LEARNING TOGETHER
Synergy

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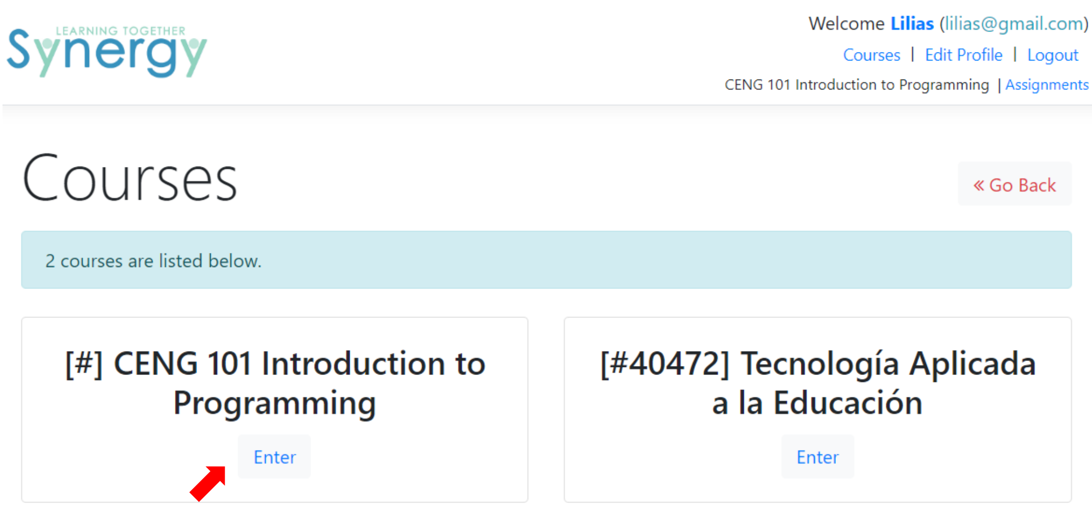
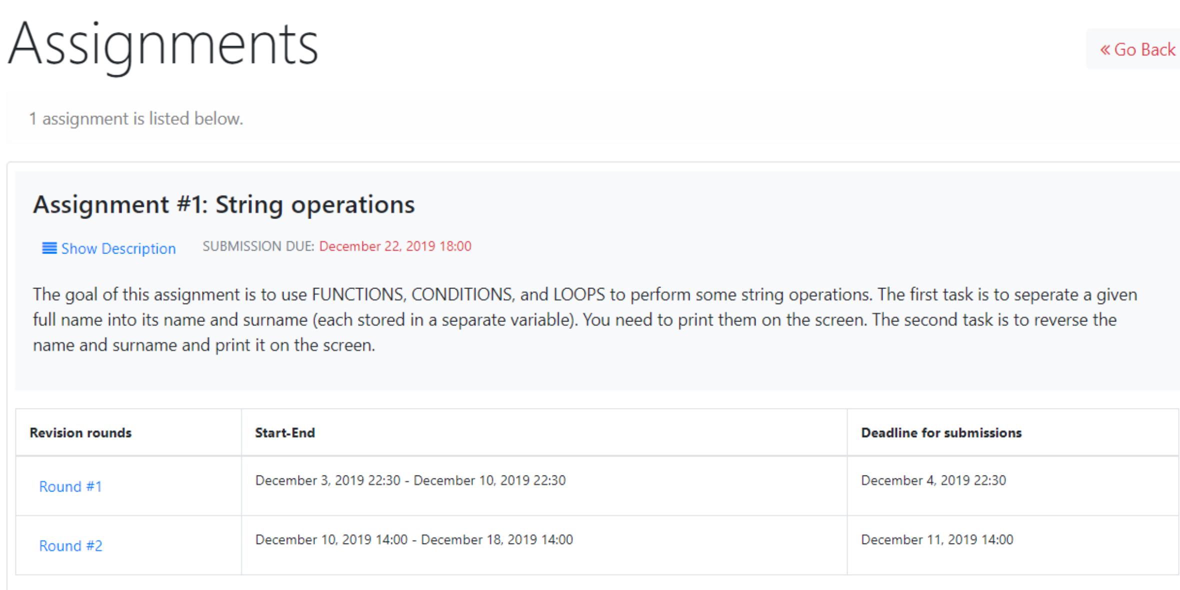
# EXAMPLE USE CASE BY A STUDENT REVIEWING A PEER'S WORK

# 1. Accessing the courses, assignments, and review rounds

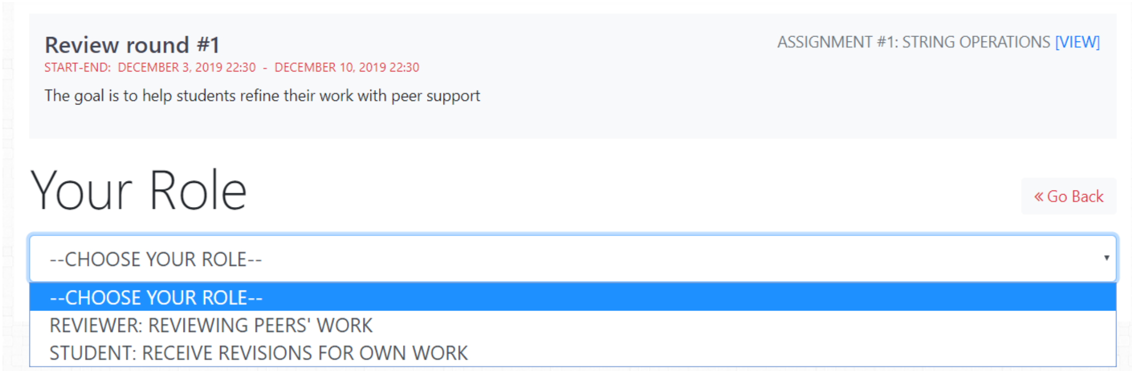
After the login, the courses that students are enrolled are listed as shown below. In this scenario, you will role play as ***Lilias*** (as shown in the top right of the page) who wants to perform the assigned reviews for *CENG 101*.



