




## EXAMPLE USE CASE BY A STUDENT REVIEWING A PEER'S WORK

# 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 **Lilias** (as shown in the top right of the page) who wants to perform the assigned reviews for **CENG 101**.

Welcome **Lilias** (lilias@gmail.com)  
[Courses](#) | [Edit Profile](#) | [Logout](#)  
CENG 101 Introduction to Programming | [Assignments](#)

## Courses

« Go Back

2 courses are listed below.

**[#] CENG 101 Introduction to Programming**  
 [Enter](#)

**[#40472] Tecnología Aplicada a la Educación**  
[Enter](#)

Upon clicking on the “Enter” button, *Lilias* 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

« Go Back

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 separate 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 |
|--------------------------|---|--------------------------|
| <a href="#">Round #1</a> | December 3, 2019 22:30 - December 10, 2019 22:30  | December 4, 2019 22:30   |
| <a href="#">Round #2</a> | 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), *Lilias* accesses the **Review Page** for *round #1* (see the image below), where she selects the **REVIEWER: REVIEWING PEER’S WORK** to view the student work(s) assigned for her review.

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

[« Go Back](#)

--CHOOSE YOUR ROLE--

--CHOOSE YOUR ROLE--

REVIEWER: REVIEWING PEERS' WORK

STUDENT: RECEIVE REVISIONS FOR OWN WORK

As seen below, a submission made collaboratively by *Chauncey Agar* and *Dun Rossey*, is assigned for *Lilias's* review.

REVIEWER: REVIEWING PEERS' WORK

### REVIEWING PEERS' WORK

1) THE SUBMISSION BY:

Chauncey Agar
 Dun Rossey

Review

To continue the review, *Lilias* clicks on the orange Review button placed to the right. This takes her to the **Review Tasks** page for the selected submission as seen below.

#### Student(s) being reviewed

Chauncey Agar
 Dun Rossey

#### Peer(s) reviewing

Lilias Elcom [You]
 Rebekah Chipps

YOUR ROLE: ✓ REVIEWER [Change](#)

TOOLS:
 [FEEDBACK PLANNER](#)
[DISCUSSION](#)
[THE PEER'S 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 22-JAN-20 00:00]

### Assess the peer's work

[▶ Visit](#)
[i Description](#)

[+ Add status](#)
[≡ Status updates](#)

07 - JAN - 20 00:00

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

### Provide feedback

[▶ Visit](#)
[i Description](#)

[+ Add status](#)
[≡ Status updates](#)

[Notifications](#)

22 new

Chauncey Agar commented on a learning action. Click to view the comment.

Chauncey Agar commented on the assessment of the work submitted. Click to view the comment.

Chauncey Agar created a new learning action. Click to view all the learning actions.

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 *Lilias Elcom*, is highlighted. Just below this box, the current role of *Lilias* is displayed (which is Reviewer).

Next, *Lilias* checks the Review Tasks listed: 1) Assess the peer's work and 2) Provide Feedback. To continue with these tasks, she needs to click on the Visit button or on the task name.

## 2. Assessing the peer's work

She clicks on the first task (*Assess the peer's work*), which opens the page where the peer work to be assessed is displayed. The rubric (at the bottom part of the page) needs to be used for assessing the work.

### Assess the peer's work

[« Go Back](#)

**i** In this first task, your responsibility is to assess your peer's work based on the rubric used for the current assessment. You will be provided with the work submitted by your peer and the assessment items in the same page. You can later update your responses.

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

```
1 ..... 1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....

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 ("-----")

name_r = ""
surname_r = ""
```

### Rubric for assessing the programming assignment #2.

#### 1. ASSESSING

[Show the Items](#)

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

2 feedback tasks

1

+

FT

The code properly uses functions to reduce repetition and complexity.

1 feedback tasks

2

+

FT

The code produces the desired outcome correctly.

1 feedback tasks

4

+

FT

The code is well-documented and explained with comments.

4

+

FT

The code runs correctly without syntax and runtime errors.

5

+

FT

Hide

Save the scores

When assessing, Dun 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.

Section 4 will explain what  and  icons serve for.

### 3. Comparing and discussing the assessment scores

Lillas assessed the work assigned. Later, she receives a notification indicating that someone (which is kept anonymous) has also assessed the work (that is being reviewed) as seen below. This could be another reviewing peer, or the student itself whose work is being assessed.

