

Online Peer Review Instructions

Last updated: 16 Oct. 2010

Overview. For each assignment, you will use OSBLE to perform online peer reviews of two to four other students' assignments. The reviews will be *double-blind*, which means that the reviewers cannot see the names of the authors of the papers they review, and the authors cannot see the names of the reviewers who review their papers. We have set up the reviews in this way so that reviewers can perform honest reviews, without fear of repercussions from authors.

You will be responsible for performing two to four reviews per assignment. The number depends on the size of your review team, and whether or not people on that team actually submit their assignments. As described in the syllabus, your peer reviews are worth 10 percent of your total grade. Your peer reviews will be graded based on (a) their agreement with an expert reviewer (your instructor or TA) and (b) their agreement with other student reviewers. The relative weights of (a) and (b) may change from assignment to assignment.

Important: When you work with OSBLE, you must use **Firefox** (<http://www.mozilla.com/en-US/firefox/personal.html>) as your web browser. Also, make sure pop-ups are enabled for the OSBLE site; see <http://support.mozilla.com/en-US/kb/pop-up+blocker> for more details on how to do this. OSBLE has not been thoroughly tested with other browsers.

To perform peer reviews, please follow the steps described below.

Step 1: Log in to OSBLE

Begin by logging in to OSBLE, which can be accessed at <https://osble.eecs.wsu.edu>.

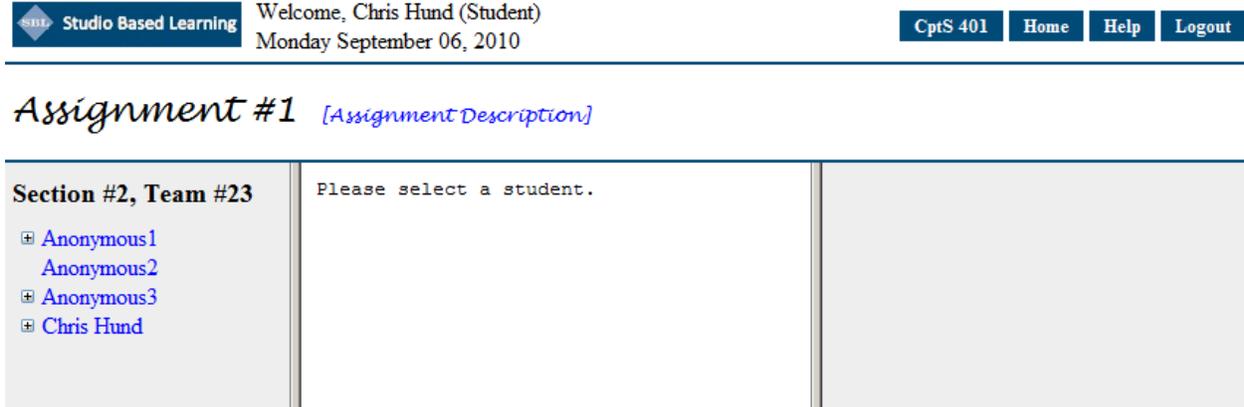
Step 2: Access Peer Review Page

From the CptS 401 course page in OSBLE, click on the "Perform/View Peer Reviews" icon associated with the assignment you want to review (circled in red in the screenshot below).

