauncey Agar*, is highlighted. Just below this box, the current role of *Chauncey* is displayed (which is Student).

Next, *Chauncey* checks the Review Tasks listed: 1) Assess your work and 2) Check the feedback received and discuss, and 3) Revise the work. To continue with these tasks, she needs to click on the Visit button or on the task name.

2. Assessing own work

By clicking on the first review task, *Chauncey* access the page where the work submitted by her is displayed. She needs to assess her own work using the rubric provided at the bottom part of the page as shown in the following image.

Assess your work

ⓘ For this task you are required to assess your own work based on the rubric used for the current assessment. You will see the work you submitted and the assessment items in the same page. When you complete ranking the quality of your work per each assessment item, you will be able to mark this task as complete. You can later update your responses. Remember that this task is precursor to the second task.

The work to be assessed is shown below. Use the rubric (just under the document) for the assessment.

```python
fullname = "Mike Jumper"
isSpace = False
name = ""
surname = ""

length = len(fullname)

name = fullname[0] + fullname[1] + fullname[2] + fullname[3]
surname = fullname[5] + fullname[6] + fullname[7] + fullname[8] +
fullname[9] + fullname[10]

print ("INPUT")
print (name, surname)
print ("--------------------")
```

Rubric for assessing the programming assignment #2.

1. ASSESSING

≣ Show the Items

The code properly uses the loops to minimize hard-coding.	5
The code properly uses functions to reduce repetition and complexity.	2
The code produces the desired outcome correctly.	2
The code is well-documented and explained with comments.	4
The code runs correctly without syntax and runtime errors.	4

Hide   Save the scores

When assessing, *Chauncey* needs to choose the score for each item separately. These items come from the rubric provided by the instructor. The responses will be saved only when **Save the scores** button is clicked.

3. Comparing and discussing the assessment scores

Chauncey sees a notification indicating that someone (which is kept anonymous) has also assessed her work as seen below.

The notification about assessment scores.
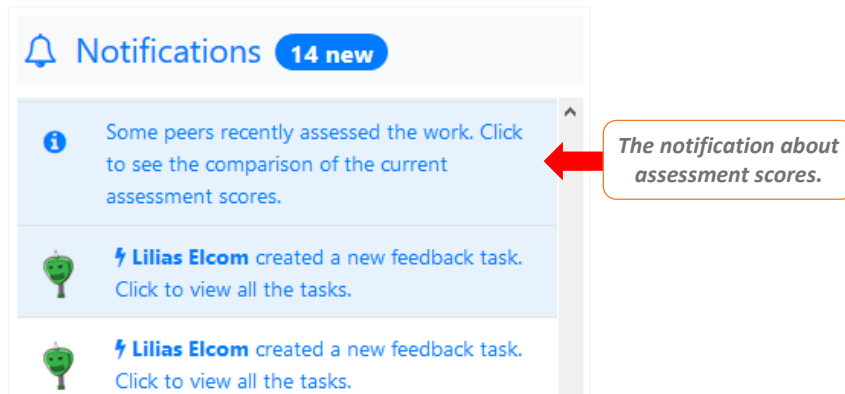
By clicking on this notification item, she navigates to the page where the comparison of all available assessment scores assigned by all students are provided per each rubric item.

Assessment Results

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In order to see the current assessment scores, please choose a category:

ASSESSING ▾

All assessment scores assigned are provided below. Rows represent the students and columns represent the assessment items.

	R2	R3	R4	R5	R1
Anonymous_2	2	2	4	4	5
Lilias E.	2	4	4	5	2

Discussion

Assessment items scored differently are listed below. Discuss with your peers to understand each other's perspective and to reach an agreement.

R1: The code properly uses the loops to minimize hard-coding.

Anonymous_1: 5 *Anonymous_3:* 2

💬 Discuss

R3: The code produces the desired outcome correctly.

Anonymous_1: 2 *Anonymous_3:* 4

💬 Discuss

R5: The code runs correctly without syntax and runtime errors.

Anonymous_1: 4 *Anonymous_3:* 5

💬 Discuss

Assessment items with different scores are listed for discussion. *Chauncey* does not agree with the score of 2 for the rubric item R1 given by another peer. She clicks on the **Discussion** button to access the discussion page for the R1 item.

She sees a post made by a reviewing peer (i.e., Lilias) and respond to indicate her disagreement as shown below.

Discussion on Scoring

The code properly uses the loops to minimize hard-coding.

SCORES ASSIGNED:
Anonymous_1: 5 *Anonymous_3:* 2

Please use the discussion forum below to post questions and comments about the feedback task.

