



Kritik

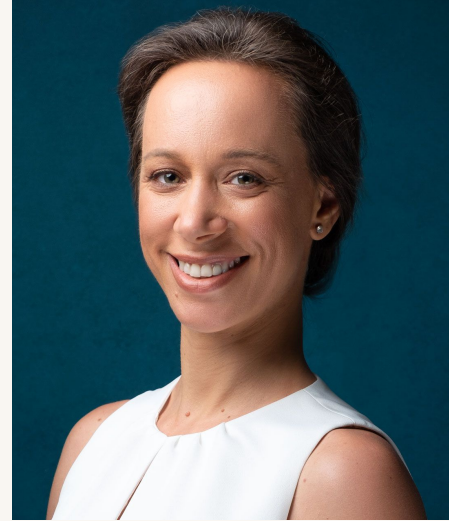
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CONTACT NORTH
NORD

What's Next in Online Learning: Leveraging Peer Learning and Assessment



Mohsen Shahini
Co-Founder, Kritik



Carine Marette
Co-Founder, Kritik

Kritik: AI-driven Peer Evaluation Platform

High quality peer evaluations for **Team-Based** and **Individual Assignments**.

100,000+ users



Cornell University



USC University of
Southern California



THE UNIVERSITY
OF BRITISH COLUMBIA



UNIVERSITY OF
WATERLOO



VANDERBILT
UNIVERSITY



PRINCETON
UNIVERSITY



THE UNIVERSITY OF
CHICAGO



COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK



McMaster
University



University
at Buffalo

3

“Learning by Teaching”

**Want Students to Remember
What They Learn?**

Have Them Teach It.

What **isn't** peer assessment?

- A substitution to professor interaction
- An excuse to assign additional work, or “busy work” to students
- A way to pass on grading responsibilities to students

What **is** peer assessment?

- A tool for professors to **enhance** student learning
- An opportunity for students to **engage** more deeply in their learning
- A solution to **increase meaningful feedback**

How Peer Assessment Enhances Student Learning

- Reduces grade turnaround time and grading burden (Cho and Schunn 2007)
- Increases material comprehension and engagement (Lundstorm and Baker 2009)
- Improves student metacognition and independence (Nicol, Thomson and Breslin 2014)
- Increases opportunity for practical application of course material (Lundstorm and Baker 2009)
- Provides new opportunities for transferable skill development. (Nicol, Thomson and Breslin 2014)

Student Reflections on Peer Assessment with Kritik

97% of students said the grades they gave their peers were the grades their instructor would have given

90% of students indicated that participating in Kritik activities helped them learn course content better



Kritik Method

AI-driven Peer Assessment

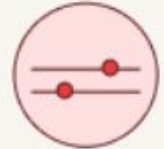
Create



Evaluate



Feedback

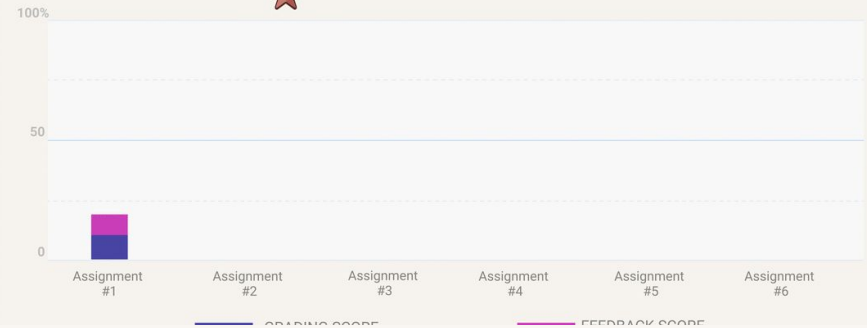


Evaluation Score Progress

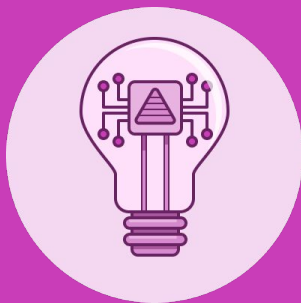
Evaluation Score determines the quality, accuracy, and effort of students' peer evaluations



**EVALUATION
SCORE**
John Doe
25%



Feedback on Feedback (FOF)



Feedback to Encourage
Learning & Accountability



Motivational

100%

How did you find the tone of the written evaluation?