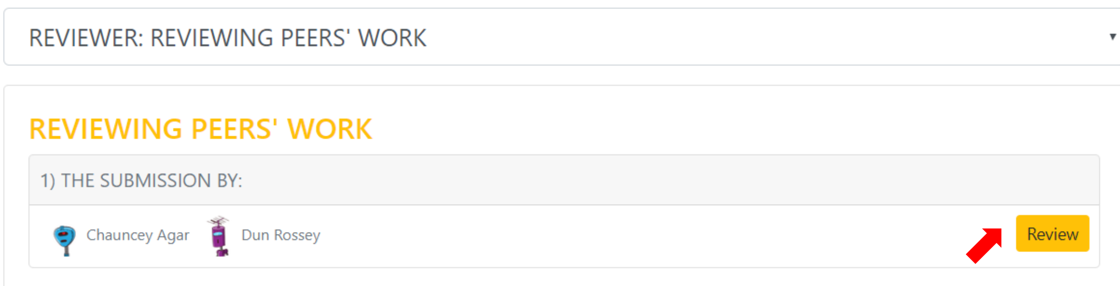

Upon clicking on the “Enter” button, *Lilias* is navigated to the Assignments page as seen in the image below. In this page, all assignments and their review rounds are listed. The CENG 101 course has 1 assignment which includes 2 review rounds.



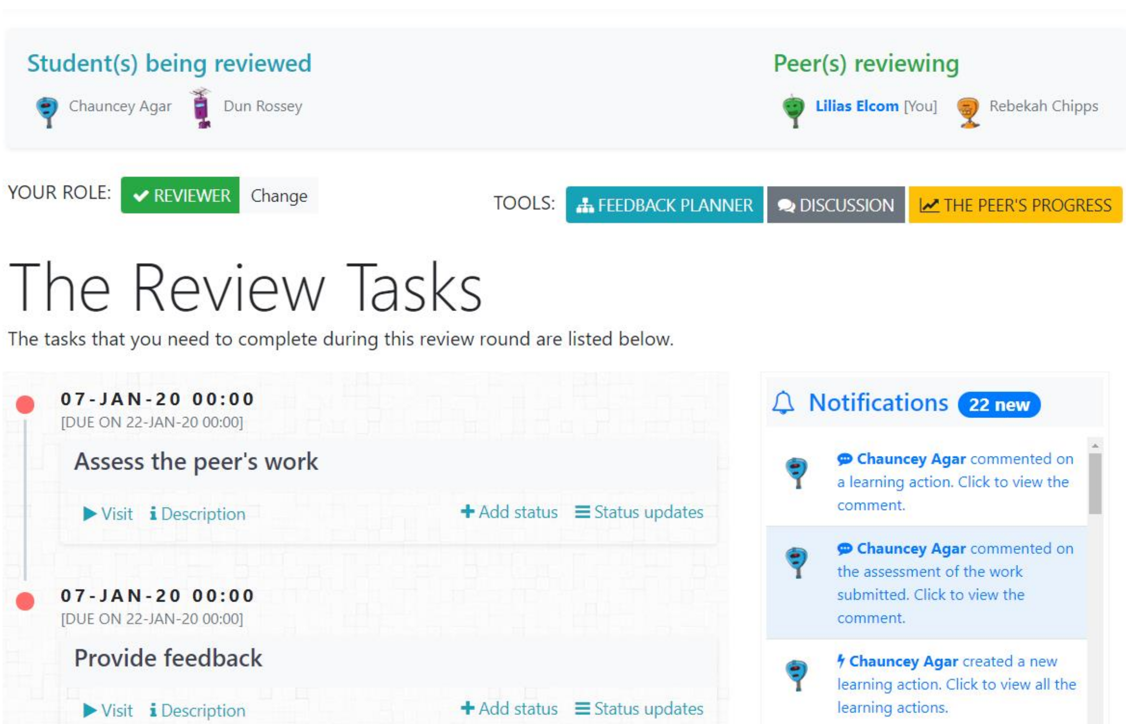

Let’s assume that the active review round is Round #1. By clicking on “Round #1” for the Assignment #1 (as shown above), *Lilias* accesses the **Review Page** for *round #1* (see the image below), where she selects the *REVIEWER: REVIEWING PEER’S WORK* to view the student work(s) assigned for her review.