> Type your comment

Post

Lilias Elcom I think the use of loops is improper in the code. I wonder why you thought otherwise. I think the score should be 2.

⟳ Agree   ⟳ Argue   09-Jan-20 17:28

Chauncey Agar argues: I thought I did a good job on this. Can you please elaborate a bit on the problem you see?

⟳ Agree   ⟳ Argue   ✎ Edit 13-Jan-20 08:57

This discussion is supposed to continue until students explain their rationale for the scores and reach a consensus on the quality of the work.

Please note that *Chauncey* has already received a notification about Lilias's comment as shown below. Clicking on this notification item would take her to the same discussion page.

◯ Notifications 13 new

💬 **Lilias Elcom** commented on the assessment of the work submitted. Click to view the comment.   ⬅

💬 **Lilias Elcom** commented on a learning action. Click to view the comment.

⚡ **Lilias Elcom** created a new feedback task. Click to view all the tasks.

ⓘ There are new feedback comments (or discussion) on your work.

ⓘ There are new feedback comments (or discussion) on your work.

4. Getting involved in peers' feedback plan

Chauncey receives a notification regarding a feedback task created by Lilias Elcom (who is assigned to review Chauncey's work).
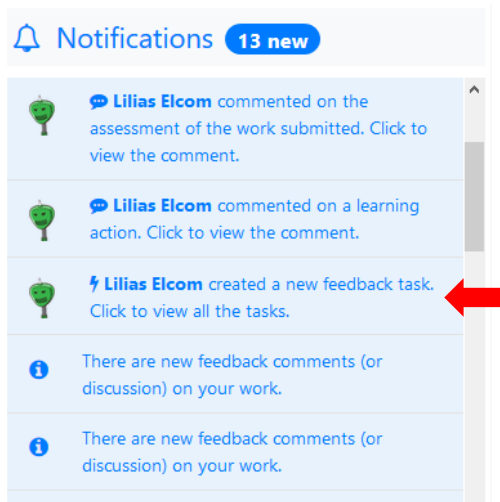
Clicking on the notification item takes *Chauncey* to the page where all feedback tasks are listed:

Regarding the 4th item in the list (*Suggesting the use of for loop for processing the array*), she wants to request the peer to include an example in her feedback. For this purpose, she clicks on the Discuss button and make a comment:

Discussion on Feedback Task

Suggesting the use of for loop for processing the array

Please use the discussion forum below to post questions and comments about the feedback task.

Type your comment

Post

Chauncey Agar This plan sounds great! I just wonder if you can include a concrete example in your feedback. Thanks! :)

👍 Agree   💬 Argue

✏ Edit 07-Nov-19 20:32

5. Reading and discussing the feedback

The second review task (as shown in the Review Tasks page in Section 1) is to check the feedback received and discuss.

Chauncey is not very confident about the feedback provided by Lilias. As shown below, she replies to the feedback comment to ensure she understood it correctly and to ask for additional information.

Using the Google Doc, *Chauncey* reacts to all feedback to share her understanding and ask questions if she has any doubts.

6. Planning the actions based on feedback

While talking with the peers about the feedback, *Chauncey* plans her actions (that is, the changes she will make based on the feedback).

She has already created 4 learning actions. In Synergy, learning actions are the goals that the students set based on the received feedback.

To view the existing learning actions, *Chauncey* clicks on "Show/Hide" button (in the same page where feedback is shared).
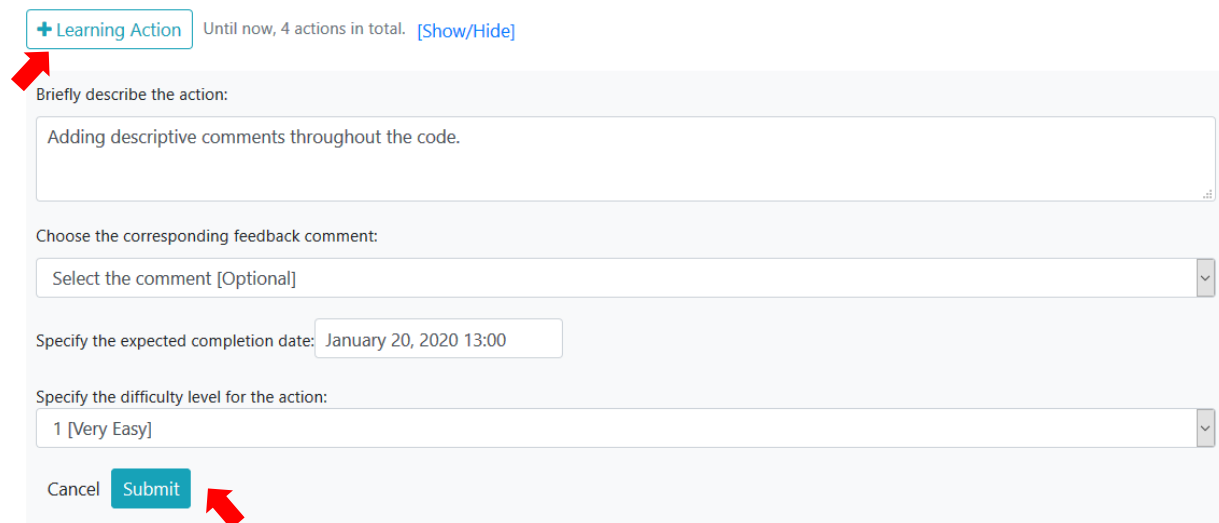
Chauncey wants to add a new action by clicking on **+ Learning Action** button. Upon clicking, the form for creating a learning action is displayed:

