



# Moodle Peerwork

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# Moodle Peerwork Tool (Group Review)



## The Challenge

- Assessing students' individual contributions in a group assignment
- Freeloader & sucker effect
- Lack of recognition of individual contributions
- Lack of accountability



## The Solution

- A collaborative tool within Moodle that facilitates peer assessment and group work
- Fair grading
- Improve group dynamics
- Enhance reflection & accountability

# Peer Work

[Peerwork plugin](#) developed by City St George's University of London

[Background info](#) and [instructions](#) available on their website

Many thanks to the team for sharing this great plugin, and their guidance!



# Moodle Peerwork Tool - How it Works

## Setup

- Teacher sets group assignment
- Creates a group review activity
- Defines criteria for peer assessment

## Submission

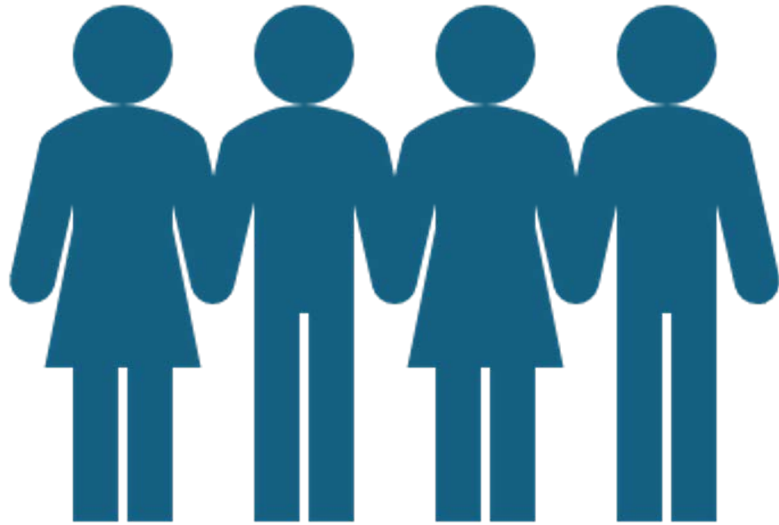
- Students submit their group work

## Evaluation

- Students assess their peers based on criteria set by teacher

## Grading and Feedback

- Teacher enters a mark for group element
- WebPA calculates the scores
- Teacher reviews
- Provides final grades



# Group Review: Helping Groups Help Themselves

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# Overview

- Group Review key settings
- Case Study 1: First Year Interdisciplinary Science
  - How we use it
  - Feedback from students
- Case Study 2: Final Year Sustainable Processes (CBL)
  - How we use it
  - Feedback from students
- Summary

# Group Review key settings

- Require submission as part of group review?
  - Group review weighting?
  - Penalty for non-submission?
  - Visibility of groupmates grades?
- Criteria for evaluation
  - Scoring scale
  - Justification visibility?

# First Year Interdisciplinary Science

Case Study 1 (2022-23)



# CS150 (CHM1007) Interdisciplinary Science



First year students,  
second semester, ca.  
180-200 students



Fully online



Interrupted timeline  
(skills sprints,  
hackathon)

# Activities in CS150

Skills sprints  
– Week 1  
themed  
workshops

Career  
visioning –  
Week 4  
Careers  
Service  
content

Topics of  
ethical  
consideration  
– Week 6/8  
ESD theme

Hackathon –  
Week 10  
(40%)  
• 2-day online  
event

# Group Review in CS150: Set-up

- Group Review for all group outputs (eportfolio, debate, hackathon)
- 3 Categories:
  - Communication (Engagement with team)
  - Contribution to the planning and execution of group activity
  - Quality of content
- 3-Point scale: Unsatisfactory (0), Satisfactory (1), Outstanding (2)
  - With an expanded explanation for each point on the scale provided

# Group Review in CS150: Student input

- Instructions: *Complete this Group Review to give feedback on how your team worked together for the [activity]. This is your chance to let us know where some team mates were more or less active in the activity than others. This will be used to generate individual grades for each team member, rather than a group grade for the [activity].*
- 3-4 students per group
  - Graded each team member on the 3-point scale
  - Field for comments (“justification”) – very useful information

# Group Review in CS150: Viewing results

- Input of group grades can be done on the home page
- Select any group to see the grades given and calculated

> General

>

Group mate submission and grades

> Justifications

> Tutor grading

Save changes

Cancel

## Engagement with team members.

For each team mate, indicate how well they engaged with the team for the debate activity.