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

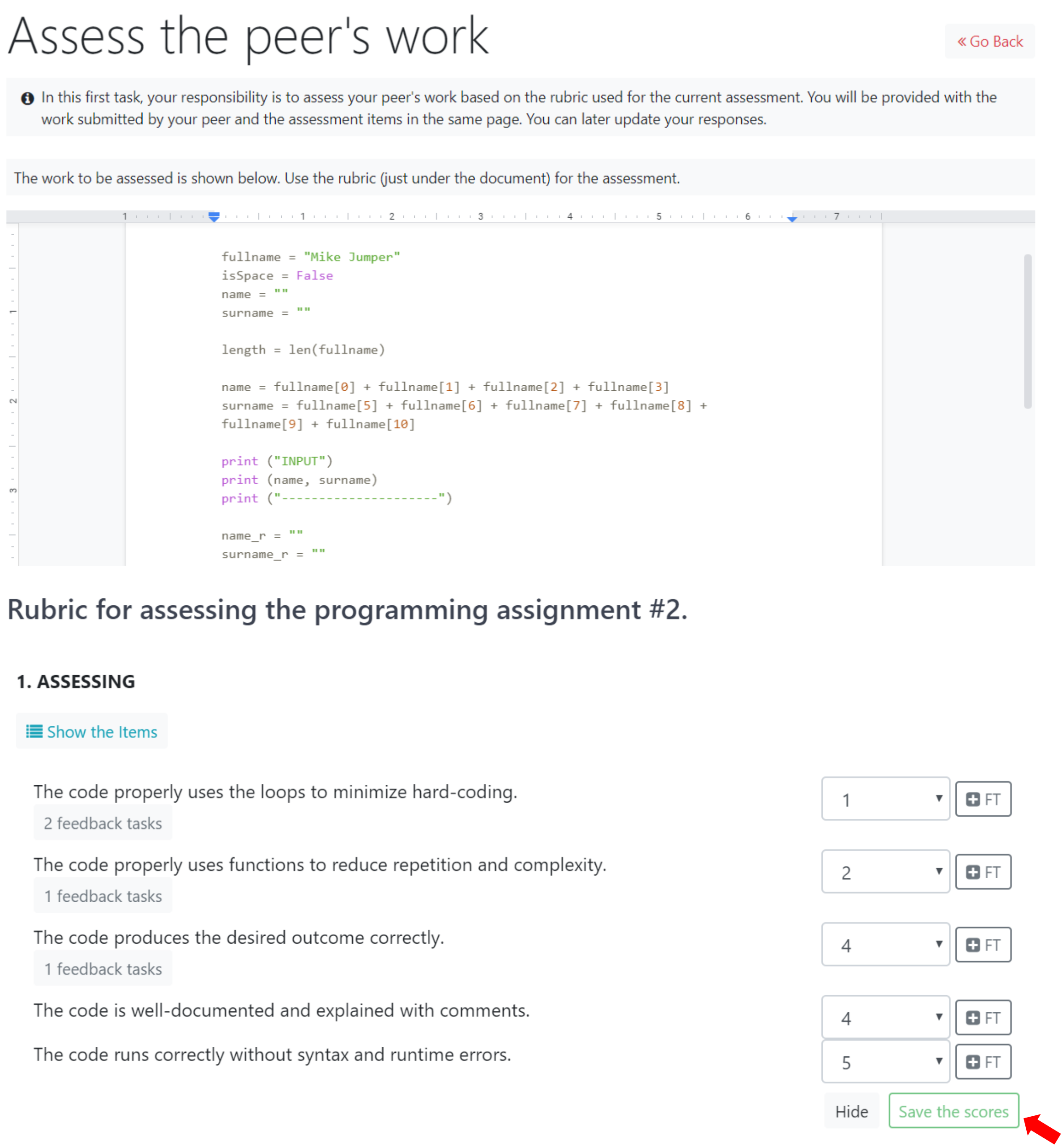


In the Review Tasks page, at the top there is a gray box displaying the student(s) being reviewed and peer(s) reviewing for the selected submission. The authenticated user, in this case *Lilias Elcom*, is highlighted. Just below this box, the current role of *Lilias* is displayed (which is Reviewer).

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.

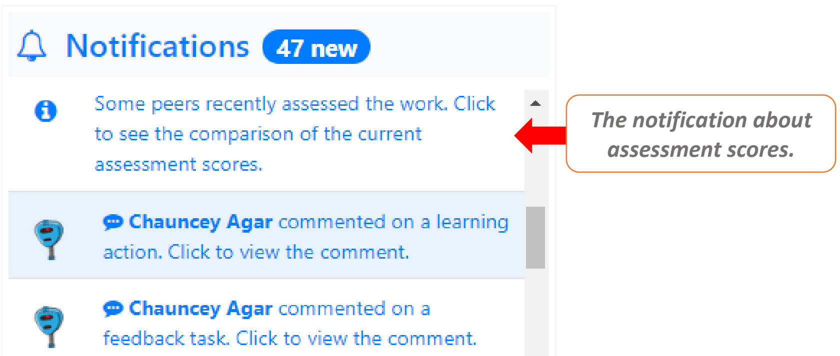



When assessing, Dun needs to choose the score for each item separately. These items come from the rubric provided by the instructor. The responses will be saved only when **Save the scores** button is clicked.