In this form, she enters a description, the corresponding feedback, an expected completion date, and the difficulty level and clicks on submit button to create a learning action.

Chauncey knows that she can use **Action Planner** tool to access all the action and manage them. **Action Planner** is accessible through the TOOLS menu as indicated below.

As shown below, by using Action Planner, *Chauncey* can view all the actions and create a new one. She can also discuss them by clicking on the Discuss button.

Learning Action Planner

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Action Planner helps create learning actions. **Learning actions** are the revisions that you aim to incorporate in your work. By creating actions, you can set your in revising your work. Once created, you can use ⟋ MY PROGRESS tool to track and monitor your progress on these actions.

When creating a action, you should determine the expected deadline and the difficulty level for completing the action. *These information is intended to facilitate the planning of your activities.*

➕ Learning action

Action list

Action	Difficulty	Deadline ℹ		
To improve the code	1 [over 5]	2019-11-06	🗑 Delete	💬 Discuss
Refine the code about the loop	1 [over 5]	2019-11-06	🗑 Delete	💬 Discuss
Create a new function	4 [over 5]	2020-01-11	🗑 Delete	💬 Discuss
Update the code about the function	3 [over 5]	2019-11-08	🗑 Delete	💬 Discuss
Adding descriptive comments throughout the code	1 [over 5]	2020-01-20	🗑 Delete	💬 Discuss

She can also access the discussions on actions through notifications. For example, she sees a notification about a comment made by a reviewing peer on one of the learning actions:

🔔 Notifications **12 new**

💬 **Lilias Elcom** commented on a learning action. Click to view the comment.

⚡ **Lilias Elcom** created a new feedback task. Click to view all the tasks.

💬 **Lilias Elcom** commented on the assessment of the work submitted. Click to view the comment.

She clicks on the notification to open the discussion page about the learning action "Create a new function":

Discussion on learning action

Create a new function

📅 Planned completion date is 2020-01-11.

⬆ Difficuly level is 4 over 5.

Current Progress
[on 13-Jan-20 20:16]

55%

Discussion

Please use the discussion forum below to post questions and comments about the learning action.

Type your comment

Post

Lilias Elcom I like this one. I think you understood well my feedback. Just to make sure, this is for creating a generic function to process the name and surname in a more efficient way, right?

👍 Agree (1)   💬 Argue

12-Jan-20 09:46

Chauncey Agar agrees: Yes, this is my goal. Thanks for double-checking :)

👍 Agree   💬 Argue

✏ Edit 04-Dec-19 09:18

She replies to Lilias's comment, indicating her agreement as seen above.

7. Performing the actions

The last item in the Review Tasks is **Revise the Work**. Chauncey has already created a list of actions to guide the changes and improvements in her work. She clicks on the Revise the Work task (in Review Tasks page) and accesses the following page:

Revise the work

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🛈 Now, it is time to Revise the work you determined in the previous task. Please, as you progress save the percentage of the work completed per each task. This will help you and others keep track of your progress

🔁 Revision History | 📈 Track Progress

🗗 Open in new window

File Edit View Insert Format Tools Add-ons Help

```
fullname = "Mike Jumper"
isSpace = False
name = ""
surname = ""

length = len(fullname)

name = fullname[0] + fullname[1] + fullname[2] + fullname[3]
surname = fullname[5] + fullname[6] + fullname[7] + fullname[8] +
```

In this page, a fresh copy of her submitted work is displayed to allow her to incorporate the changes she planned.

