Overview

The UNSW Workshop activity is a flexible peer assessment tool. Students submit their work online as text and/or an attachment. Students can be graded on both their own work and their peer assessments of other students' work.

The UNSW Workshop activity adds 3 new features to the Moodle Workshop tool:

1. Team Mode—enables groups of students to submit work and be marked as a group
2. Calibrated Evaluation Method—enables markers to be calibrated against a set of example assessments provided by the teacher
3. CSV upload—enables the instructor to make allocations by uploading a .csv file

This page takes you through the process of creating a UNSW Workshop activity.

When to use

Before the Workshop is used in the course, both teacher and students should have had at least some experience with **Moodle assignment**s.

Visit these pages on **peer assessment** and **self-assessment** when considering whether to use the Workshop activity.

Benefits

UNSW Workshop extends the functionality available in the Moodle Workshop tool by introducing 3 new features:

1. Team Mode—enables groups of students to submit work and be marked as a group
2. Calibrated Evaluation Method—enables markers to be calibrated against a set of example assessments provided by the teacher
3. CSV upload—enables the instructor to make allocations by uploading a .csv file

In addition, UNSW Workshop extends the functionality available in the **Assignment** tool in many ways:

- Workshop coordinates the collection of assignments and the distribution of these assignments to peer reviewers.
- Peer markers assess the submissions using a structured assessment form defined by the teacher, which permits multiple criteria to be used.
- Workshop supports several types of assessment forms (e.g. full rubric, commenting only).
- Course participants are graded on their own submission and on how well they assessed their peers. These 2 grade items are created in the course Gradebook and can be aggregated there as needed.
- Students can practise peer assessment and the use of rubrics in advance using example submissions and a reference assessment provided by the teacher.

Challenges

The UNSW Workshop is set up for the assessment of submissions by individual students. It is not suitable for group submissions.

If you are going to use UNSW Workshop in calibration mode, familiarise yourself with the benefits and limitations of the calibration algorithm and make sure you know how student grades are affected by the different strictness settings.

Guide

Step by step instructions

Create a UNSW Workshop activity

Creating a UNSW Workshop activity is a multi-part process, consisting of a workshop setup phase, then an assignment submission phase:

Setup phase

- **A. Set the workshop introduction, and provide submission and assessment instructions**
- **B. Edit assessment form**
- **C. Prepare and assess example submissions**

Submission phase

- **D. Switch to Submission phase and accept submissions**
- **E. Allocate submissions**

Assessment phase

- **F. Assess submissions**
- **G. Set grading evaluation settings**

Other instructions you might find useful are:

- **Protect student anonymity during peer review—set up blind marking**
- **Organise for students to review topics different from their own**
- **Allowing students to resubmit**
- **Set up and use Team Evaluation with a group based UNSW Workshop activity**

A. Set the workshop introduction

1. On the Moodle course home page, in the relevant section, click **Add an activity or resource**, scroll down and select **Workshop (UNSW)** from the drop-down list, and click **Add**.
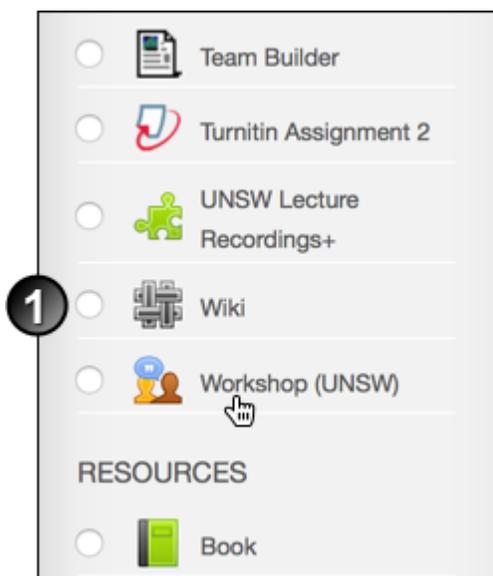
2. On the *Adding a new Workshop (UNSW)* page, click **Expand all** at the upper right, then in the **General** section enter a **Workshop (UNSW) name**, and a **Description** if necessary. This is a useful place to tell students how the workshop process will work—for example, "The workshop is divided into different phases..."