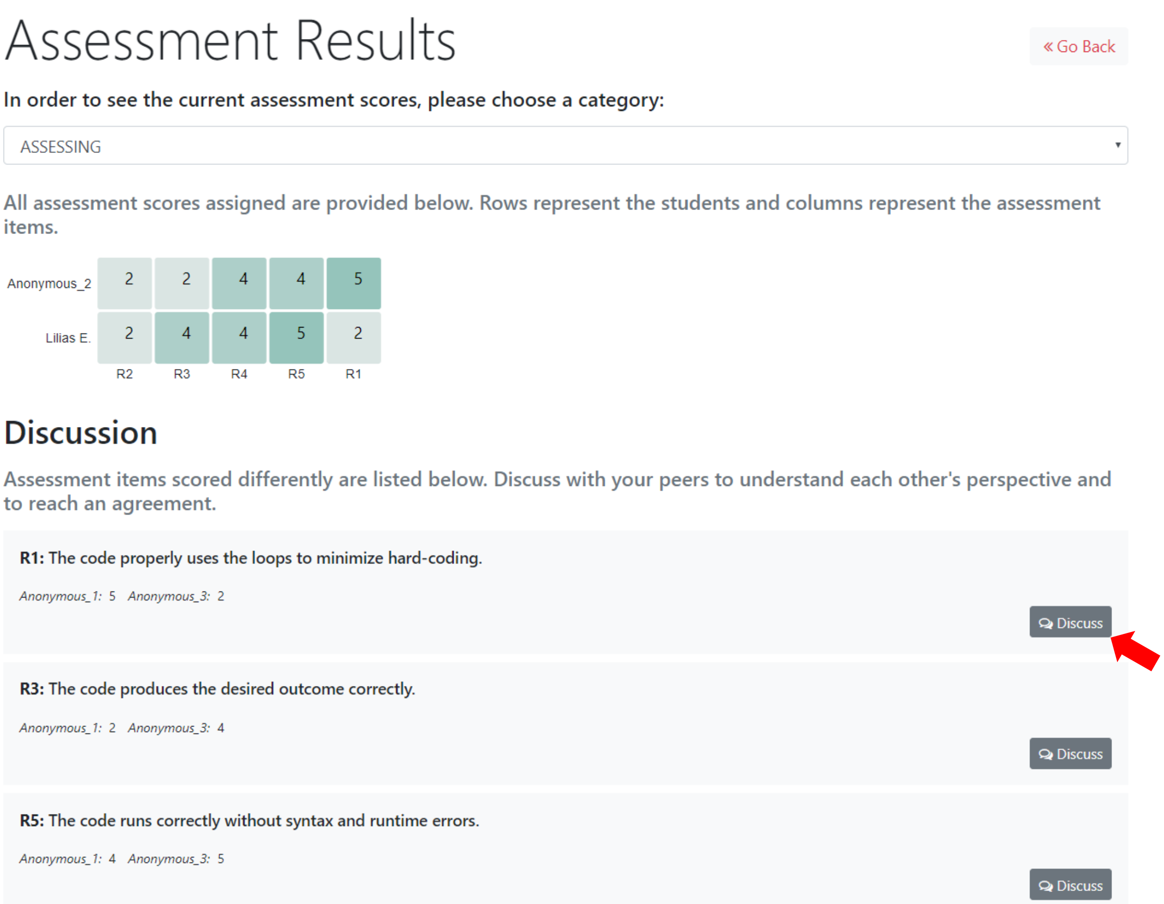
Section 4 will explain what FT and 1 feedback tasks icons serve for.

# 3. Comparing and discussing the assessment scores

*Lilias* 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.

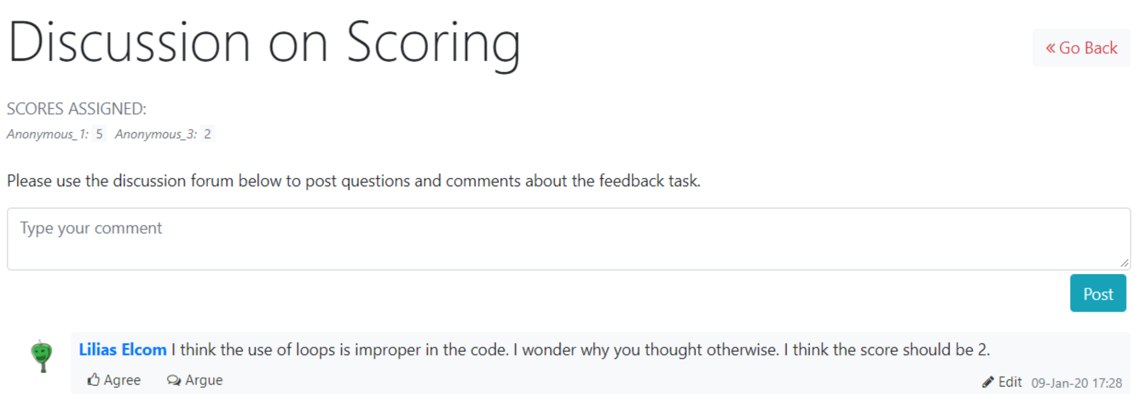



By clicking on this notification item, she navigates to the page, where the comparison of all available assessment scores assigned by all students are provided per each rubric item:



Assessment 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.

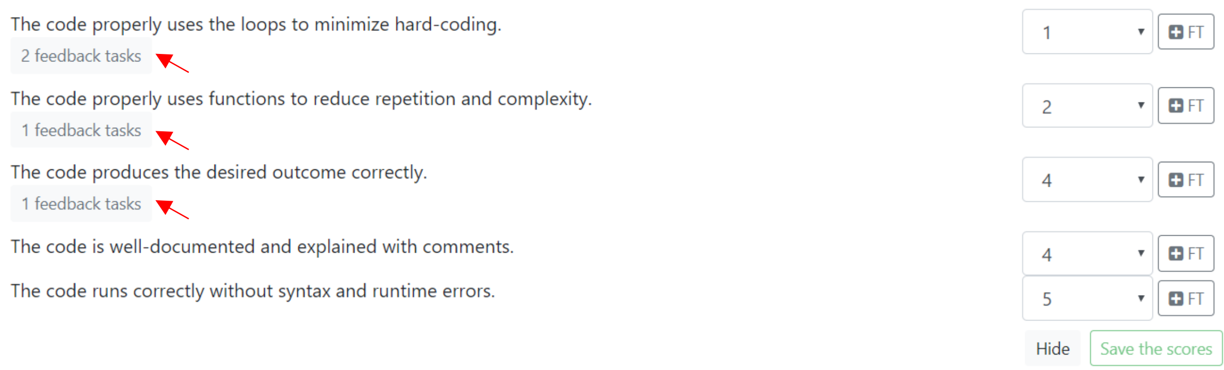



The goal of this discussion is to facilitate the process of building consensus among peers about the qualities of the work based on the assessment criteria. This is necessary for a coherent feedback plan, and therefore feedback provision.