The screenshot shows a notifications panel with a header 'Notifications 47 new'. The first notification, highlighted with a blue bar, reads: 'Some peers recently assessed the work. Click to see the comparison of the current assessment scores.' A red arrow points from a callout box to this notification. The callout box contains the text: 'The notification about assessment scores.' Below the first notification are two other notifications from 'Chauncey Agar' regarding comments on learning actions and feedback tasks.

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

[« Go Back](#)

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.

|             |    |    |    |    |    |
|-------------|----|----|----|----|----|
| Anonymous_2 | 2  | 2  | 4  | 4  | 5  |
| Lillas E.   | 2  | 4  | 4  | 5  | 2  |
|             | R2 | R3 | R4 | R5 | R1 |

### 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. *Lilias* does not agree with the score of 5 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 makes a post to indicate her disagreement as shown below. The other peers will be notified about her comment.

## Discussion on Scoring

[« Go Back](#)

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

✎ Edit   09-Jan-20 17:28

The goal of this discussion is to facilitate the process of building consensus among peers about the qualities of the work based on the assessment criteria. This is necessary for a coherent feedback plan, and therefore feedback provision.

## 4. Planning the feedback beforehand

Synergy uses the concept of **Feedback Task** to help students (reviewing a work) collectively plan their feedback ahead of time. Note that *feedback tasks are notes that students take for themselves to plan their feedback*. Actual feedback should be posted on the peer's work based on the feedback plan.

Reviewing students can start planning their feedback while assessing the peer's work. The number of feedback tasks (created by any reviewing peer) will be displayed via a gray button just under the associated rubric item. As you may see below, first three rubric items have 2, 1, and 1 feedback tasks, respectively. Clicking on these gray buttons, will display the feedback tasks.

|   |      |                 |
|---|------|-----------------|
| The code properly uses the loops to minimize hard-coding.             | 1    | + FT            |
| 2 feedback tasks  |      |                 |
| The code properly uses functions to reduce repetition and complexity. | 2    | + FT            |
| 1 feedback tasks  |      |                 |
| The code produces the desired outcome correctly.                      | 4    | + FT            |
| 1 feedback tasks  |      |                 |
| The code is well-documented and explained with comments.              | 4    | + FT            |
| The code runs correctly without syntax and runtime errors.            | 5    | + FT            |
|   | Hide | Save the scores |

Regarding the first rubric item, (for which *Lilias* gave a score of 1 over 5), *Lilias* thinks that the peer needs to use a *for loop* to efficiently change the values inside the array. Before creating a feedback task about this possible feedback, she first checks to see if there is already a similar intention by a peer.

For this purpose, she clicks [2 feedback tasks](#) to view the two feedback tasks for the first criterion. As seen below, another peer already has the same intention ("Suggesting the use of for loop for processing the array"). In order not to overlap, *Lilias* skips his plan.

|  |   |      |
|--|---|------|
| The code properly uses the loops to minimize hard-coding.  | 1 | + FT |
| 2 feedback tasks   |   |      |
| <div><div>You can manage them through Feedback Planner</div><ul style="list-style-type: none"><li>Helping improve the while loop</li><li>Suggesting the use of for loop for processing the array</li></ul></div> |   |      |
| The code properly uses functions to reduce repetition and complexity.  | 2 | + FT |
| 1 feedback tasks   |   |      |
| The code produces the desired outcome correctly.   | 4 | + FT |
| 1 feedback tasks   |   |      |

Next, *Lilias* gave the score of 2 over 5 for the second rubric item. She plans to recommend the peer to create a new function that is more generic, which will help prevent code repetition.

She first ensures that this plan does not overlap or conflict with others by checking the existing tasks (see the image below where the only feedback task is displayed).



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

2 feedback tasks

1



The code properly uses functions to reduce repetition and complexity.

1 feedback tasks

2



You can manage them through Feedback Planner

- Helping to fix the code about creating functions

The code produces the desired outcome correctly.

1 feedback tasks

4



Then, she clicks on to create a feedback task as seen below. Remember that this task is not the feedback itself. It is just a note for the reviewing student to help organize all her feedback in connection with other reviewing peers.

The code properly uses functions to reduce repetition and complexity.

1 feedback tasks

2



You can manage them through Feedback Planner

- Helping to fix the code about creating functions

#### Create New Task

Suggesting a more generic function

Enter a description [optional]

Submit

Cancel

*Lilias* knows that she can use **Feedback Planner** tool to access all feedback tasks and manage them. Feedback Planner is accessible through the TOOLS menu as indicated below.