- **Unsatisfactory** – team member did not engage with the team for the debate activity
- **Satisfactory** – team member engaged with team but was only somewhat responsive to contact with the group and/or did not take initiative to work towards the group's objectives.
- **Outstanding** – team member was very responsive to engaging with the group and/or took initiative to work towards the group's objectives. Helped the team move forward.

	-				
-	-	2	2	2	
*	2	-	2	2	
-	1	1	-	2	
	2	2	2	-	

# Group Review in CS150: Viewing results

## ☒ Tutor grading

Group grade out of 100

66

Group review weighting

100

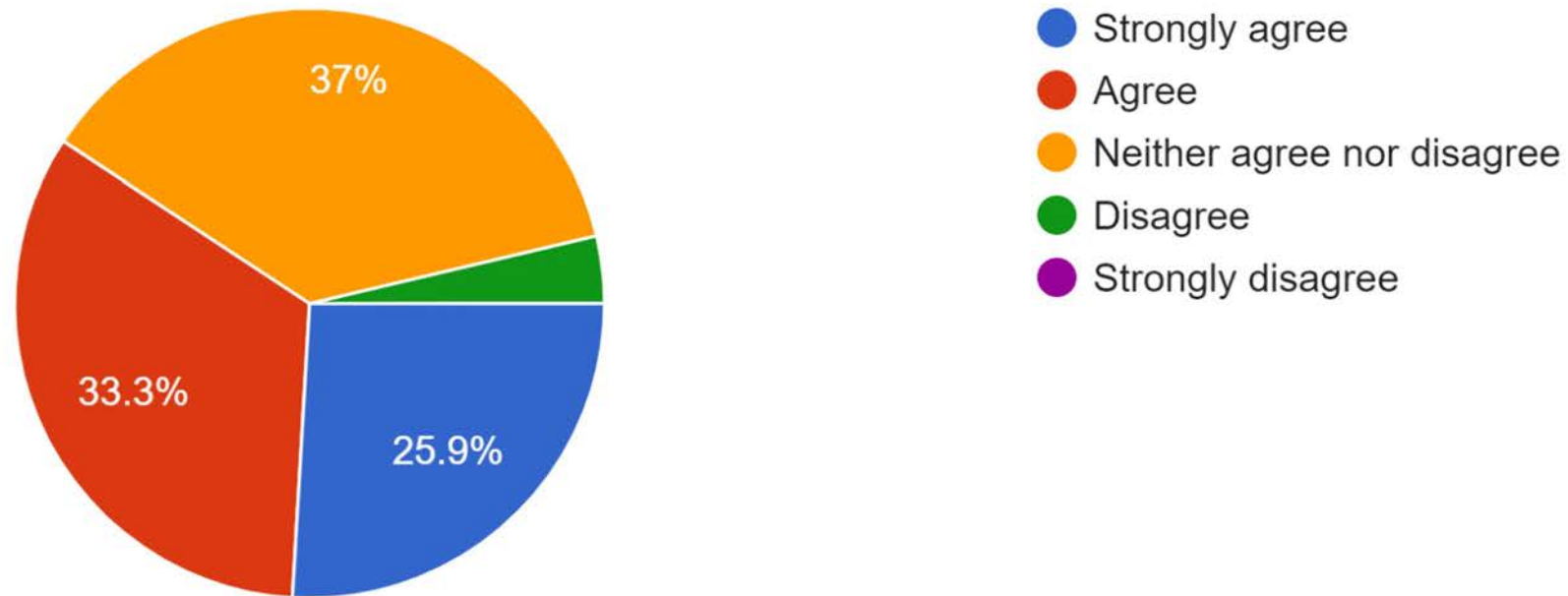
Calculated grades

Name	Contribution ?	Calculated grade?	Penalty	Final weighted grade	Revised grade ?
Ben	1.0303	68.00	0%	68.00	66.00000
John	0.9394	62.00	0%	62.00	66.00000
John	1.0000	66.00	0%	66.00	66.00000
John	1.0303	68.00	0%	68.00	66.00000
Total		264.00		264.00	264.00

# Group Review in CS150: Student Feedback

Q21. It was good to have the option to review my group mates' performance in the Group Review activity

