



Case Study Series

2018 / 2019

Peer Assessment through
Microsoft Sway
by Ambrose Baker

04



Dr Ambroise Baker

Lecturer in Biology
a.baker@tees.ac.uk

Auhtored by: Digital Learning Team

Peer Assessment through Microsoft Sway

Ambroise got in touch with the Digital Learning Team as he was interested in looking at ways to get the students to interact with each other through peer support and assessment. The project came with some conditions that had to be met. For example, the assessment had to be anonymous where possible. Each student would also need to be allocated 10 random presentations to assess.

The presentations were created using Microsoft Sway. Students had already expressed interest in the tool after seeing some examples, and this was therefore a great opportunity to explore using Sway in a way the students might not have thought about.

Approach

The first stage was for the students to create their presentations (lab reports) using Microsoft Sway. Once the presentations were complete, the students then shared the URL of their Sway. The URLs were collected using a Microsoft Form, another part of the digital toolkit that was introduced through the Future Facing Learning training. Care over the permissions of the Sway was required in order to ensure that others could view the Sway.

Students were then presented with a selection of different Sways from other students. It was suggested that they pick at least 10 other Sways to examine and explore.

To give feedback, the student used a Microsoft Form. Ambroise gave the students some advice about giving feedback: be positive and constructive wherever possible.

After the feedback was complete, Ambroise explored the feedback to the various Sways that were recorded on the Form. From here, he was able to give back feedback to the student in question.

Forms | Preview | Theme | Share | Saved

Questions | Responses 1079

Feedback form - Core Skills Task 2

1. Please enter the submission code: for example Sub322 *

Enter your answer

2. There are clear sections that follow the conventional scientific reporting format (intro, aims, methods, results, discussion, conclusion) *

☆☆☆☆☆

3. The scene is nicely set in the introduction: that is, the reader knows straight away what the summary will be about.

☆☆☆☆☆

Screen shot of the feedback form on Microsoft Forms

Outcome

Using Sway to create lab reports seemed popular. Module Evaluation survey results indicated that this approach was well received and that Sway was a useful presentation tool. Future experiments might include some rewards for students who reviewed more pieces – possibly a digital badge or certificate?

The benefits of peer assessment seemed apparent. Students got to take an active part in not only their learning experience, but that of their peers. By looking at other presentations, they were also able to see how they were performing by comparison.

There is still some work to be done to make the workflow work more efficiently. Ambroise had to put in time to ensure certain parts of the project flowed. If this approach was adopted, there might need some more robust workflows put in place to ensure its wide spread adoption.

After discussing the project with Ambroise, one of the key things he came away with was "where there is a will, there's a way". With some extra work on his part, using both Forms and Sway could be made to work in the way that leveraged a self and peer assessment tool. Whilst not an out of the box solution, it certainly provided the basis for what he wanted to achieve - putting students at the heart of the project.