▼ General

Workshop (UNSW) name *

> Workshop activity

2

Description

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Display description on course page ⑦

☐

3. Under **Grading settings**, select:
   - the **Grading strategy**. For example, use **Comments** for a non-assessable, process-oriented item (click Help⑦ for further information)
   - the **Grade for submission**—the maximum grade a student can earn for submitting the assessment, if applicable (and a grading category, if applicable)
   - the **Submission grade to pass**—the minimum grade a student needs to pass.
   - the **Grade for assessment**—a maximum grade for assessment of the submission, if applicable (and a grading category, if applicable)
   - the **Assessment grade to pass**—the minimum grade a student needs to pass.
   - the number of **Decimal places** to which you want the grades to display.

Grading settings

Grading strategy ⑦	Accumulative grading ⇕
Grade for submission ⑦	80 ⇕ Uncategorised ⇕
Submission grade to pass ⑦	
Grade for assessment ⑦	20 ⇕ Uncategorised ⇕
Assessment grade to pass ⑦	
Decimal places in grades	0 ⇕

③

4. Under **Submission settings**:
   - Enter **Instructions for submission**.
   - Select the **Maximum number of submission attachments**.
   - Enter the **Submission attachment allowed file types**.
   - Select the **Maximum submission attachment size**.
   - Select the **Late submissions** check box. (Note that late submissions can become complicated if your workshop activity has several phases.)
   - Select **Team mode** to allow students to submit work as a group rather than as individuals.
   - Select **No Submission Required** to be able to grade students without submissions.

Submission settings

Instructions for submission	[editor toolbar: Font family ▼ Font size ▼ Paragraph ▼ ...]
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④ Maximum number of submission attachments	1 ⬍
Submission attachment allowed file types ⑦	[ ]
Maximum submission attachment size	Site upload limit (200MB) ⬍
Late submissions ⑦	☐ Allow submissions after the deadline
Team mode ⑦	☐ Team mode is disabled because you have no groups in your course.
No Submission Required ⑦	☐ Allow students to be reviewed without a submission.

5. Under **Assessment settings**:
   - Enter **Instructions for assessment**. This is a useful place to provide information about the peer review process and give students some general guidelines and tips for providing constructive feedback. For help in wording these guidelines, this page on **student peer assessment** may be useful.
   - Select **Use self-assessment** if you want to allow students to self-assess

Assessment settings

⑤ Instructions for assessment	[editor toolbar: Font family ▼ Font size ▼ Paragraph ▼ ...]
	Path: p Words:0
Use self-assessment ⑦	☐ Students may assess their own work

6. Under **Feedback**:
   - Select your preferred form of **Overall feedback mode**—or disable this mode if you wish.
   - If you are allowing reviewers to attach feedback files, set a **Maximum number of overall feedback attachments**, and a maximum size for them.
   - Restrict the feedback to specific file types by entering the **Feedback attachment allowed file types**.
   - Select the **maximum overall feedback attachment size.**
   - Provide **Conclusion** text—this displays to participants at the end of the Workshop activity.

Feedback

Overall feedback mode ⑦   Enabled and optional ▲▼

Maximum number of overall feedback attachments   1 ▲▼

⑥ Feedback attachment allowed file types ⑦   [   ]

Maximum overall feedback attachment size   Site upload limit (200MB) ▲▼

Conclusion ⑦   [⌨ | Font family ▼ | Font size ▼ | Paragra]

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7. Will you be giving the students sample submissions to assess (e.g. of poor / fair / good / excellent submissions)?
   - If no, continue to the next step.
   - If yes:
     - Under **Example submissions** select the **Use examples** check box.

> You *must* select **Use examples** to set up calibrated peer review.

- Select a **Mode of examples assessment**. If you are using self-assessment, you have a choice whether to have students assess their own submission before or after the examples. It's useful to specify that **Examples must be assessed before own submission** to get students thinking about what constitutes a good submission before they consider their own work.

- Select the **Number of examples** you want your students to be presented with. Set this if you want to provide a greater number of examples than each student will see. Moodle will present to each student a roughly even spread of poor to good submissions. This is useful to prevent cheating when using the calibrated evaluation method. We advise you to select at least **3** into this field if you are using calibration. If you leave this set to **All**, all the example submissions you provide will be shown to your students.

- Select whether you wish to allow **Example comparison** and/or **Example reassessment** as desired.