# 4. Planning the feedback beforehand

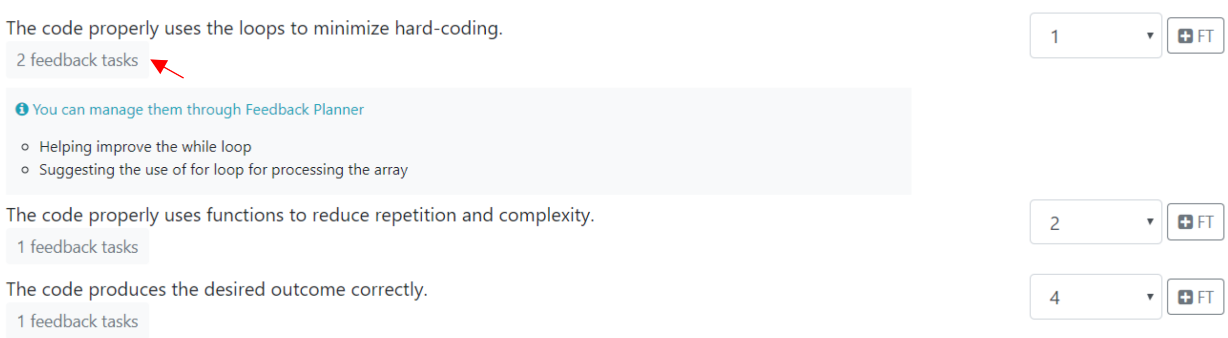
Synergy uses the concept of **Feedback Task** to help students (reviewing a work) collectively plan their feedback ahead of time. Note that *feedback tasks are notes that students take for themselves to plan their feedback*. Actual feedback should be posted on the peer's work based on the feedback plan.

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.



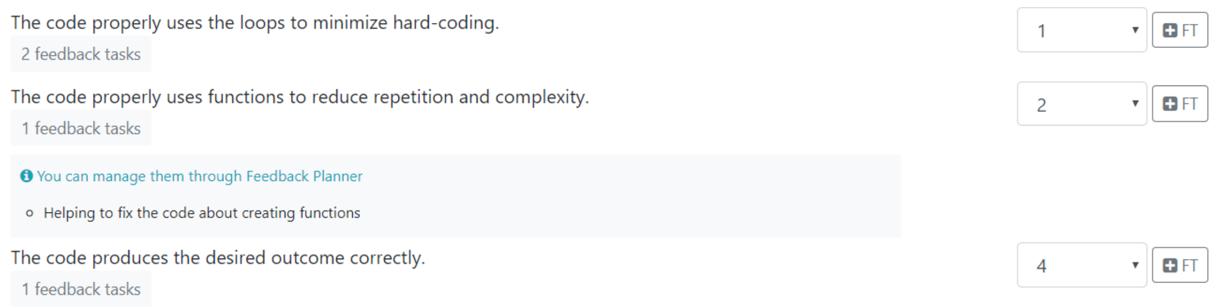

Regarding the first rubric item, (for which *Lilias* gave a score of 1 over 5), *Lilias* thinks that the peer needs to use a *for loop* to efficiently change the values inside the array. Before creating a feedback task about this possible feedback, she first checks to see if there is already a similar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

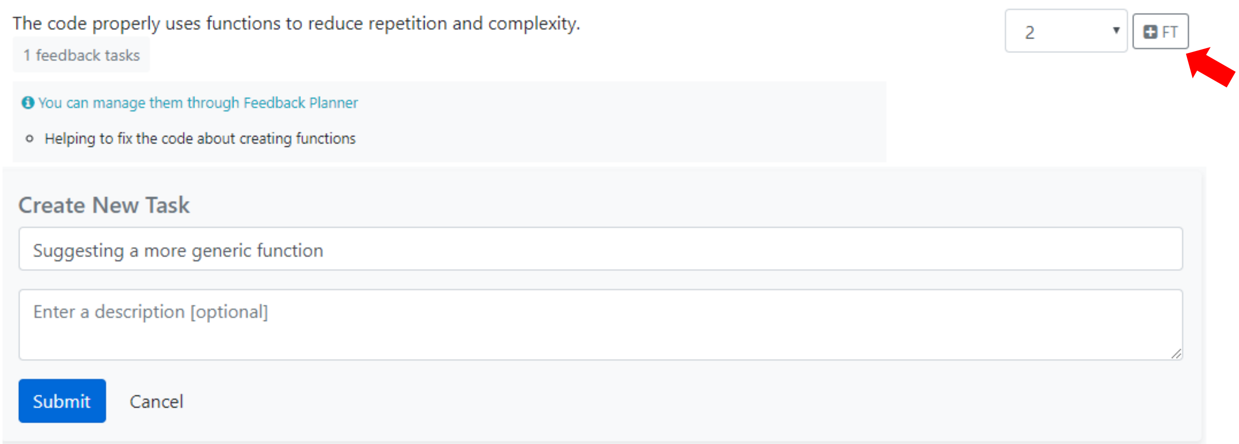



Next, *Lilias* gave the score of 2 over 5 for the second rubric item. She plans to recommend the peer to create a new function that is more generic, which will help prevent code repetition.

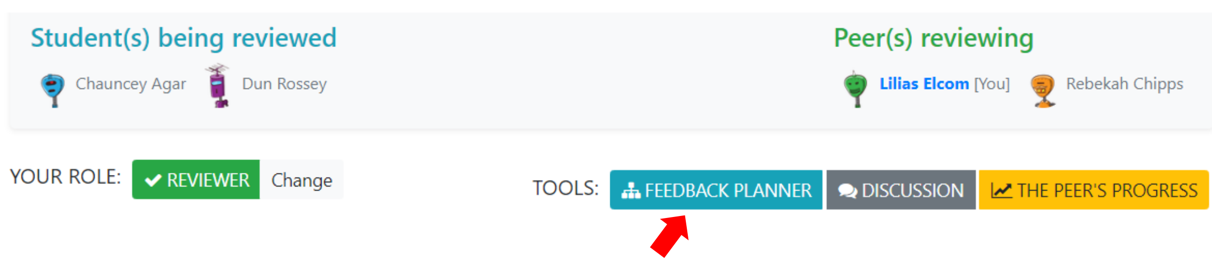
She first ensures that this plan does not overlap or conflict with others by checking the existing tasks (see the image below where the only feedback task is displayed).