27 responses

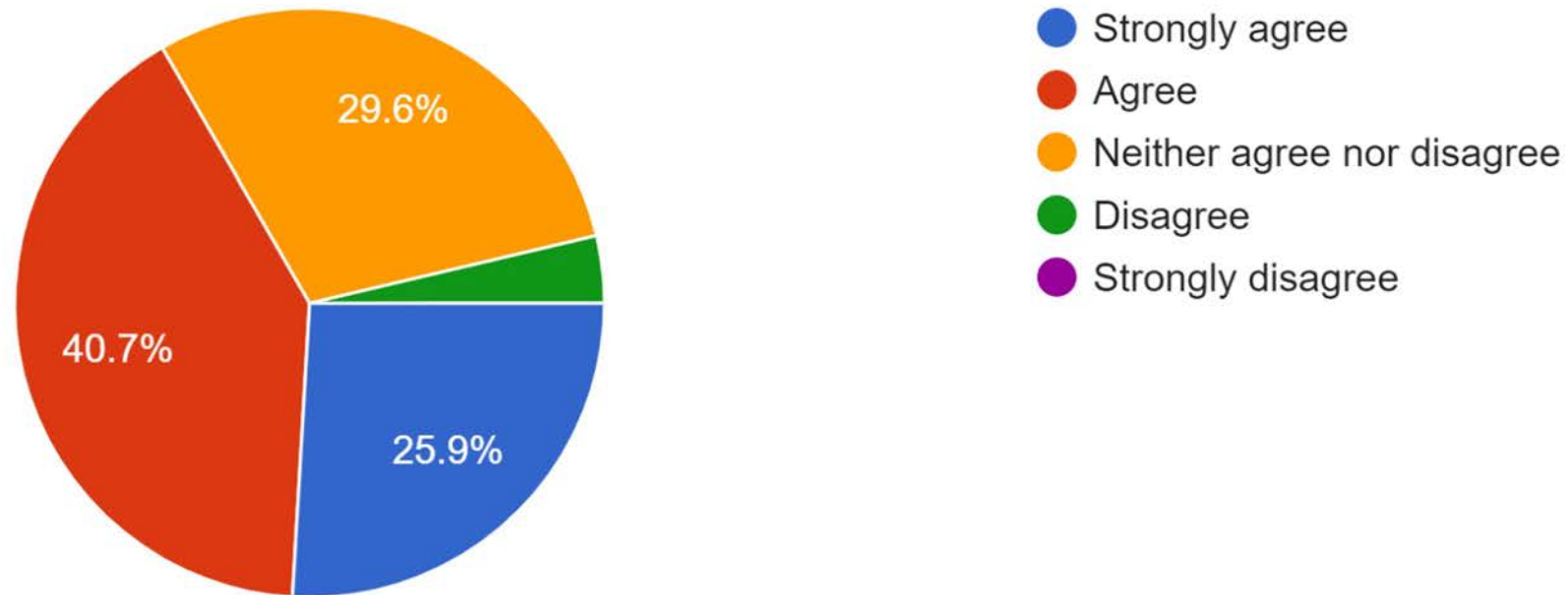




# Group Review in CS150: Student Feedback

Q22. It was good to have some control over the individual grade component of group work via the Group Review activity