#### Student(s) being reviewed



Chauncey Agar



Dun Rossey

#### Peer(s) reviewing



Lilias Elcom [You]



Rebekah Chipps

YOUR ROLE: REVIEWER [Change](#)

TOOLS: **FEEDBACK PLANNER**

DISCUSSION

THE PEER'S PROGRESS

As shown below, by using Feedback Planner, *Lilias* can view all the feedback tasks, create a new one, or edit an existing one. She can also discuss them by clicking on the Discuss button, for example if she has some doubts about peer's planning.

# Feedback Planner


[« Go Back](#)[+ New Task](#)

**Feedback Planner** helps you organize ahead of time the feedback that you want to provide for your peers. You can create *feedback tasks* to plan what feedback you plan to provide for a specific assessment criteria.

⚠ Remember that feedback tasks are notes you take for yourself to plan the feedback. The actual feedback should be posted on the Google Doc based on your plan.

Feedback tasks are listed below. For each task, the responsible peer(s) is shown on the right handside.

## #1: Helping improve the while loop 🗑 ✎

 Lilias Elcom[Discuss](#)

🔗 Associated rubric item: The code properly uses the loops to minimize hard-coding.

## #2: Helping to fix the code about creating functions 🗑 ✎

 Lilias Elcom  Rebekah Chipps[Discuss](#)

🔗 Associated rubric item: The code properly uses functions to reduce repetition and complexity.

## #3: Helping to fix the syntax errors 🗑 ✎

 Lilias Elcom[Discuss](#)

🔗 Associated rubric item: The code produces the desired outcome correctly.

## #4: Suggesting the use of for loop for processing the array 🗑 ✎

 Lilias Elcom[Discuss](#)

🔗 Associated rubric item: The code properly uses the loops to minimize hard-coding.

## 5. Providing the planned feedback

In the second task, *Lilias* provides feedback (based on the feedback tasks) for the peer's work by posting comments in the Google Doc shown below. Further explanations are provided in the page.

### Provide feedback

[« Go Back](#)

**i** In this task, your goal is to provide the feedback based on the tasks you created before. Your peer is likely to ask questions about your feedback for clarification. Please respond to these questions to help your peer understand your feedback better.

**i** View the [Feedback Tasks](#) to remind yourself of the plans for feedback.

[Open in new window](#)

The screenshot shows a Google Docs document with a code editor. The code is as follows:

```
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 ("-----")

name_r = ""
surname_r = ""
```

On the right side, there is a feedback sidebar. It contains two comments from **Lilias Elcom** (12:59 PM Dec 17):

- Comment 1: "I think the declaration of the variables is problematic. You should add the variable type." (Buttons: Resolve, ...)
- Comment 2: "I think you can write a generic function to take care of this task more efficiently with less code." (Buttons: Comment, Cancel)

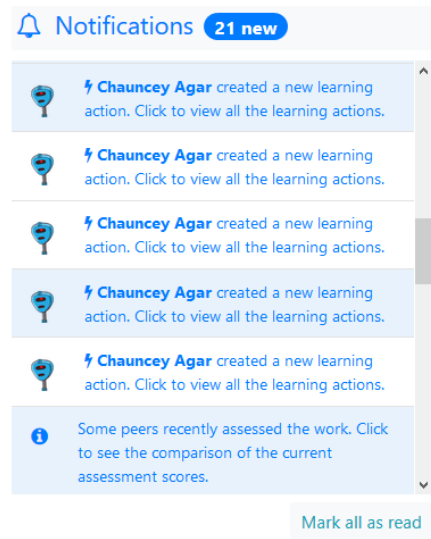
In the same page, *Lilias* clicks on [Feedback Tasks](#) to list the existing feedback tasks to remind herself the feedback plan. She changes the status of the "Suggesting a more generic function" task to *Completed* as seen below. Through this list, she can also check the overall progress on feedback tasks (created by all reviewing peers).

The screenshot shows the **Feedback Tasks** list. A red arrow points to the **Feedback Tasks** link in the header. Below the list, a red arrow points to the **Change the status** button.

| Task  | Is completed: |
|---|---------------|
| Helping improve the while loop                          | ✓ Yes ✗ No    |
| Helping to fix the code about creating functions        | ✓ Yes ✗ No    |
| Helping to fix the syntax errors                        | ✓ Yes ✗ No    |
| Suggesting the use of for loop for processing the array | ✓ Yes ✗ No    |
| Suggesting a more generic function                      | ✓ Yes ✗ No    |

## 6. Checking the learning actions

As seen below, *Lilias* receives several notifications that indicate Chauncey Agar (whose work is being reviewed) has created some learning actions. Learning actions are the goals that the students set based on the received feedback. Students can perform these actions by incorporating the desired improvements in their work, thus achieving the goals.