If you want to use calibrated grading, *don't select both* **Example comparison** and **Example reassessment** or calibration will not work.

8. Under **Availability**:
   - Select dates and times to open and close the submission period.
   - We advise you not to select to automatically **Switch to the next phase after the submissions deadline**, as the scheduled allocation function is currently disabled.
   - Set the assessment period dates and times. This determines when the assessment phase will automatically close off—however, you must still manually move on to the next phase.
9. Complete the remainder of the page as relevant and click **Save and display**.
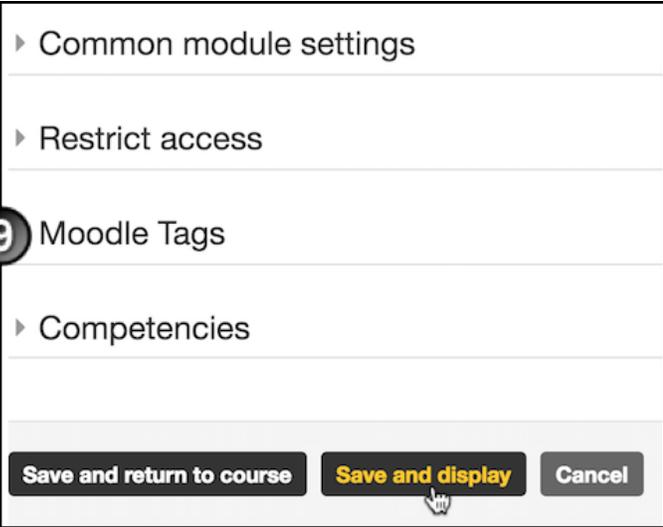
10. In the workshop page, under **Setup phase**, click **Edit assessment form**.

B. Edit assessment form

1. The assessment form that displays will depend on the selection you made at **Grading strategy** in step 4 above:

On the *Accumulative grading* page:

a. For each aspect:
   - Enter a **Description**, including guidelines for commenting and questions reviewers should consider before they comment.
   - Select the **Best possible grade/Scale to use** for the aspect, from the drop-down list.
   - In the **Weight** field, select a number between 0 and 16 to indicate how important this aspect is in relation to other aspects.

b. Click **Blanks for 2 more aspects** to enter additional aspects and repeat step **a** for each aspect. Regularly click **Save and continue editing** if the aspects list is lengthy.

c. When all aspects are created, click **Save and preview** or **Save and close**.

On the *Comments* page:

a. For each aspect, enter a **Description**, including guidelines for commenting and questions reviewers should consider before they comment.

b. Repeat step **a** for **Aspect 2** and **Aspect 3** as necessary.

c. Click **Blanks for 2 more aspects** to enter additional aspects and repeat step **a** for each aspect. Regularly click **Save and continue editing** if the aspects list is lengthy.

d. When all aspects are created, click **Save and preview** or **Save and close**.

On the *Number of errors* page, for each assertion:

a. Enter the assertion in the **Description** box.
b. Change the **Word for the error** and the **Word for the success**, if you wish.
c. In the **Weight** field, select a number between 0 and 16 to indicate how important this aspect is in relation to other aspects.
d. Repeat steps **a** to **c** for **Assertion 2** and **Assertion 3** as necessary.
e. Click **Blanks for 2 more assertions** to enter additional assertions and repeat steps **a** to **b** for each assertion. Regularly click **Save and continue editing** if the assertions list is lengthy.
f. When you have created and weighted all the assertions, click **Save and continue editing**. The updated **Grade mapping table** will display at the bottom of the page.
g. Make any necessary changes to the grade mapping table and click **Save and preview** or **Save and close**.

On the *Rubric* page, for each criterion:

a. Enter the criterion in the **Description** box.
b. Enter the **Level grade and definition** for each level of achievement within the criterion, using descriptions, guidelines and/or questions for the reviewers.
c. Repeat steps **a** to **b** for **Criterion 2** and **Criterion 3** as necessary.
d. Click **Blanks for 2 more criteria** to enter additional criteria and repeat steps **a** to **b** for each criterion. Click **Save and continue editing** after entering each criterion.
e. Under **Rubric configuration**, select whether you want the rubric to display in **List** or **Grid** (table) format.
f. Click **Save and preview**.
g. On the *Assessment form* page, check the rubric and click **Back to editing form**.
h. On the *Rubric* page, make any necessary changes, then click **Save and preview** or **Save and close**.

