Peer Review in the On-Line Learning Environment

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Peer Review in the On-Line Learning Environment

Investigators:

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Project Objectives:

1. Describe student satisfaction with the peer review experience in the on-line environment using a digital application designed for peer review

2. Describe students' perceptions of the impact of an on-line peer review exercise on their ability to perform peer review.

Disclosures: There is no conflict of interest or relevant financial interest by the faculty or planners of this activity.
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* Presenters for this session.

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Peer Review: a Means to Professionalism and Quality Care

- "Peer Review is an organized effort to make judgments about the quality and appropriateness of care and services provided by someone of equal rank" (ANA, 1988).

- "…measured against pre-determined standards" and evidence based practice (McAllister & Osborne, 1997; Haag-Heitman & George, 2011).

- Strategy for shared governance, professional accountability (Omart, 2014).

- Practice Focused: concerned with patient outcomes, focused on quality and safety (QSEN).

- Contributes to culture of safety vs culture of blame

(Ohmart, 2014)

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Peer Review: Benefits and Outcomes

Professional and Personal Benefits

- Signals mature profession
- Promotes role development and socialization
- Develops confidence in speaking, critiquing and praising the performance of others
- Empowers nurses in self regulation
- Increases personal accountability

Educational Benefits

- Promotes engagement (active learning strategy)
- Challenges students to conduct other's course work and apply standards using critical thinking, application and synthesis of content materials.

Concerns and Challenges in the Academic Environment

- Lack of knowledge of process, or "how-to"

- "Instructor's job"

- On-line teaching environment limits face to face contact

- Concerns re: fairness, quality, accuracy of peer's feedback

- Negative reviews perceived as personal attacks

- Students' need to affiliate with classmates

- Feelings of insecurity (generational communication skills)

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Project Goals and Procedure

Goal: To measure students perceptions of the feasibility and usefulness of peer review in an online setting.
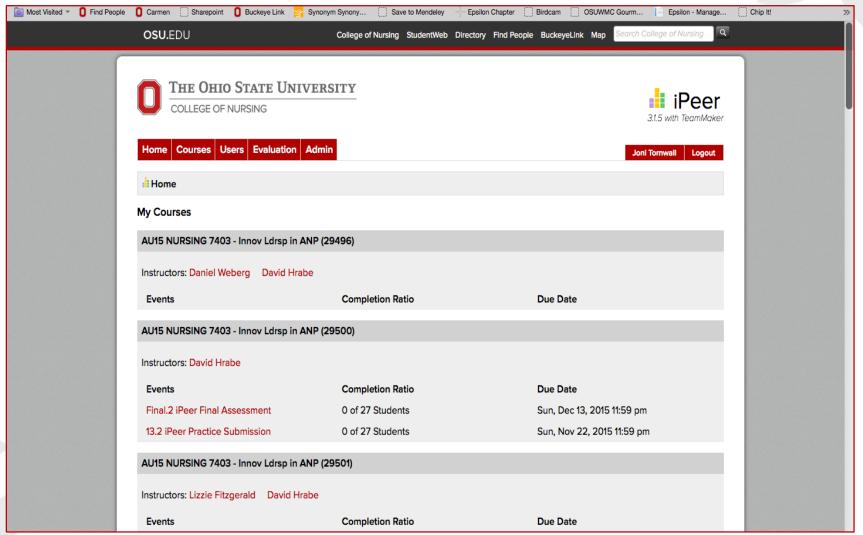
Participants: Masters and doctoral level nursing students in an on-line Quality Improvement course

Procedures:

1. Completion of an assigned individual learning activity.

2. Students invited to perform individual peer review of classmate's work using on-line program (iPeer) and instructor-established rubric.