Clicking on any of these notifications takes *Lilias* to next page where all learning actions created by the student are listed as seen below:

# Learning Action Planner

[« Go Back](#)

The learning actions created by your peer based on your feedback are listed below. You can provide your input (such as recommending to refine the action) by clicking on Discuss.

Action list

| Action                             | Difficulty                | Deadline ⓘ |         |
|------------------------------------|---------------------------|------------|---------|
| To improve the code                | 1 <small>(over 5)</small> | 2019-11-06 | Discuss |
| Refine the code about the loop     | 1 <small>(over 5)</small> | 2019-11-06 | Discuss |
| Create a new function              | 4 <small>(over 5)</small> | 2019-11-06 | Discuss |
| Update the code about the function | 3 <small>(over 5)</small> | 2019-11-08 | Discuss |

*Lilias* wants to ensure if “*Create a function*” is an action based on her feedback about creating a generic function. So, she clicks on Discuss button to access the discussion page about this particular action as seen below.

# Discussion on learning action

[<< Go Back](#)

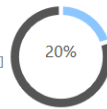
## Create a new function

📅 Planned completion date is [2019-11-06](#).

📈 Difficulty level is [4](#) over [5](#).

Current Progress

[on 08-Dec-19 20:16]



## 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

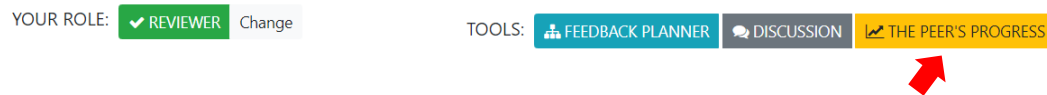
🗨️ Argue

✎ Edit 12-Jan-20 09:46

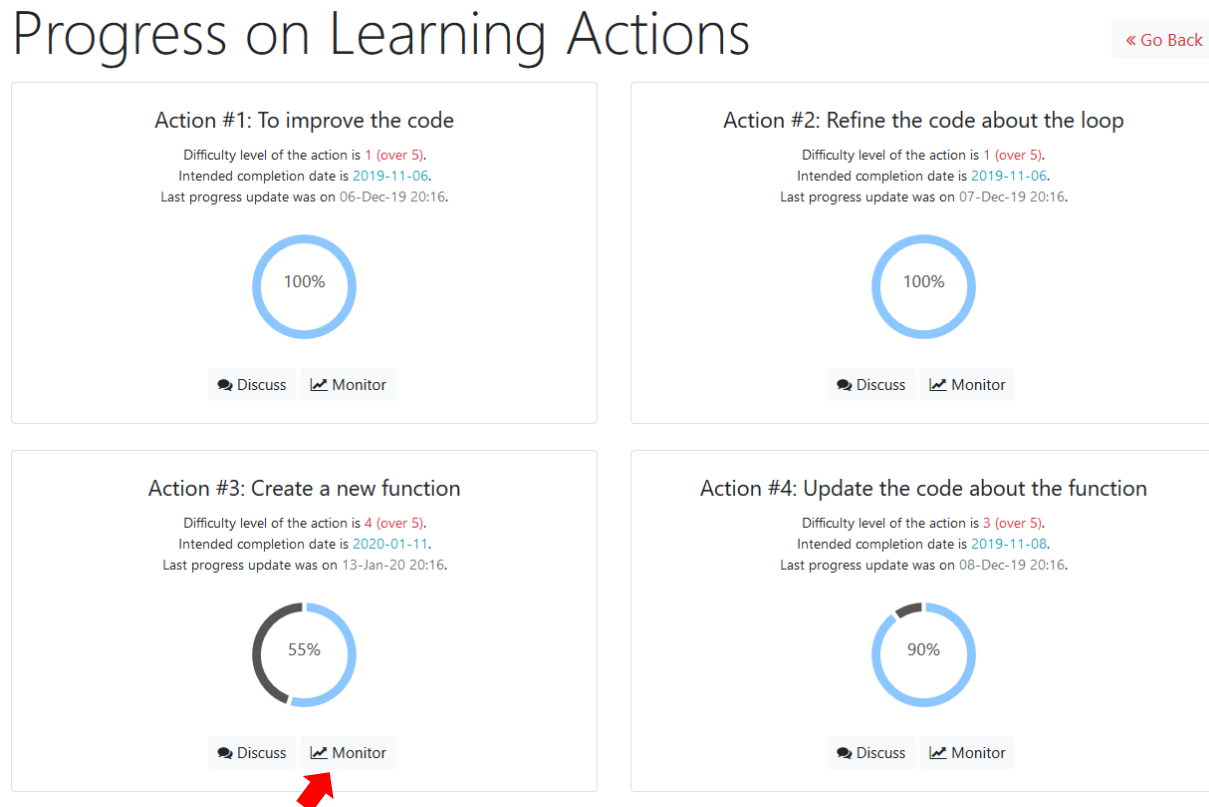
*Lilias* posts a discussion comment as seen above to check if the peer's intentions match her feedback. *Chauncey Agar*, the owner of the action, will be notified about this.