C. Prepare and assess example submissions

If you are including example submissions:

1. On the workshop page, under **Example submissions** below the table, select **Add example submission**.
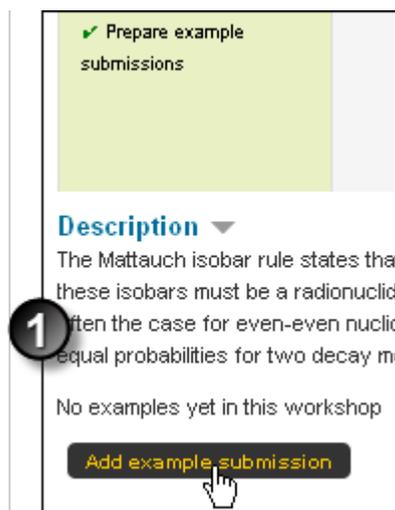
2. On the *Submission*

page:

- Enter a **Title** for the example. Include the word "example" or "exemplar" in the title to avoid confusing students.

- Enter instructions, or the example **Submission content**, into the text editor.

- **Add** an attachment if required.

- Click **Save changes**.

3. On the *Example submission* page, click **Continue** (or **Assess example submission** if you are providing reference assessments).
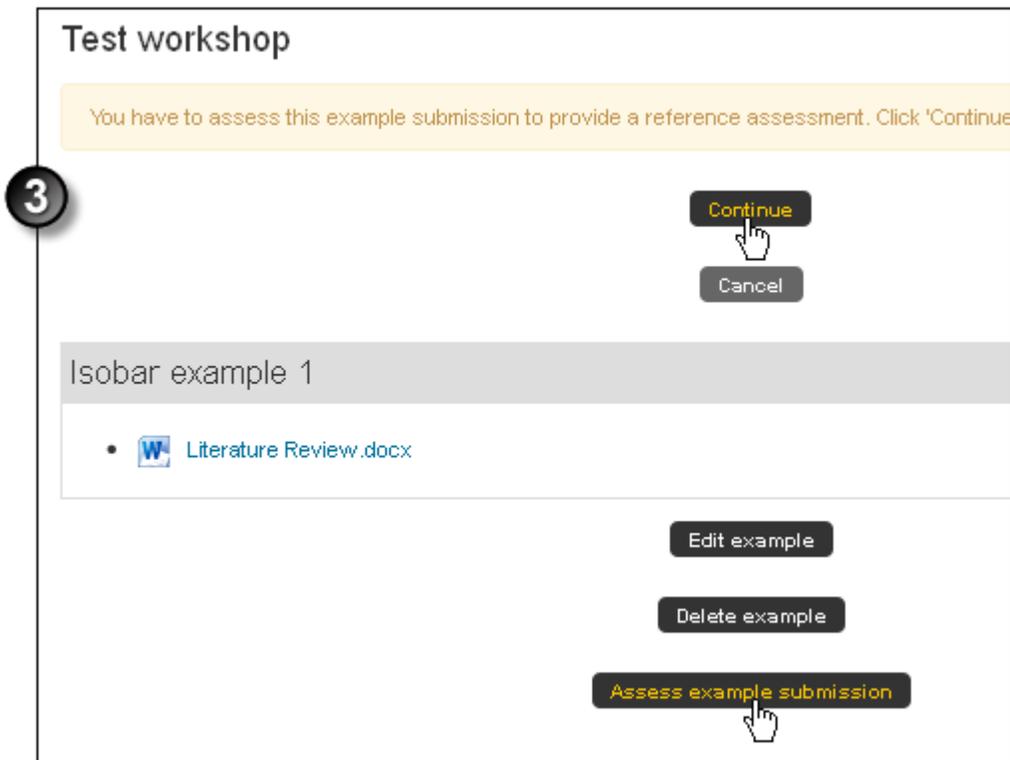
4. On the *Assessed example submission* page, provide an assessment of the sample submission for your students to refer to in their peer assessment or self-assessment, and click **Save and close**.
5. To add additional examples, repeat steps **1** to **4** of **part C**.

Student anonymity in peer review
Before students submit any assignments, if you want assignment authors to remain anonymous, follow the instructions at the bottom of the page to **protect student anonymity**.