 Studio Based Learning	Welcome, Chris Hund (Student) Monday September 06, 2010	CptS 401 Home Help Logout																													
CptS 401: Computers and Society (Fall 2010) [Schedule] [Syllabus] [Gradebook] [View Grades]																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Recent Activity</th> </tr> <tr> <td> Today <ul style="list-style-type: none"> • No activity for today </td> </tr> </table>	Recent Activity	Today <ul style="list-style-type: none"> • No activity for today 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Announcements</th> </tr> <tr> <td> Updated Seating Chart for Section 1 - posted 08/25/10 at 09:24 pm You can access a detailed seating chart for Section 1 (Chris's section) here: http://eecs.wsu.edu/~cs401/seating-chart-sec01.pdf. This seating chart is valid for at least the first four weeks of the course. Please use it as a guide for finding your seat. Thanks! </td> </tr> <tr> <td> Welcome! - posted 08/24/10 at 10:13 am Welcome to OSBLE, the online presence for CptS 401 this semester. You will use OSBLE to submit assignments, perform and discuss peer reviews, and check grades. In this area, we will post important course announcements. Please log in to OSBLE regularly. </td> </tr> </table>	Announcements	Updated Seating Chart for Section 1 - posted 08/25/10 at 09:24 pm You can access a detailed seating chart for Section 1 (Chris's section) here: http://eecs.wsu.edu/~cs401/seating-chart-sec01.pdf . This seating chart is valid for at least the first four weeks of the course. Please use it as a guide for finding your seat. Thanks!	Welcome! - posted 08/24/10 at 10:13 am Welcome to OSBLE, the online presence for CptS 401 this semester. You will use OSBLE to submit assignments, perform and discuss peer reviews, and check grades. In this area, we will post important course announcements. Please log in to OSBLE regularly.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Assignments</th> </tr> <tr> <td style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Assignments</th> <th style="width: 10%;">Submit Assignment</th> <th style="width: 10%;">View Grading Rubric</th> <th style="width: 10%;">Perform/View Peer Reviews</th> <th style="width: 10%;">View Grade</th> </tr> </table> </td> </tr> <tr> <td> Past </td> <td style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Assignment #1 - due 09/02/10 at 11:59 pm </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;"> Not Available </td> </tr> </table> </td> </tr> <tr> <td>Present</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Future</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Assignments	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Assignments</th> <th style="width: 10%;">Submit Assignment</th> <th style="width: 10%;">View Grading Rubric</th> <th style="width: 10%;">Perform/View Peer Reviews</th> <th style="width: 10%;">View Grade</th> </tr> </table>	Assignments	Submit Assignment	View Grading Rubric	Perform/View Peer Reviews	View Grade	Past	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> Assignment #1 - due 09/02/10 at 11:59 pm </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;">  </td> <td style="width: 10%; text-align: center;"> Not Available </td> </tr> </table>	Assignment #1 - due 09/02/10 at 11:59 pm				Not Available	Present					Future				
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Step 3: Access an assignment to review

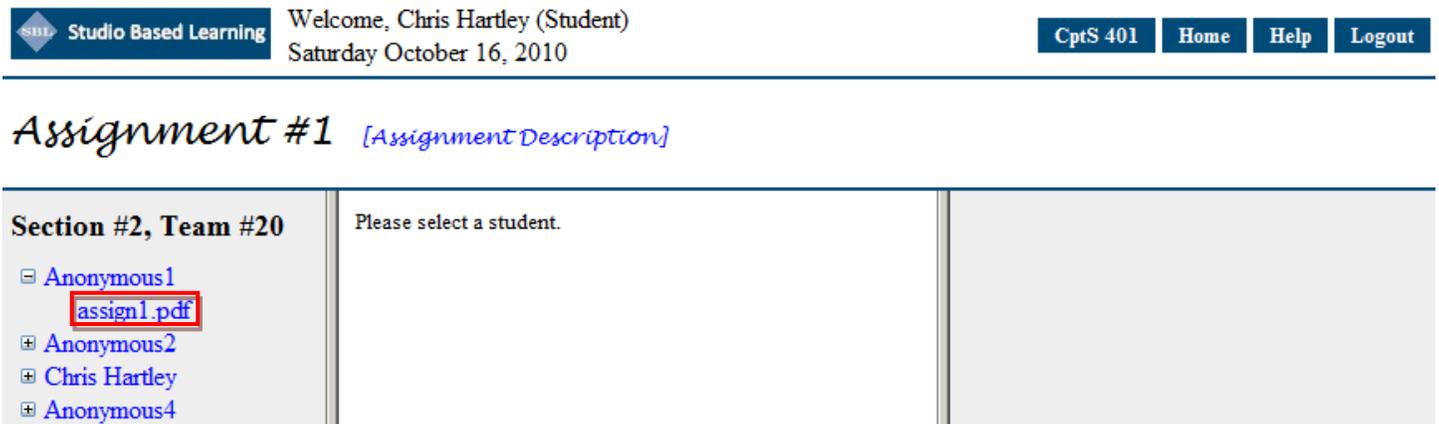
Once you click on the icon circled in red in the above screenshot, you will enter the review interface, which looks something like this:



The screenshot shows a navigation bar at the top with "Studio Based Learning" on the left, "Welcome, Chris Hund (Student)" and "Monday September 06, 2010" in the center, and "CptS 401", "Home", "Help", and "Logout" on the right. Below the navigation bar is the heading "Assignment #1" with a link "[Assignment Description]". The main content area is divided into three panes. The left pane is titled "Section #2, Team #23" and contains a list of team members: "Anonymous1", "Anonymous2", "Anonymous3", and "Chris Hund". Each name has a small square icon with a plus sign to its left. The middle pane contains the text "Please select a student." and is currently empty. The right pane is a large, empty gray area.