Very Motivational

The student submitted feedback felt the evaluator gave them comments that positively affected their confidence, and inspired them to learn and improve.



Critical

100%

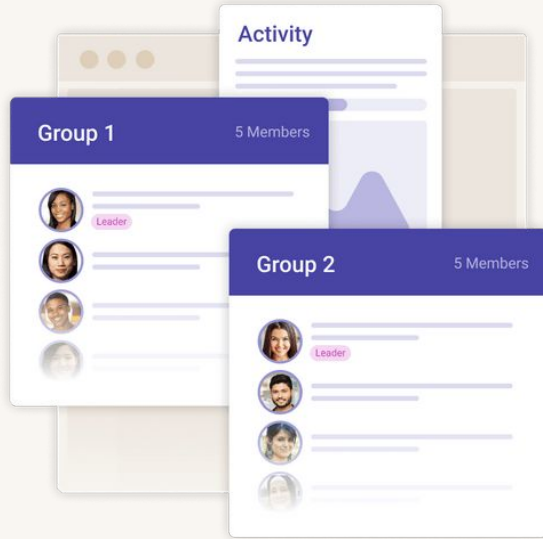
How helpful was the critique you received in the written evaluation?



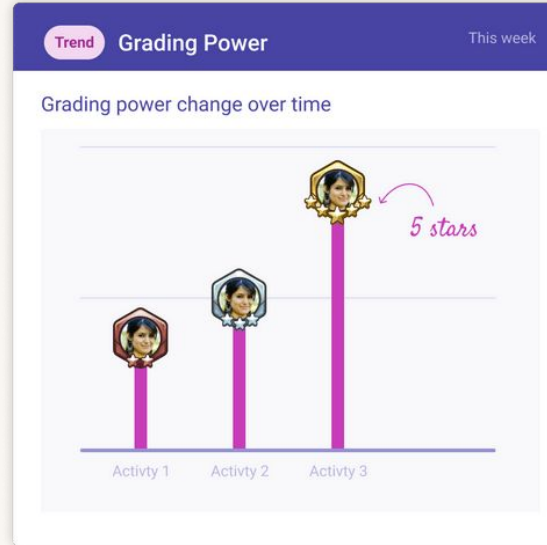
Great Critique

The student submitted feedback felt the evaluator gave them extremely helpful comments that aided in their learning while also being descriptive, specific and actionable.

