"Project Relays"
Online hands-on learning with peer feedback and peer appraisal

PrESTO

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(volg deze link naar de OE Global Conference voor de sessieomschrijving)

OE GLOBAL
CONFERENCE
2 0 1 8
Delft, The Netherlands

1

Overview

- Background
- Project Relay concept
- Experiences
- Current developments

(advertisement)

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Project Relay workshop:
Thursday, **13:15** in room *Commissie 1*

2

Background

- Curriculum change ⟹ new course
- Theory and application
  ⟹ students must develop skills through practice
- Open-ended course assignments
  ⟹ assessment requires interpretation and judgement
  ⟹ teacher-intensive!
- Budget constraints ⟹ no TA's

dilemma: **intensive practice** ⚖ **manageable teaching load**

💡 *innovation:* **project relay**
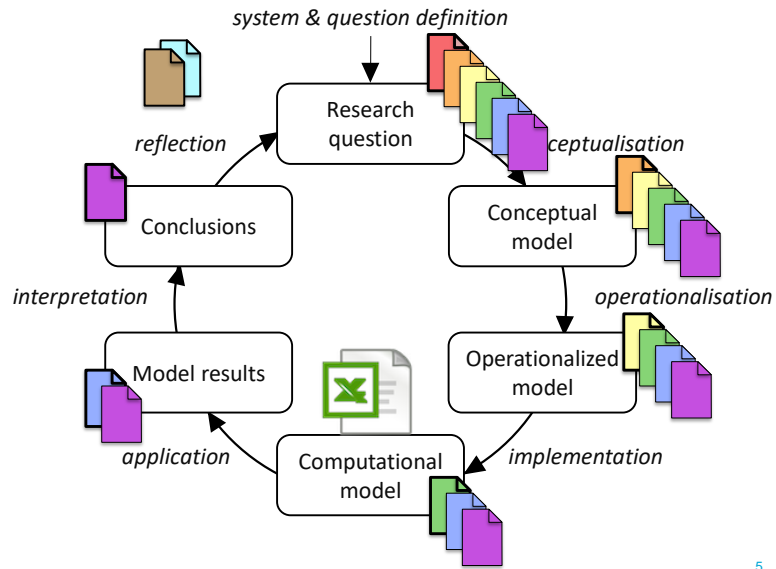
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3

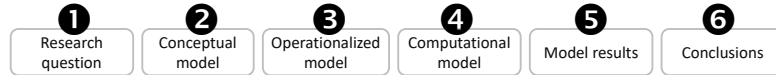# The project relay concept

- Open assignment
  e.g., writing, design, programming
- Divisible into 2 or more *consecutive* steps
  incremental development of final document
- Learners add a step and then pass on their work
  after improving the work they received
- Learners review & appraise the work they receive
  double-blind review following clear guidelines
- Checks and balances to ensure fair play
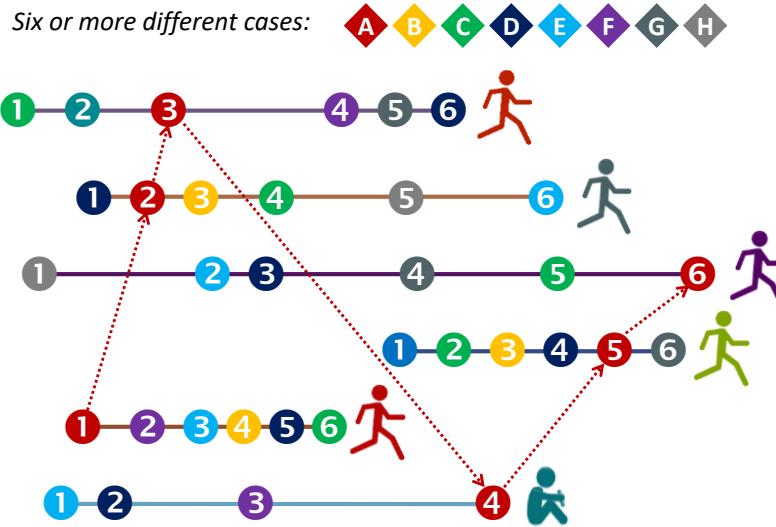 incentives for critical review; learners can appeal to the instructor
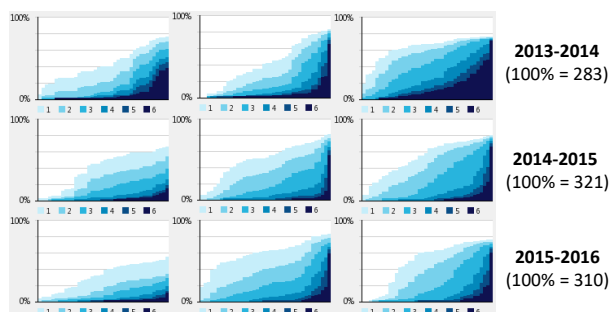
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4

Systems modelling project relay

system & question definition

reflection — Research question — *ceptualisation*

Conclusions — Conceptual model

interpretation — *operationalisation*

Model results — Operationalized model

application — Computational model — *implementation*

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5

Six modeling steps:

❶	❷	❸	❹	❺	❻
Research question	Conceptual model	Operationalized model	Computational model	Model results	Conclusions

Six or more different cases: A B C D E F G H

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6

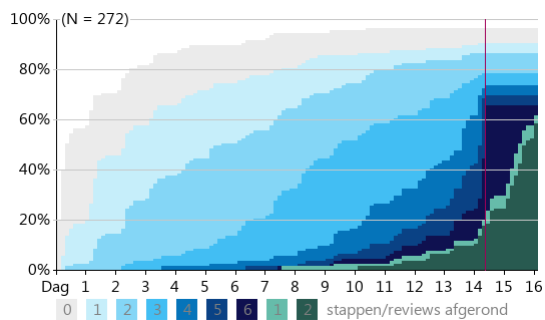
Experiences (since 2013)

- Applied in two courses
  - TPM undergraduate course on modelling (15 relays)
  - TPM graduate course on policy analysis (2 relays)
- Learner experience: instructive but stressful
  - good practice (albeit a lot of work)
  - difficult to appraise quality
  - uncertainty about final grade
  - students either love it or hate it:
    - "You really have to think about the methods"
    - "I learnt a lot from my predecessors' work"
    - "You're mainly correcting the mistakes of others"
    - "The system turns students against each other"

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7

Progress chart first-year undergraduates (2017)

2013-2014
(100% = 283)

2014-2015
(100% = 321)

2015-2016
(100% = 310)

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8

Current developments

- Application in MOOCs   edX   DelftX
- Referee exams
    learners can qualify to decide on appeal cases
- Separate review items with rubrics
- Motivational video clips
- Alternative scoring systems
    e.g., 3 stars on average $\Rightarrow$ pass
- Alternative deadline systems
- Incentives: badges, letters of acknowledgement

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9

Experience it for yourself

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Project Relay workshop:
Thursday, **13:15** in room *Commissie 1*

13:15   Briefing by Els van Daalen
13:20   5-minute Presto instruction video
13:25   Hands-on demonstration relay
14:00   Instructor view (how to manage an estafette)
14:15   Discussion

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10