D. Switch to Submission phase and accept submissions

Students can submit their work when the Workshop is in Submission phase and the opening date for submission is reached. To switch to the Submission phase:

1. On the course home page, click the workshop's link.

2. On the workshop page, under **Submission phase**, click the Switch phase icon.

3. On the confirmation page, click **Continue**.

4. The workshop page displays again, with the Submission phase highlighted. Now students may submit their work (within the submission access control dates), and instructors can allocate submissions for peer assessment.
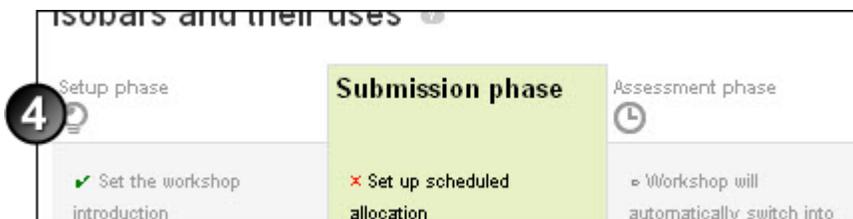
E. Allocate submissions

Complete this part when students have begun submitting their assessments.

You can allocate submissions manually, or allow Moodle to allocate them randomly. For a useful description of how random allocation works, view the PDF in the first post to this moodle.org **discussion board**.

1. On the course home page, click the workshop's link, and on the workshop page, click **Allocate submissions**. The *Submission allocation > Manual allocation* page displays.

2. Do you want to manually or randomly allocate submissions to reviewers? If you have a large class, random allocation makes sense. You can randomly allocate, then adjust the allocation using manual allocation if you need to. Whichever method you use, it is good practice to have at least 3 people reviewing each submitted piece.
   - If allocating manually, continue to the next step.
   - If allocating randomly, click the **Random allocation** tab and go to step 3.

3. On the *Manual allocation*

page:

- In the **Participant is reviewed by** column, select the name(s) of the user(s) you want to review this student's work.

- In the **Participant is reviewer of** column, select the name(s) of the user(s) whose submitted work you want this student to review. (You can also upload a CSV file containing your allocations. See screen instructions for explanation and format.)

- As you enter your allocations, they will be saved automatically. If you need to delete an allocation, click the Delete icon ✖. A confirmation message will display; click **Yes, I am sure**.

- Go to step 4.

4. On the *Random allocation* page, select:
   - any relevant **Group mode**

   - the desired **Number of reviews** reviewers are to perform

   - whether this number is **per submission** or **per reviewer**. This choice will depend on your teaching strategy.

   - whether to **Remove current allocations**

   - whether students can assess their peers' submissions without having submitted work themselves

   - whether to include self-assessments in the **Number of reviews**, if applicable.

5. Click **Save changes**. A confirmation page will display, summarising the allocations and deallocations you have made. Click **Continue**. The *Submission allocation* page will re-display.

F. Assess submissions

Complete this part after the submissions deadline.

On the course home page, click the workshop's link, and on the workshop page, under **Assessment phase** click the Switch phase icon ⭘. The submissions that have been assigned for you to assess are listed under **Assigned submissions to assess**.

G. Set grading evaluation settings

Complete this part when students have completed submitting their assessments.

1. Open the workshop page. If you have chosen automatic phase-switching, the **Grading evaluation phase** section will be highlighted. (If you have opted for manual phase-switching, under **Grading evaluation phase** click the Switch phase icon ⭘.)
2. Choose your preferred grading evaluation method (**Comparison with best assessment** or **Calibrated against example assessments**). When using **calibrated** grading:
   - **Comparison against example assessments**—This setting specifies how accurate the reviewer must be when marking the example assignments. The strictness scale specifies how strict the comparison should be. The stricter the comparison, the closer the marker's assessment should be to the provided example assessment.

   - **Consistency of assessment accuracy**—This setting specifies how consistent the reviewer must be. A

stricter consistency means that all the marker's assessments must more closely match the example assessments.

3. Click **Re-calculate grades**.

Protect student anonymity during peer review—set up blind marking

You can set up single blind or double blind marking in the Workshop (UNSW) activity's *Permissions* page, using the permissions **View author names** and **View reviewer names**. By default, students have permission to view author however not reviewer names. To create blind marking, you will remove these permissions from students.

