

**Workshop Title:** The Challenge of Peer Evaluation

**Faculty and Institutions:** Ruth E. Levine MD, The University of Texas Medical Branch, Galveston, Dean Parmelee MD, Boonshoft School of Medicine-Wright State University

**Background:** Peer evaluation is an important component of team based learning, yet it can be very challenging to implement. Based on our struggles implementing peer evaluation, we will share a variety of peer evaluation methods that we have used, and give workshop attendees the opportunity to grapple with the issues inherent in peer evaluation.

**Specific Objectives:** By the end of this workshop, the learner will:

- 1> List an advantage and disadvantage of each of 4 different methods of peer evaluation.
- 2> Define the concept of “gaming” the system.
- 3> Appreciate the importance of preparation when introducing the concept of peer evaluation into a learner’s environment
- 4> Analyze how learner culture affects use of peer evaluation.

**Format/Methods:**

The workshop will be conducted using a “team based learning” format.

Following a 10-minute introduction, workshop attendees will be divided into teams. They will then be given several applications concerning the general issue of peer evaluation

The first application will consist of each small group being given 4 different peer evaluation forms. The group will review each form, and will be asked to come to a consensus and choose which form is most likely to achieve the goal of both promoting accountability and providing good feedback. Groups will be given approximately 15 minutes to make the determination.

Groups will be then be prompted to simultaneously reveal their choice of which peer evaluation form they have chosen. The facilitator will then engage the groups to debate each other as to why they chose one form over the other, enabling them to discuss the advantages and disadvantages of each form. This will take another 10-15 minutes.

Groups will then be given 2-3 other applications with the similar sequence of intra-group debate followed by inter-group debate. Problems that will be discussed include the issue of students “gaming” the peer evaluation system, and students resisting peer evaluation for fear of repercussions.

For the last 20 minutes the facilitators will discuss their own experiences with peer evaluation. Throughout the workshop there will be ample opportunity for questions.

**Products/Materials:**

Each participant will receive:

1. Four different peer evaluation forms
2. A reprint of the article: Levine et al. "Peer Evaluation in a Clinical Clerkship: Students' Attitudes, Experiences, and Correlations with Traditional Assessments" which describes the authors' experience with peer evaluation in a 3<sup>rd</sup> year clerkship.
3. A copy of the peer evaluation chapter from "Team Based Learning in Health Professions Education" (Michaelsen, Parmelee, McMahon and Levine, eds)
4. Contact information for the presenters and information regarding access to additional resources on peer evaluation and team based learning.

**Learner Assessment:**

Learners will identify at least one advantage and disadvantage of presented peer evaluation methods.

Group discussion will assess if the participants are able to analyze the impact of learner environment and culture on the effectiveness of peer evaluation.

Requested Length of Workshop:

90 minutes

2 hours

This workshop would be most appropriate for which type of audience?

Beginner (new to TBL-just took TBL 101 at this conference)

Advanced (very familiar with TBL-has been using it for some time)

Both

Classroom preference

Rounds

Theatre

Classroom seating

AV needs (Note-workshop presenters should plan on bringing their own computers and, if possible, their own LCD projectors)

Flipchart

Overhead projector

Screen

LCD projectors (should plan on bringing own, if possible)