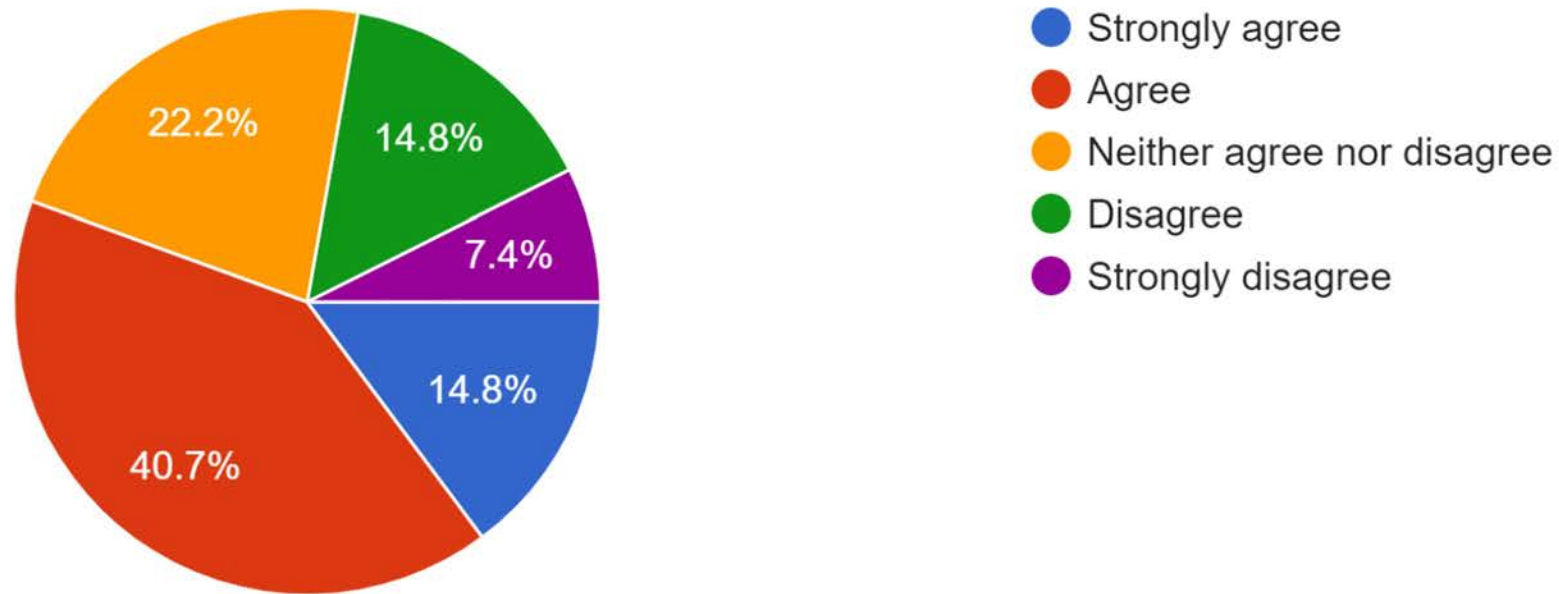
27 responses



# Group Review in CS150: Student Feedback

Q23. I would like to see Group Review used in other modules where group work takes place

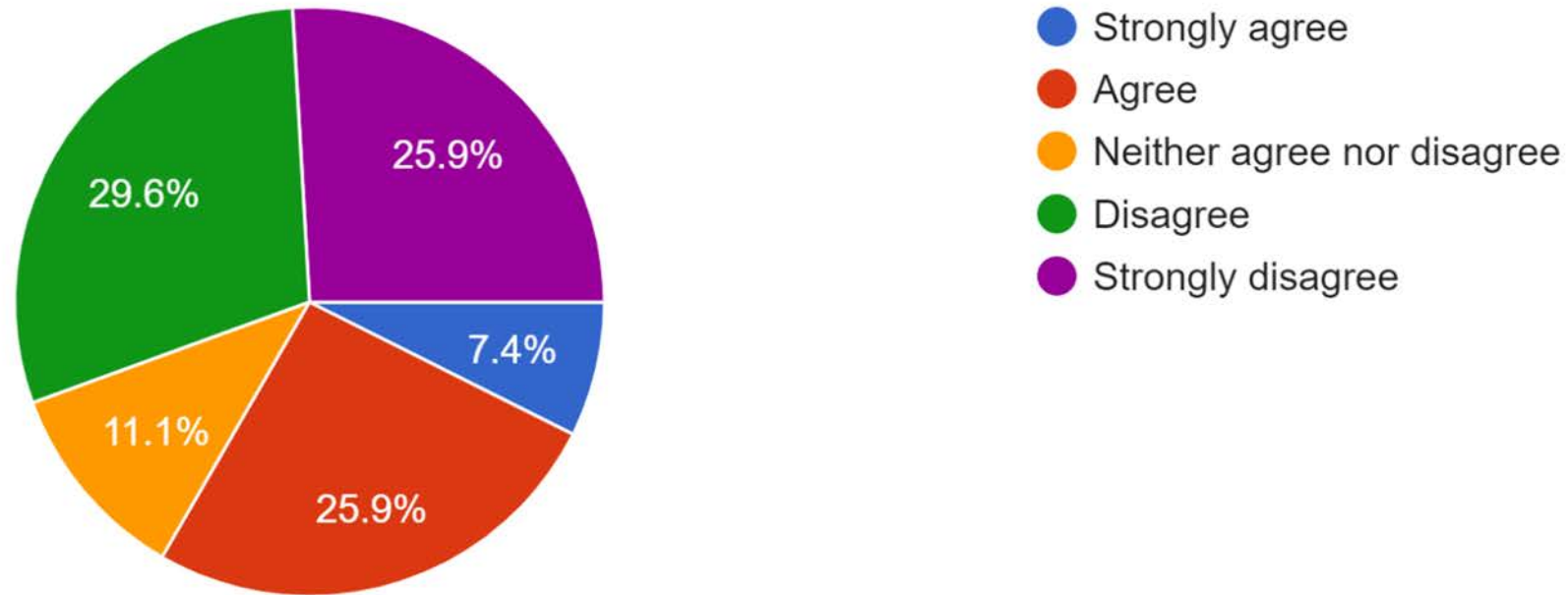
27 responses



# Group Review in CS150: Student Feedback

Q24. I would like to see my group mates' justifications for the ratings they give me in the Group Review activity