Single blind marking

You can set up single blind marking in two ways:

- **View author names** controls whether a student reviewer can see the names of the *students whose work she or he is to review*. If you remove this permission only, a student reviewing her peers' work will not be able to see the names of students whose submissions she reviews, either during the Assessment phase or once the activity is Closed. However, once the activity is Closed, the names of the reviewers of her own submission will display with her final grade.
- **View reviewer names** controls whether a student can see *who reviewed her or his own submission*. If you remove this permission only, the names of students whose work a student is marking will display to her, but when she views her final grades, the names of students who reviewed her own submission will not be visible.

Double blind marking

If you remove both **View author names** and **View reviewer names** permissions, once the workshop is Closed neither the names of the students whose work she reviewed nor the names of the students who reviewed her own work will display to a student reviewer.

|	Student reviewer can see...			
Setup action	...authors during Assessment phase	...authors when activity is Closed	...reviewers during Assessment phase	...reviewers when activity is Closed
Remove "View author names" permission ONLY (single blind)	No	No	No	Yes
Remove "View reviewer names" permission ONLY (single blind)	Yes	Yes	No	No

Remove BOTH "View author" and "View reviewer" permission (double blind)	No	No	No	No

To set up blind marking:

1. On the Moodle course home page, click the link for the Workshop (UNSW) activity.
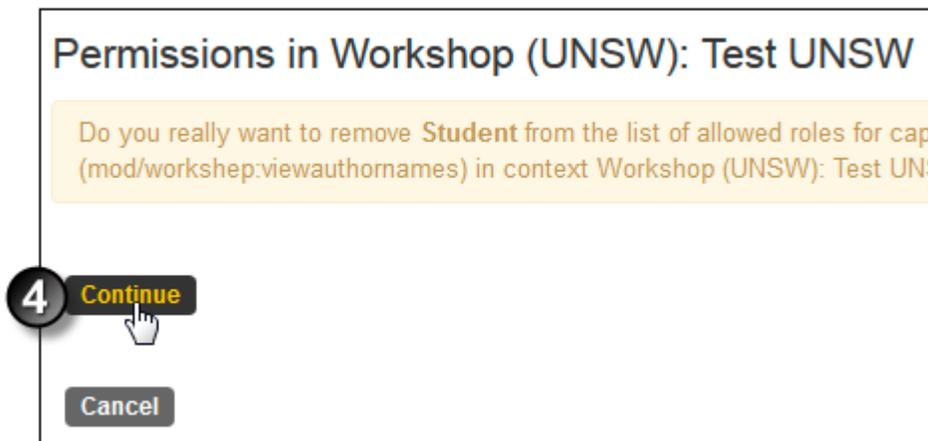