The left-hand pane contains a list of the members of your review team, including yourself. Since peer reviews in this course will be conducted *double-blind*, you will not see the names of the other members of your review team. Instead, they will be listed as "Anonymous1," "Anonymous2," "Anonymous3," etc. Members of your review team who submitted the assignment will have a  icon to the right of their names. Members of your review team who did *not* submit the assignment will have no such  icon, so you will not have to review their work!

To access a team member's work, first click on the  icon next to the person's name. This will reveal their assignment:



The screenshot shows a navigation bar at the top with "Studio Based Learning" on the left, "Welcome, Chris Hartley (Student)" and "Saturday October 16, 2010" in the center, and "CptS 401", "Home", "Help", and "Logout" on the right. Below the navigation bar is the heading "Assignment #1" with a link "[Assignment Description]". The main content area is divided into three panes. The left pane is titled "Section #2, Team #20" and contains a list of team members: "Anonymous1", "Anonymous2", "Chris Hartley", and "Anonymous4". Each name has a small square icon with a plus sign to its left. The "assign1.pdf" link under "Anonymous1" is highlighted with a red box. The middle pane contains the text "Please select a student." and is currently empty. The right pane is a large, empty gray area.

Now, click on the .pdf file link that is revealed ("assign1.pdf" outlined in red in the screenshot above). This will cause the review rubric to fill in for the student whose work you are reviewing to appear in the middle pane of the review interface, as shown in the screenshot on the next page:

Assignment #1 [\[Assignment Description\]](#)

Section #2, Team #20

- [-] Anonymous1
 assign1.pdf
- [+] Anonymous2
- [+] Chris Hartley
- [+] Anonymous4

View evaluations: My Evaluation

Anonymous1's Assignment #1 [\[View Submission\]](#)

Performance Criterion	Criterion Weight (%)	Emerging (1-2 pts)
1. Introduction	15%	Introduction is either nonexistent or has serious shortcomings. For example, it

<< hide **Post Comment**

[description here]

In order to view the actual .pdf document submitted by the author, click on the [\[View Submission\]](#) link (outlined in red in the above screenshot). This will cause the document to be opened in **a new tab or window**, depending on your browser. (MAKE SURE YOU HAVE ENABLED POPUPS!) When you navigate to that new tab or window, it will look something like this:

Studio Based Learning

Welcome, Chris Hund (Student)
Tuesday September 07, 2010

Home Help Logout

assign1.pdf anonymous, Mon 23:02, 5 Pages 100% Note... Share... Done...

Notes 1 2 3 4 5

Our Price for

If the actual .pdf document submitted by the author fails to load in this window (you may see a brief message indicating the document failed to load), that means that the document is not in .pdf format. Hence, you should give the author an automatic 0 in your peer review.

Step 4. Reading and annotating team members' assignments

OSBLE displays documents in a custom pdf viewer called a.nnotate. (<http://a.nnotate.com/>). a.nnotate is perfect for online peer review, because it allows reviewers to annotate documents with specific comments and feedback, which can be anchored to *specific* segments of the document. Moreover, each time you make a comment, it can serve as the starting point for a *threaded discussion*, allowing reviewers and authors to discuss comments in further detail with each other.

To read a document through annotate, use the navigation pane , which appears when your mouse is within the pdf document, to navigate from page to page. Clicking on "Notes" within this pane brings up a page that presents all of the annotations in the document.

You can create a new comment by clicking and dragging over a region of text in the document:

**technologically is to have changes in our traditional ways of life. This is beneficial when you co
the advancements developed** by an increasingly higher educated, innovative progressive society.

This will bring up a new floating "sticky note" in which you can write a comment specific to the region of text you highlighted:



So that the author knows which anonymous reviewer you are, and so that you can get credit for your comments when your reviews are graded, **always preface your comments with "A" plus your anonymous reviewer number (e.g., "A4" if you are Anonymous 4)**. To determine your anonymous review number, look in the left-hand pane of the reviewing interface:

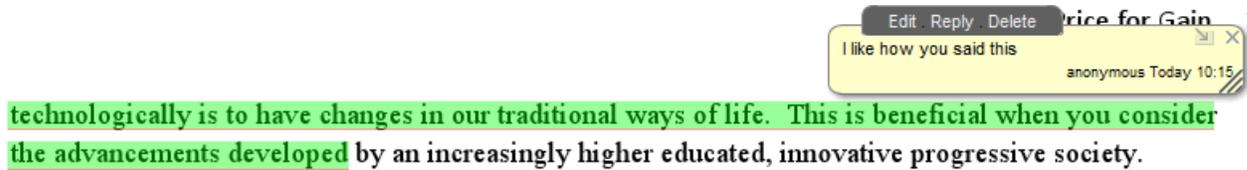


You'll see that reviewers are numbered consecutively starting with 1. Your position in that list determines your number. For example, in the screenshot above, Chris Hund is listed fourth, beneath Anonymous1, Anonymous2, and Anonymous3. Thus, we can deduce that Chris Hund is Anonymous4, and should preface all comments with "A4."