Then, she clicks on FT 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.




*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.




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

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+ 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.

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

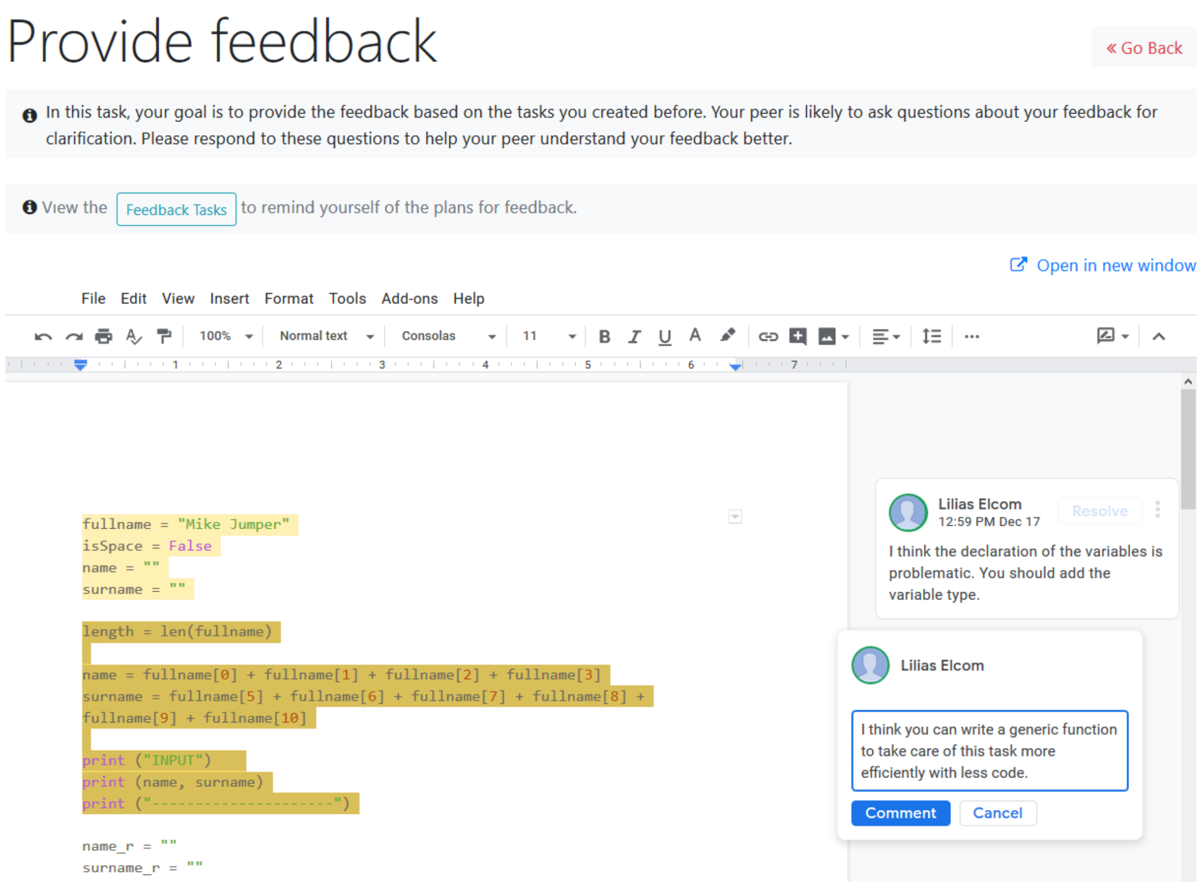
Lilias Elcom

Discuss

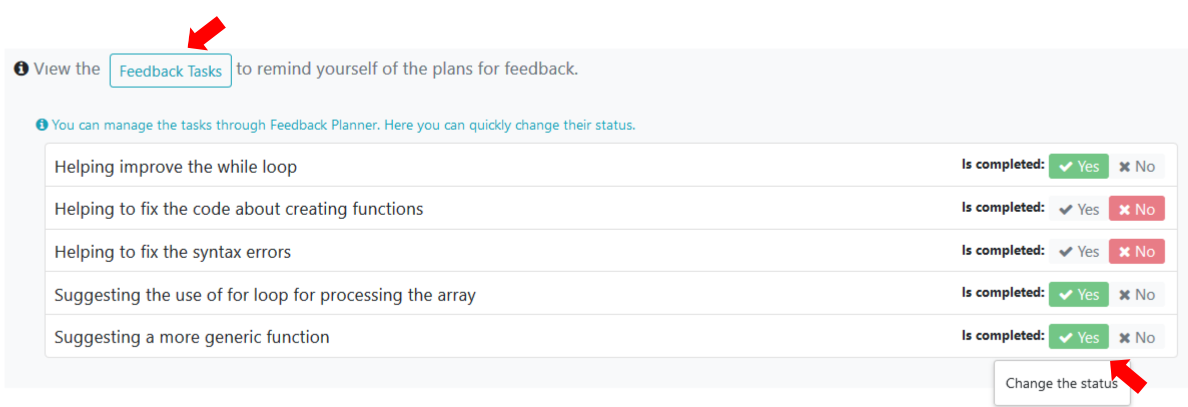
Associated rubric item: The code properly uses the loops to minimize hard-coding.