2. In the **Settings** block, select **Workshop administration > Permissions**.
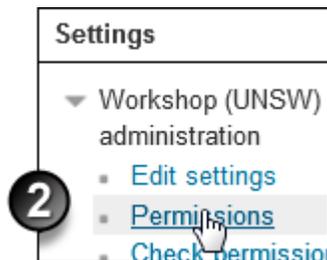
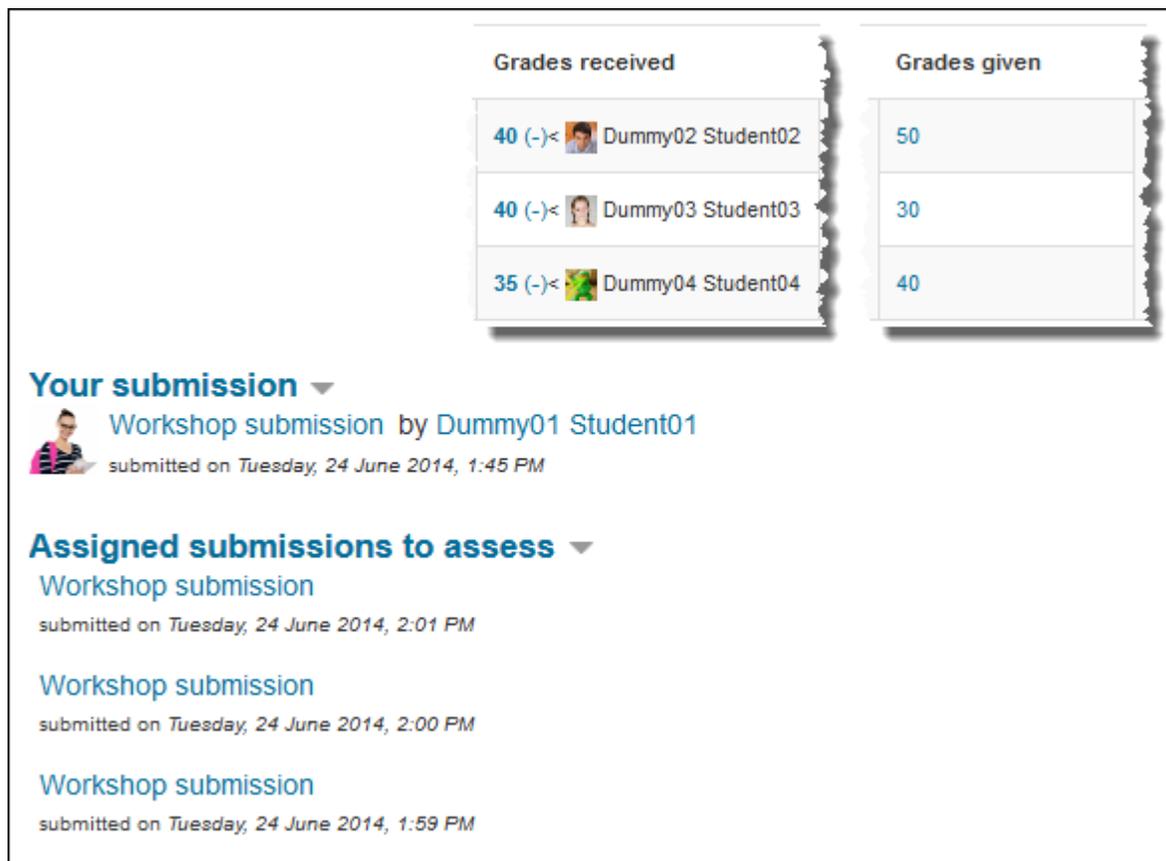3. On the *Permissions* page, scroll down to the **View author names** or the **View reviewer names** permission. (See the notes above for what these permissions control.)

4. For the relevant permission, in the **Roles with permission** column, next to **Student**, click the Prevent icon ✖.

5. On the confirmation page, check that you have selected the correct permission to prevent and click **Continue**. The *Permissions* page re-displays, and **Student** no longer displays in the **Roles with permission** list.

What students will see in the *Grade* page:

If you prevent **View author names permission only**, when the workshop has closed the student will see who reviewed their own work (in the **Grades received** column), but not whose work they themselves reviewed (under **Assigned submissions to assess**).

If you prevent **View reviewer names permission only**, when the workshop has closed the student will not see who reviewed their own work (in the **Grades received** column), but they will see whose work they themselves reviewed (under **Assigned submissions to assess**).

Grades received	Grades given
40 (-)	50> Dummy02 Student02
40 (-)	30> Dummy03 Student03
35 (-)	40> Dummy04 Student04

Your submission ▾

Workshop submission by Dummy01 Student01
submitted on *Tuesday, 24 June 2014, 1:45 PM*

Assigned submissions to assess ▾

Workshop submission by Dummy04 Student04
submitted on *Tuesday, 24 June 2014, 2:01 PM*

Workshop submission by Dummy03 Student03
submitted on *Tuesday, 24 June 2014, 2:00 PM*

Workshop submission by Dummy02 Student02
submitted on *Tuesday, 24 June 2014, 1:59 PM*

If you prevent **both View author names and View reviewer names permission**, when the workshop has closed the student will see neither who reviewed their own work (in the **Grades received** column) nor whose work they themselves reviewed (under **Assigned submissions to assess**).