While performing the changes, she can access the learning actions by clicking on "Track Progress" and record her ongoing progress on any of the actions:

🔁 Revision History | 📈 Track Progress

Progress on the learning actions

The learning actions are listed below. You can update their progress.

Action	Progress	Last update			Set the progress	
To improve the code	100%	06-Dec-19 20:16	💬 Discuss	📈 Monitor		Set
Refine the code about the loop	100%	07-Dec-19 20:16	💬 Discuss	📈 Monitor		Set
Create a new function	55%	13-Jan-20 20:16	💬 Discuss	📈 Monitor		Set
Update the code about the function	90%	08-Dec-19 20:16	💬 Discuss	📈 Monitor		Set
Adding descriptive comments throughout the code	0%		💬 Discuss	📈 Monitor		Set

🗗 Open in new window

File Edit View Insert Format Tools Add-ons Help

```
fullname = "Mike Jumper"
isSpace = False
```

She can also click on Revision History to access any previous version of her work as seen below. Any earlier version can be downloaded in PDF or DOC formats.

Revision History

The changes to the work are saved as different revisions. Below you can download the previous revisions, and recover previous change

Download	Date
W PDF	2020-01-05
W PDF	2020-01-06
W PDF	2020-01-06
W PDF	2020-01-07
W PDF	2020-01-07
W PDF	2020-01-08
W PDF	2020-01-08
W PDF	2020-01-10
W PDF	2020-01-13
W PDF	2020-01-13
W PDF	2020-01-13
W PDF	2020-01-13
W PDF	2020-01-13

File   Edit   View   Insert   Format   Tools   Add-ons   Help

```
fullname = "Mike Jumper"
```
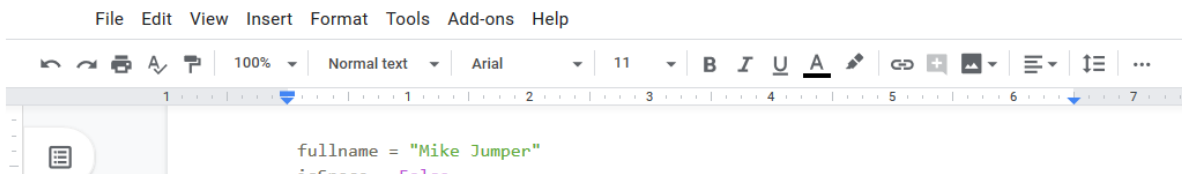
8. Checking the progress

Chauncey wants to know about her progress on the learning actions. She clicks on "MY PROGRESS" link available in the TOOLS menu, as shown below.

YOUR ROLE: ✔ STUDENT Change

TOOLS: ⊞ ACTION PLANNER   💬 DISCUSSION   ⬈ MY PROGRESS
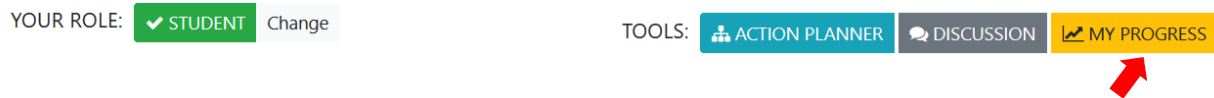
After clicking on the link, the current progress on all learning actions are listed, as seen below.

Progress on Learning Actions

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Action #1: To improve the code

Difficulty level of the action is 1 (over 5).
Intended completion date is 2019-11-06.
Last progress update was on 06-Dec-19 20:16.

100%

💬 Discuss   ⬈ Monitor

Action #2: Refine the code about the loop

Difficulty level of the action is 1 (over 5).
Intended completion date is 2019-11-06.
Last progress update was on 07-Dec-19 20:16.

100%

💬 Discuss   ⬈ Monitor

Action #3: Create a new function

Difficulty level of the action is 4 (over 5).
Intended completion date is 2020-01-11.
Last progress update was on 13-Jan-20 20:16.

55%

💬 Discuss   ⬈ Monitor

Action #4: Update the code about the function

Difficulty level of the action is 3 (over 5).
Intended completion date is 2019-11-08.
Last progress update was on 08-Dec-19 20:16.

90%

💬 Discuss   ⬈ Monitor

Chauncey can check the details of the progress on any of the action by clicking on the **Monitor** button. For example, the daily progress on the action "Create a new function" is displayed below.

Monitoring the Action

Create a new function

The daily progress on the selected action and the number of revisions made for each day is visualized below. The deadline for the action is also indicated through a red vertical dash line.