# 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.

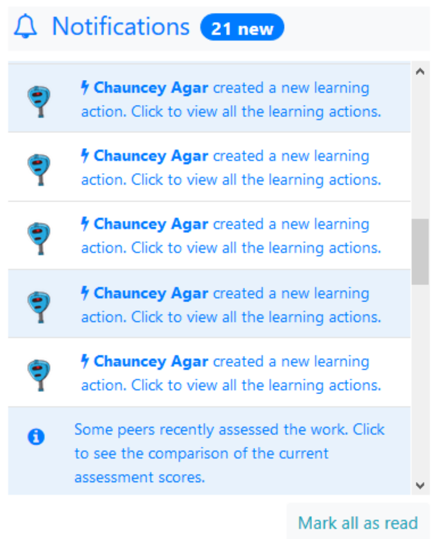



In the same page, *Lilias* clicks on Feedback Tasks to list the existing feedback tasks to remind herself the feedback plan. She changes the status of the "Suggesting a more generic function" task to *Completed* as seen below. Through this list, she can also check the overall progress on feedback tasks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

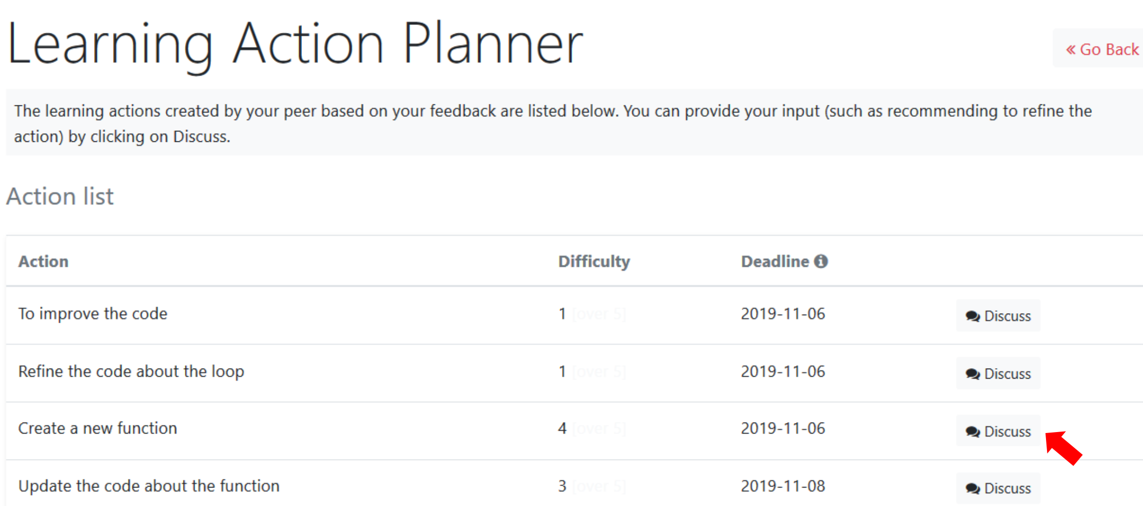


# 6. Checking the learning actions

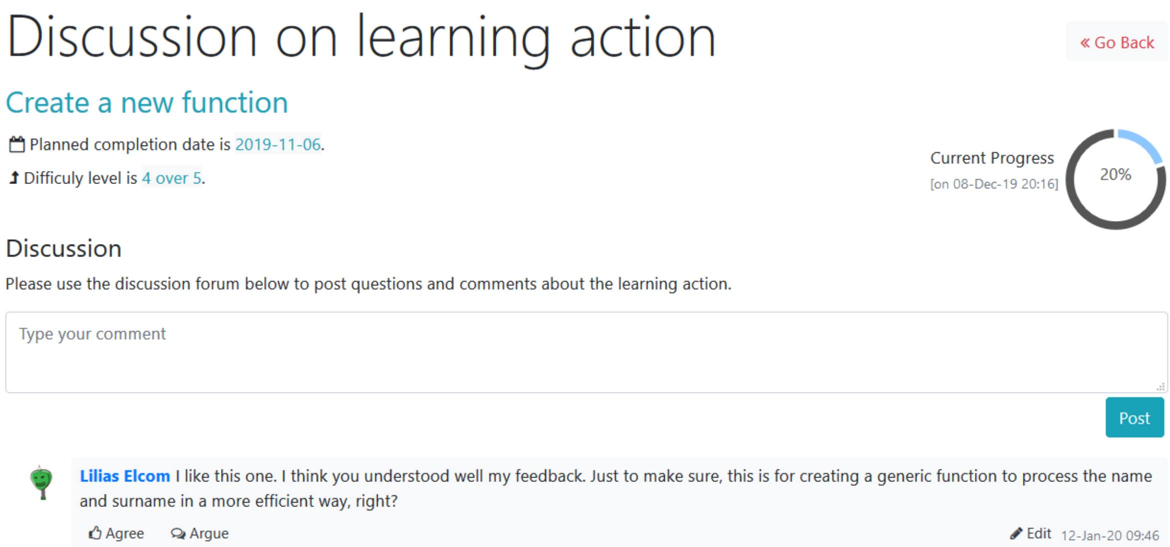
As seen below, *Lilias* receives several notifications that indicate Chauncey Agar (whose work is being reviewed) has created some learning actions. Learning actions are the goals that the students set based on the received feedback. Students can perform these actions by incorporating the desired improvements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




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



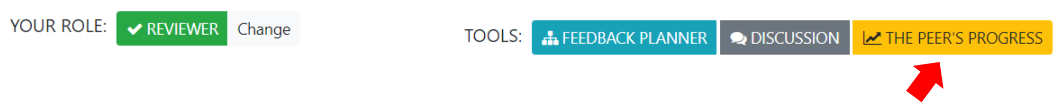

*Lilias* wants to ensure if "*Create a function*" is an action based on her feedback about creating a generic function. So, she clicks on Discuss button to access the discussion page about this particular action as seen below.