Grades received	Grades given
40 (-)	50
40 (-)	30
35 (-)	40

Your submission ▼

Workshop submission by Dummy01 Student01

submitted on *Tuesday, 24 June 2014, 1:45 PM*

Assigned submissions to assess ▼

Workshop submission

submitted on *Tuesday, 24 June 2014, 2:01 PM*

Workshop submission

submitted on *Tuesday, 24 June 2014, 2:00 PM*

Workshop submission

submitted on *Tuesday, 24 June 2014, 1:59 PM*

To restore permission to a student:

1. On the *Permissions* page, in the **Roles with permission** column for the relevant permission, click the Allow icon ╋. (Take care not to click the Prohibit icon in the next column.)
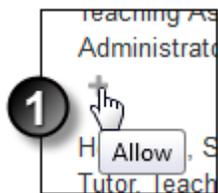
2. On the *Allow role* page, at the **Select role** drop-down, select **Student** and click **Allow**. The *Permissions* page will re-display, and **Student** will display in the **Roles with permission**

list.
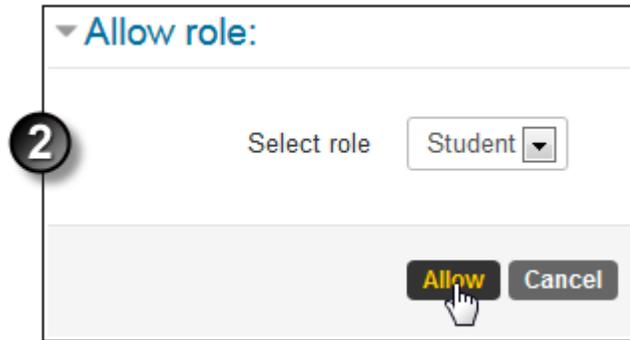
Organise for students to review topics different from their own

So you want to make sure that students review topics or questions that are different from the topic or question they've completed themselves?

You can do this in both the standard and the UNSW Workshop tool, by following the steps below:

1. Before you add the Workshop in Moodle, create a **grouping, and within it create different groups** for each different question or topic you will assign.
2. At **part A, step 9**, on the *Adding a new Workshop* page, under **Common module settings:**
   - at **Group mode** select **Visible groups**
   - at Grouping select the appropriate grouping, and
   - select the check box **Available for group members** only.
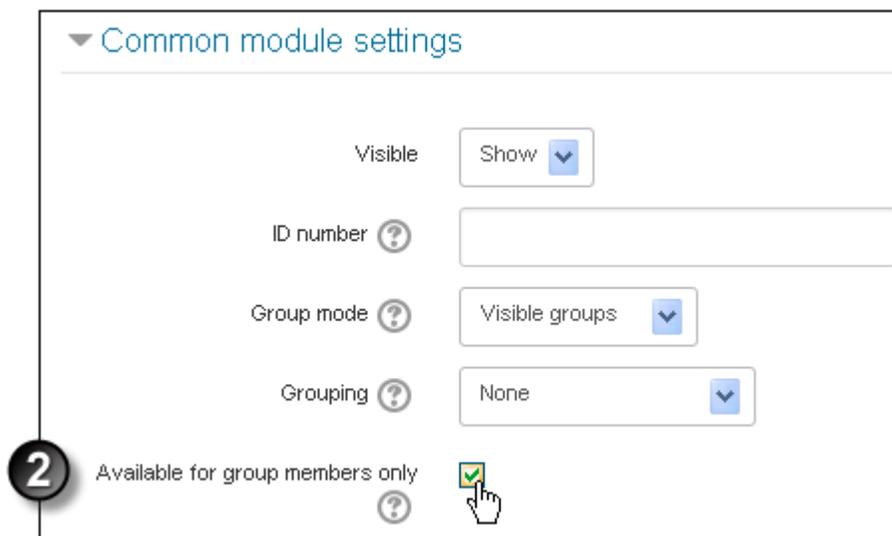
3. At **part E, step 3**, on the *Random allocation* page, select the **Prevent reviews by peers from the same groups** check box.

Allowing students to re-submit

Once the submission date has been reached (if set) and the phase progressed, students will not be able to re-submit or edit their previous submission. To allow one or more students to do this, you will need to:

1. Switch to the **Submission Phase**
2. If enabled and restricting submission, extend the submission deadline
   1. On the left hand side, within the Settings block, click **'Workshop (UNSW) administration'** and then **'Edit Settings'**

   2. Under the Availability heading, extend or disable the **'Submissions deadline'**, and then scroll down and click '**Save and display**

Advanced guide

For more information about using the UNSW Workshop tool to support student learning, see **Cox et al., 2012**.

Additional information

Further assistance

If you experience technical or other issues, consult the **Where to get help** page.