27 responses



# Final Year Sustainable Processes (CBL)

Case Study 2 (2024-25)

# ENS1021 Sustainable Processes (and BTE1048 Bioprocessing for the Circular Economy)

Final year &  
ECIU  
students (25  
students)

Hybrid

Challenge-  
based  
learning

# Activities in ENS1021/BTE1048

**Assignment 1:** Interactive Oral Examination - Week 6 - 15%

**Assignment 2:** Hackathon (Group Project) - Week 6 - 15%

**Assignment 3:** Group ePortfolio - Due End of Week 12 - 30%

**Assignment 4:** Group presentation - Due Week 11 - 20%

**Assignment 5:** Individual Reflective journal - End of Weeks 7, 10 and 13 - 20%

Group Review used for the three group assignments (hackathon, presentation, eportfolio)

# Group Review in ENS1021: Category Set-up

- Hackathon:
  - Planning, documentation, idea generation, presentation, abstract
- Presentation:
  - Engagement with group, Contributions to group research, Quality of contributions, Preparation of presentation, Delivery of presentation
- ePortfolio:
  - Background and challenge definition, Solutions including action plan, Critical analysis – knowledge and understanding of challenge, Critical analysis – strengths and weaknesses, Critical analysis – holistic approach/scientific soundness, Other elements (academic standards, creativity/design/originality/multimedia)

# Group Review in ENS1021: Scale set-up

- 6-Point scale:
  - No participation at all (0), Not assigned to task (1), Some input to task (2), Good input to task (3), Substantial input/leading the task (4), Did task alone (5)
- Please note – It is perfectly fine to be "not assigned" to a task if the group decided to split responsibilities. This scale is not a direct "grade" but gives us a basic documentation of who was doing what, and in the unlikely case there are significant imbalances we can check in with you. Ideally, all members should contribute to each part.



# Group Review in ENS1021: Student input

	Student A	Student B	Student C	Student D	Student E
<b>Idea Generation</b>					
(Share, prioritise and refine ideas, identify challenges)					
Student A	-	3	3	0	3
Student B	3	-	3	1	2
Student C	2	2	-	0	2
Student D	-	-	-	-	-
Student E	3	4	3	0	-
<b>Presentation</b>					
(Summarise key points, support delivery)					
Student A	-	1	5	0	1
Student B	1	-	5	1	1
Student C	1	1	-	0	1
Student D	-	-	-	-	-
Student E	3	3	4	0	-

## ▼ Tutor grading

Group grade out of 100

Group review weighting

Calculated grades

# Example of Grade Calculations

Name	Contribution ?	Calculated grade?	Penalty	Final weighted grade	Revised grade?
Student A	1.2119	72.72	0%	63.18	<input type="text"/>
Student B	1.2610	75.66	0%	63.91	<input type="text"/>
Student C	1.3301	79.80	0%	64.95	<input type="text"/>
Student D	0.1225	7.35	100%	0.00	<input type="text" value="60.00000"/>
Student E	1.0745	64.47	0%	61.12	<input type="text"/>
Total		300.00		253.16	60.00

# Feedback from students

Very good, easy to use,  
holds people accountable  
for the amount of work  
required

The tool was great,  
depending on the type of  
people you are working  
with

My experience with this group was very bad. Some members chose not to contribute, and tensions arose when they realized I had the ability to provide feedback on their participation. When I discovered that reviews could be shared with other group members, I felt unable to provide honest feedback out of concern for potential further conflicts within the group as we had additional group work after the first review...

# Group Review Tips & Tricks

- More granular scale gives better results
  - Can use result directly without significant variation
- Review justifications for checking group dynamics and identifying absent students
- Can choose to apply multiplier to entire grade or part
- Penalty for non-submission of review
  - Non-submission by a peer results in a need to override grades

# Helping Groups Help Themselves: Summary



## **Group Size**

Works best for  
groups of 4 or  
more



## **Group Dynamics**

Can be used for students and  
academics to observe group  
dynamics and address conflicts



## **Group Grades**

Enables  
individualisation of  
grades from group  
activities