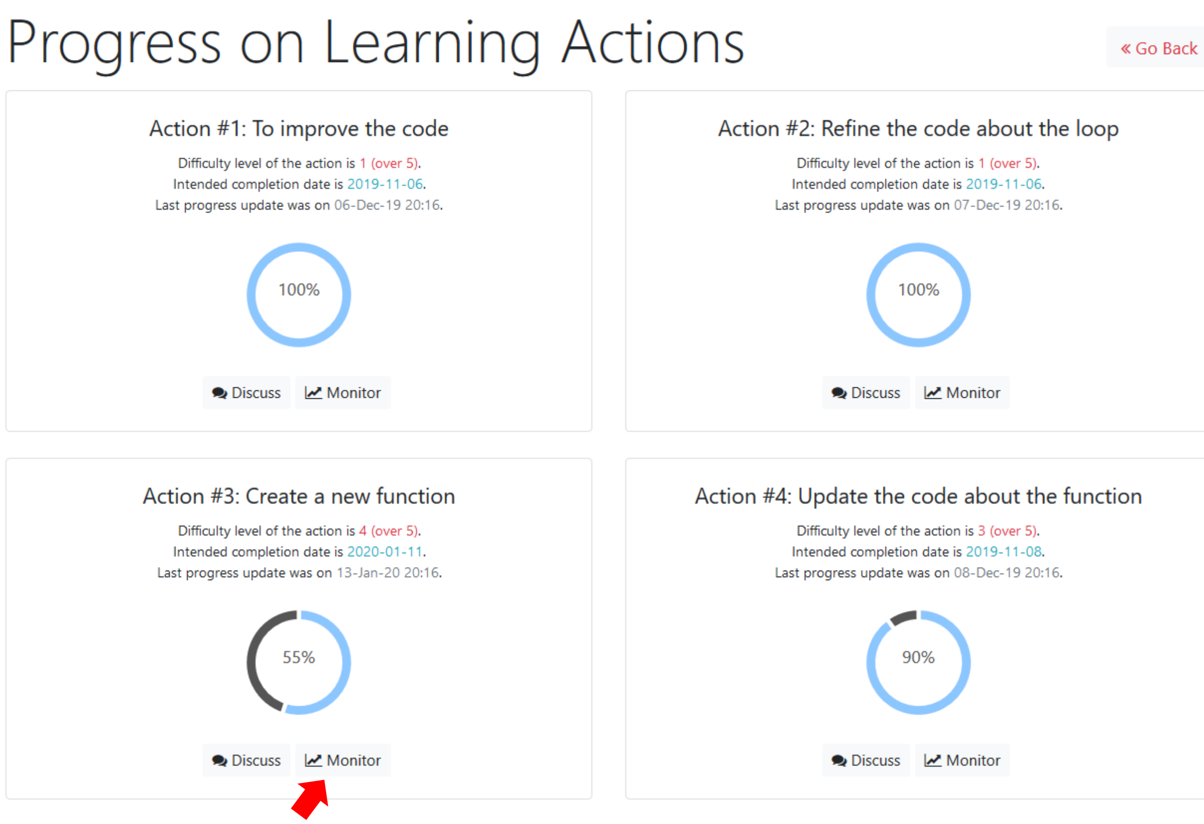

*Lilias* posts a discussion comment as seen above to check if the peer's intentions match her feedback. *Chauncey Agar*, the owner of the action, will be notified about this.

# 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

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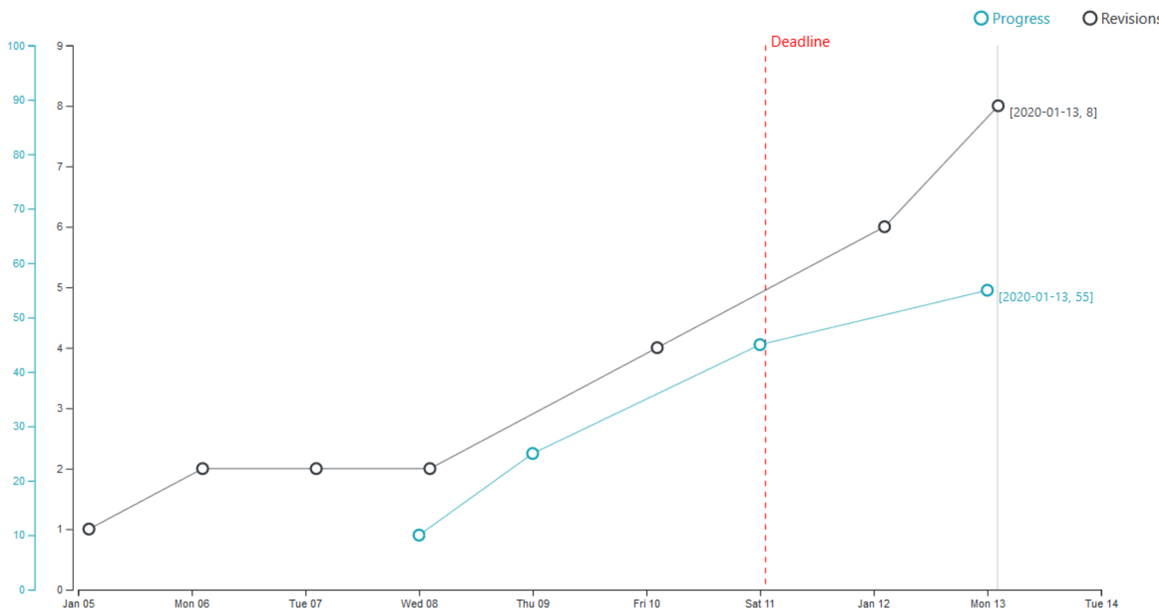
## Create a new function

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

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## 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.

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.