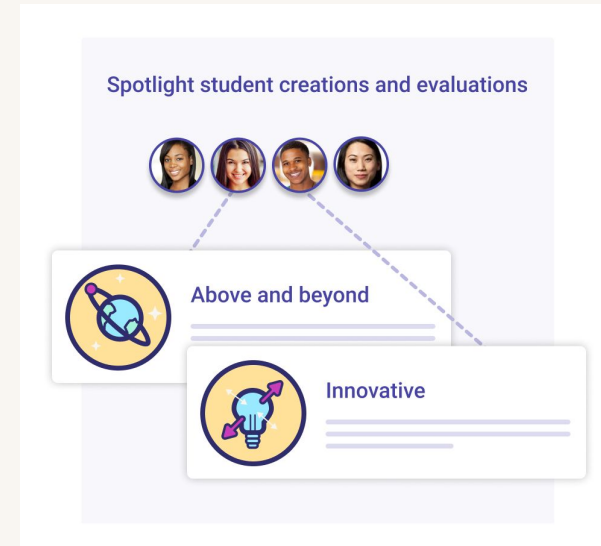
Key Features



Group Work



Calibration

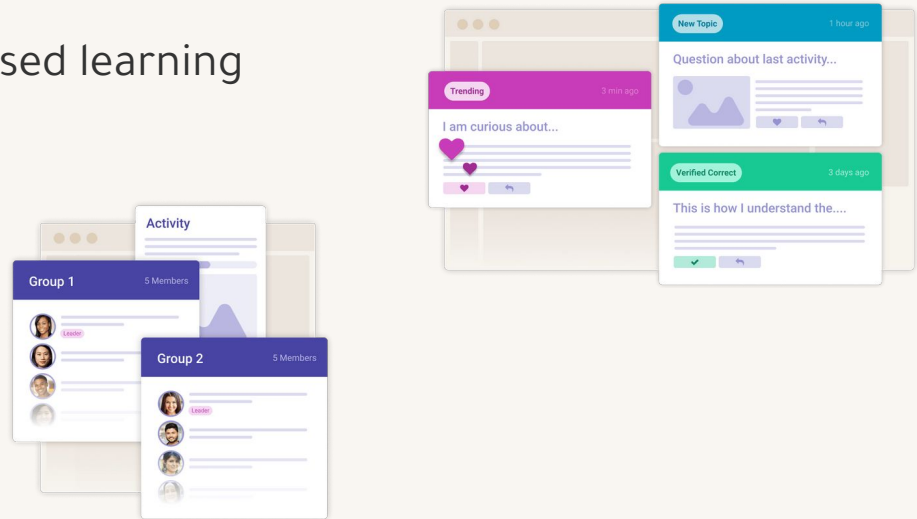


Spotlight

Build a Community of Inquiry

Inquiry-based learning is a form of active learning in which students are given a carefully scaffolded sequence of tasks and are asked to solve and make sense of them, working individually or in groups. (Ernst, Hodge, Yoshinobu, 2017)

- Group-based learning and team-based learning
- Individual peer assessment
- Multi-topic activities
- Discussion-based learning



Peer assessment in individual projects

Multi-Topic Learning & Teaching

Kritik #1 - Central Nervous System

[Edit Schedule](#)[Edit Activity](#)

Activity Details

8 Individual Activity

Weight

1 pt

Objective

Prepare a narrated PowerPoint in which you address your assigned topic (either A or B, below). Your upload must be a pptx file, 5 minutes max, 2 slides max (no animation, no title slide).

In the Evaluation phase, you will be assigned to review 3 assignments on the *other* topic.

Some assignments must be viewed in 'presentation mode' to hear audio or see pointer features.

NOTE ON ANONYMITY: Evaluations are anonymous *unless* ...

- You include your name as part of your filename.
- You include your name in the presentation, either verbally or on a slide.

The intention is that reviews are anonymous. There is NO need to include your name anywhere.

Instructions

Topic A: Describe the production and circulation of cerebrospinal fluid.

keywords: ependymal cells, subarachnoid space, dural sinus

Topic B: Describe the structure of the spinal cord, with respect to dorsal and ventral roots and organization of gray and white matter.

keywords: dorsal root ganglion, dorsal/ventral horns, tracts

Due in 8 days

May 27th, @ 11:55 PM

Creations Completed

0/290

Schedule



Create

May 18th

@ 8:40 AM

May 27th

@ 11:55 PM

2 hours Grace



Evaluate

May 28th

@ 1:55 AM

May 30th

@ 11:55 PM



Feedback

May 30th

@ 11:55 PM

Jun 1st

@ 11:55 PM

Project Scaffolding with Feedback

Assessment Plan (Part I)

Activity Details

8 Individual Activity

Weight

1 pt

Objective

1. Demonstrate an understanding of the physiological adaptations to different types of training.
2. Demonstrate knowledge of current physical activity guidelines and recommendations.
3. Demonstrate the ability to make informed decisions based on current research findings and evidence-based practices.

Instructions

Your assessment plan (or needs analysis) will consist if (1) an introduction which provides an overview of the type of training to be completed based on the primary goal; (2) a history of the subject (i.e., demographics, previous/current injuries, current training status); and (3) the pre-test assessments (i.e., movement analysis and performance assessments) the subject will complete. You will be provided an example.

The rubric provided below will be used to assess your score.

Please note that my old assessment does not have an explicit goal. The student example attached is to do a 5k. You can change your goal between now and next assignment, but try to hone in on one and make it explicit in your writing!

I expect you to include your movement analysis numbers from class (nicely formatted in some sort of table), and a plan for pre (and post) testing assessments to complete that would be helpful in measuring whether you reached your goal(s). The pre-testing assessment numbers will be due NEXT assignment when you turn in your proposed program.