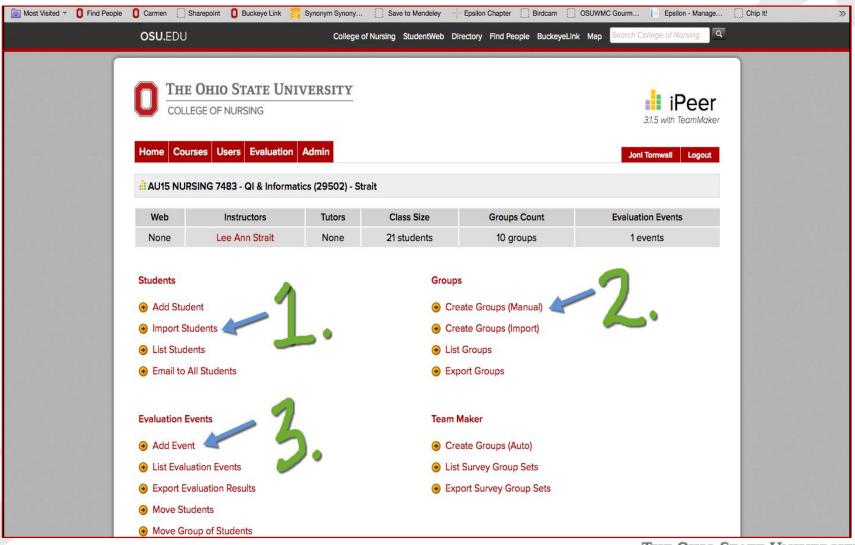3. As willing participants, students completed a survey 10 days following assignment completion.

iPeer Interface

iPeer Interface

Simple Rubric

More Complex Rubric

	Significant Details Lacking	Some details lacking	Work in defined areas is complete and accurate	Comments (required)
Concise Problem Identification 1 mark(s)	General issue identified as theme for the case study event. ○	Problem identified. Somewhat vague and/or general. ◉	Problem Specifically Identified; may be a component issue that contributed to the main error/event.	
Brief Purpose Statement 1 mark(s)	Purpose Statement lacks clarity and specific direction. ○	Purpose Statement identified. Somewhat vague and/or general. ○	Purpose statement gives direction for problem solving and quality efforts. ○	
Smart Goal 1 mark(s)	More than two specific elements of a Smart Goal missing. ○	Smart Goal: one of two elements missing: specific, measurable, achievable, relevant, time framed. ○	Smart Goal Defined including all elements: specific, measurable, achievable, relevant, time framed. ○	alnOIGNLl alkjflh fsalkj sdjf;lkdaj 0q934lkjglea a;lsjfljew f slkdfj;l
Process Flowchart graphically representing the problem 1 mark(s)	Significant inaccuracies or omissions in the process flow diagram. ◉	One or two inaccuracies or omissions in the process flow diagram. ○	Process flowchart accurately outlines steps of the error using accurate flowchart shapes. ○	
Fishbone Problem Diagram 1 mark(s)	Diagram does not reflect comprehensive thought in defining potential contributors to the problem; priorities not indicated. ○	Some pertinent details lacking in identification of contributors; OR priorities not identified. ○	Diagram clearly states problem. Identifies key contributors to the problem occurrence. Priorities indicated.	
Fishbone Solution Diagram	Diagram does not reflect comprehensive thought in defining potential contributors to the problem; and IOM dimensions not included.	Some pertinent details lacking in identification of contributors; OR IOM dimensions not identified.	Diagram clearly states solution. Identifies key components to the solution according to IOM dimensions.	

Demo Student1 - (click to expand)

Demo Student2 - (click to expand)

Demo Student3 - (click to expand)

Submit to Complete the Evaluation

This is a preview. All submissions are disabled.
Please complete the questions for all group members, pressing 'Save This Section' button for each one.

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Digital Feedback Tools

- iPeer

- Peer review embedded in LMS

- Survey systems

- PeerMark (part of TurnItIn)

- Some textbook publishers provide tools

- Google "peer review online tool"

So far we have learned:

- Peer Review "fits" in Quality and Safety coursework

- Attitudinal barriers exist

- Students' perceptions:
  - Positive regarding ease and efficiency of on-line methodology
  - Need for formal knowledge and skills on "how to" provide feedback
  - Anonymity is an issue: needs further consideration

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Where Do We go From Here?

Recommendations:

- Design/implement learning module to introduce the concept of peer review and on-line methods

- Consider simulation training exercise?

- Further explore students' learning in the role of reviewer and receiver of peer feedback

- Consider measurement of attitudinal change after learning activity is complete

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