Please mouse over the chart to see the values for each day.
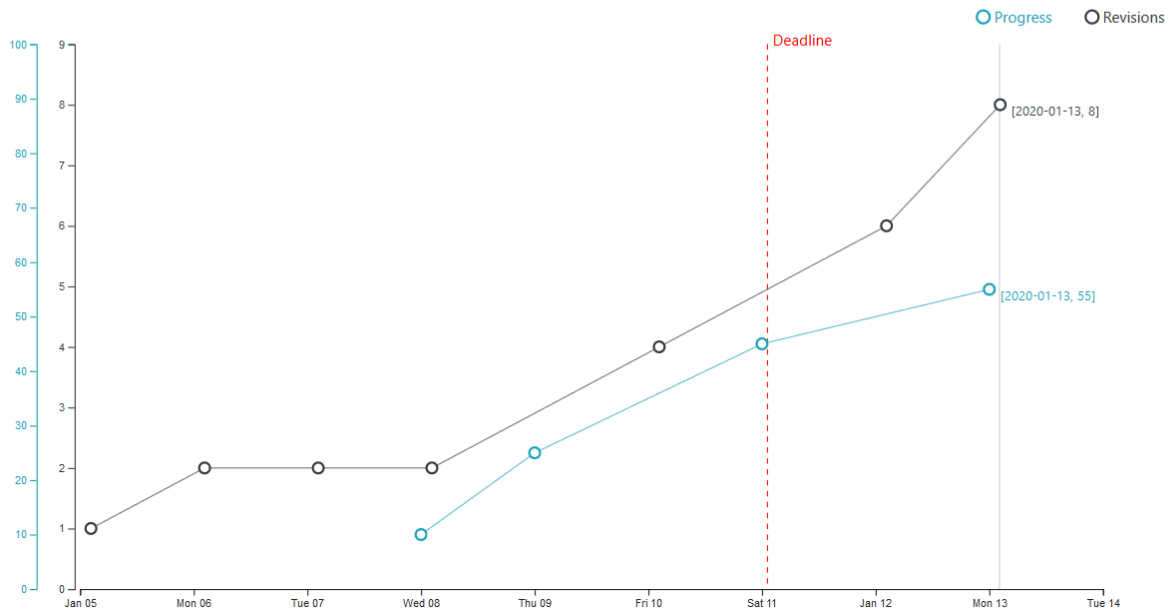
Regarding this action, *Chauncey* received a notification indicating that there is a comment on the action.
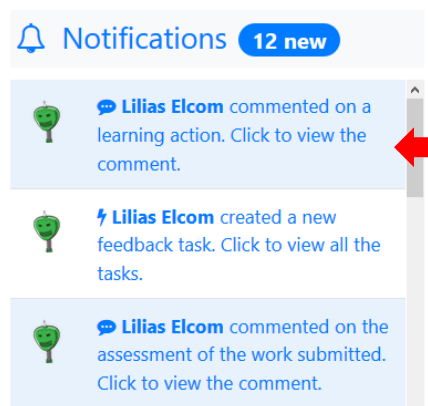
She clicks on the notification item to display the peer's comment as shown below:

Discussion on learning action

Create a new function

📅 Planned completion date is 2020-01-11.

⬆ Difficuly level is 4 over 5.

Current Progress
[on 13-Jan-20 20:16]   55%

Discussion

Please use the discussion forum below to post questions and comments about the learning action.

> Type your comment
>
>   Post

Lilias Elcom I like this one. I think you understood well my feedback. Just to make sure, this is for creating a generic function to process the name and surname in a more efficient way, right?

👍 Agree (1)   💬 Argue   12-Jan-20 09:46

> **Chauncey Agar** agrees: Yes, this is my goal. Thanks for double-checking :)
>
> 👍 Agree   💬 Argue   ✏ Edit 04-Dec-19 09:18

Lilias Elcom Hi Chauncey, I see that you are running behind on this action although there seems to be very changes in your code. I wonder if you are having any troubles. Need any help?

👍 Agree   💬 Argue   12-Jan-20 18:31

Chauncey replies to the comment and indicates that she needs a bit more help about creating the generic function.

Lilias Elcom Hi Chauncey, I see that you are running behind on this action although there seems to be very changes in your code. I wonder if you are having any troubles. Need any help?

👍 Agree   💬 Argue   12-Jan-20 18:31

> **Chauncey Agar** agrees: Thanks for your comments. Yes, actually I am having trouble creating the function. What should be the input parameters? Can you help a bit more?
>
> 👍 Agree   💬 Argue   ✏ Edit 13-Jan-20 19:27

Chauncey continues working on the revisions until the end of the review round.