Graded

Schedule

Create
Jan 30th - Feb 5th
@ 4:45 PM @ 11:55 PM

2 hours Grace

Evaluate
Feb 6th - Feb 8th
@ 1:55 AM @ 11:55 PM

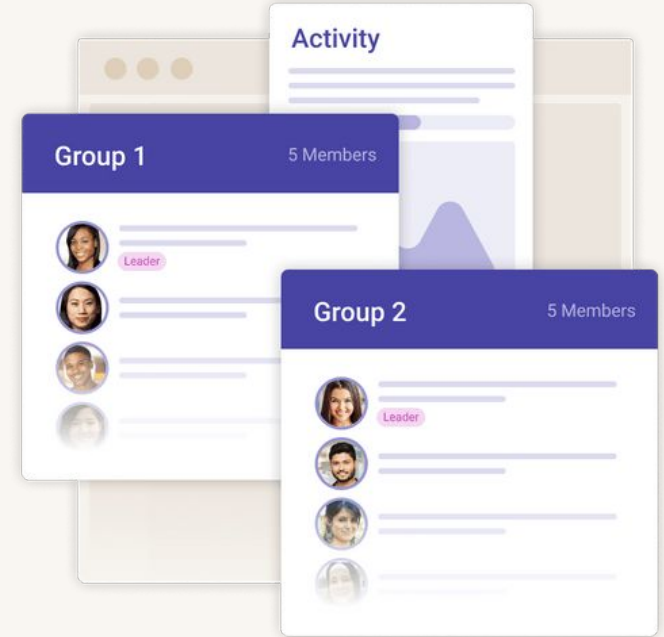
Feedback
Feb 8th - Feb 16th
@ 11:55 PM @ 11:55 PM

Peer assessment in team projects

Group Activities

A) Between Groups

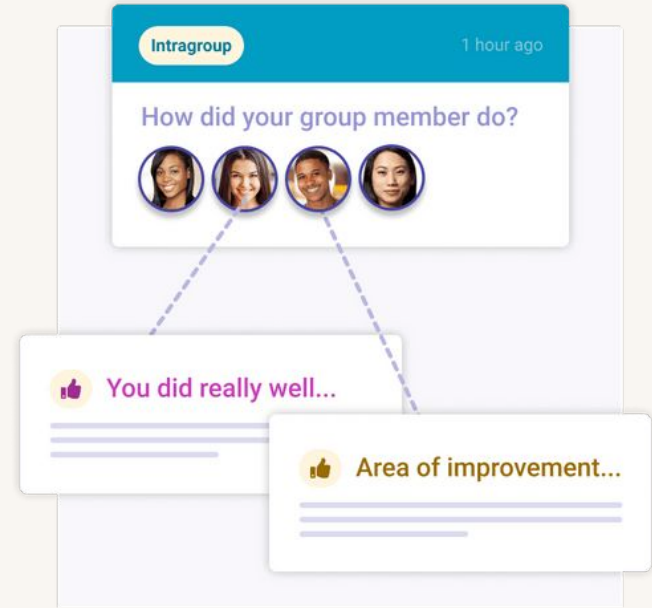
- **Visibility into other group submissions**
- **Collaboration**
- **Democratized feedback (quantity & quality)**
- **Group evaluation is individual!**



Group Activities

B) Within Groups

- Accountability for group participation
- Self Evaluation
- Structured feedback from group members
- Scaffold group projects for full visibility



Simplifying while giving more feedback

**Kritik Findings Analyzing
140,000 Peer Evaluations**

**Students receive 25x more
immediate & personalized
feedback**

**< 4 % of grades are
disputed**

**60%* - 72% reduction in
instructor workload**

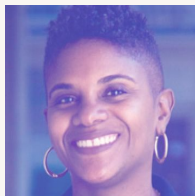
The Future of Learning, Peer Assessment



Dr. Scott Johnson

Brigham Young University-Idaho
Professor of Chemistry

“We’re having conversations that I think are meaningful for helping the students become better. And those conversations were absent before using Kritik.”



Dr. Bridget Goosby

University of Texas at Austin
Professor of Sociology

“Kritik creates an environment where students are hearing a voice that is not mine, but rather the people around them in diverse or similar situations, which is incredibly empowering as students mature and find their footing in this world.”

Kritik Center for Teaching Excellence

Sharing best practices, innovative teaching strategies and pedagogy from the Kritik community.

Stay tuned:

www.Kritik.io



@KritikHQ



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@Kritik





Authentic **peer-to-peer** learning for a
New Era of Education.

SCHEDULE A 1:1 MEETING

For a Product Tour

<https://www.kritik.io/>

Educators: Get Started

Thank You!