## 7. Checking the peer's progress

*Lilias* wants to know about the progress that the peer (being reviewed) has made on the learning actions. She clicks on “THE PEER’S PROGRESS” link available in the Review Tasks page, as shown below.



After clicking on the link, the current progress on all learning actions are listed, as seen below.



*Lilias* observes a low progress on *Action #3: Create a new function*. To view the details of the peer's activity, *Lilias* clicks on the **Monitor** button, which brings the following page.

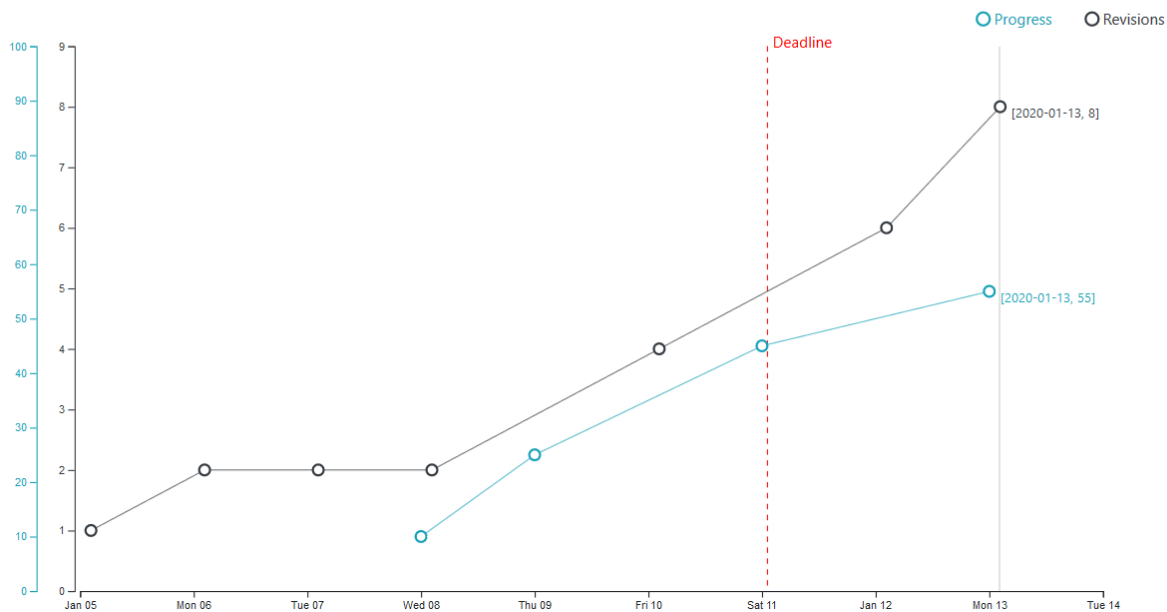
# Monitoring the Action

[« Go Back](#)

## 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.



*Lilias* notices that although the peer has an increasing number of revisions on the work, the progress is still low (% 55) although the planned completion date (i.e., deadline) has passed.

*Lilias* decides to double check this with the peer. She goes back to the previous page (i.e., Progress on Learning Actions) and clicks on the Discussion button (inside the square of Action #3), which opens the following page. She posts a comment to inquire about the progress on the action. Chauncey will be notified about this comment.

# Discussion on learning action

[« Go Back](#)

## Create a new function

📅 Planned completion date is 2020-01-11.

📌 Difficulty 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.

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?

Post

*Lilias* continues supporting Chauncey while revising her work until the review round ends.