Notice that you can associate a **tag** with each annotation you create. Predefined tags include "important," "typo," "feedback," "comment," and "note" (see the list of gray words in the above screenshot), or you can create a new tag type that is more appropriate to your annotation. Get in the practice of tagging your annotations. This is a required practice if you want to receive maximum credit when your peer reviews are evaluated. (Here's the rubric that TAs will use to assess your reviews: <http://www.eecs.wsu.edu/~cs401/assignments/PeerReviewAssessmentRubric.pdf>.) In addition, associating a tag with each of your annotations will help out authors, who will then be able to sort and view annotations by tag type.

When you are done typing in your annotation, click the "Save" button within the annotation bubble to save it to the document. It will be saved as an "anonymous" comment; the author will not know who wrote it.

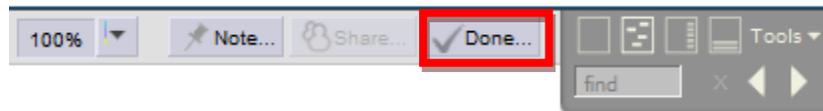
Once you have saved an annotation, it will appear as a yellow region and "float" to a location close to the text it is associated with:



Notice that you are able to edit and delete annotations that you create. You can also participate in online discussions of specific annotations by choosing to "reply" to them.

All annotations are *anonymous*; authors will not be able to see who posted them unless you add your name to them—something we don't recommend. Instead, use your anonymous reviewer number, as explained above.

When you're done annotating a given document, **DO NOT** click the "Done" button at the top of the page:



Your annotations are automatically saved within a.nnotate. Moreover, clicking on the "Done" button will generate a confusing and irrelevant error that may cause you to think that something is wrong when, in fact, all is well. Again, **DO NOT CLICK ON THE DONE BUTTON!**

Finally, we strongly urge you to post detailed comments through a.nnotate. They are required if you want to receive maximum credit for your peer reviews. More importantly, the more detailed and constructive your feedback, the more authors will benefit from it. Remember that the whole point of doing reviews, besides getting a "grade" for them, is to learn how to give constructive feedback that can help others improve their work.

Step 5: Fill in the Review Rubric

Once you have read through the author's paper and made detailed comments—or perhaps *while* you are doing this—you will need to fill in the actual *review rubric*. The screenshot below shows an example of a portion of a grading rubric:

Performance Criterion	Criterion Weight (%)	Emerging (1-2 pts)	Developing (3-4 pts)
1. Introduction	15%	Introduction is either nonexistent or has serious shortcomings. For example, it may fail to introduce the application area and the impacts of computing in that area, it may do so superficially, or it may be incoherent or difficult to follow.	Introduces the application area and briefly summarizes impacts of computing technology within that area. However, the introduction may contain minor factual inaccuracies, minor omissions, or be unclear in some way
2. Thesis statement	5%	Thesis statement is missing or does not take a position.	Thesis statement at end of introduction takes a position, but position may be unclear in some way

Notice that a rubric defines one or more *performance criteria*, together with the details of what would be expected to achieve a certain score with respect to each criterion. The rubrics you will be using in this class define three performance levels: *emerging*, *developing*, and *mastering*. Each level has a point spread of two to three, making each performance criterion worth six to nine points. Notice also that each performance criterion is *weighted* to reflect its relative importance in the overall review.

Completing a review rubric for a given assignment involves two key steps:

- Assigning the assignment a numerical score with respect to each review criterion
- Making higher-level comments to justify and clarify your numerical scores for each criterion

Let's discuss these in turn.

Assigning numerical scores. If they are created properly, review rubrics specify enough detail in their descriptions of what is expected at each performance level that a reviewer can arrive at a score relatively easily, and with a minimum amount of subjective judgment. This implies that if two people independently review an assignment using the rubric, they should arrive at approximately the same score. (If, for a given rubric, you find yourself having a hard time knowing what scores to give, please inform your instructor, so that the rubric can be improved for next time!)

To complete the rubric, carefully read each criterion and the description of each performance level. Using the dropdown-menu on the right-hand side of each performance criterion, select the score you feel is most appropriate:

Select Score ?

0

0

1

2

3

4

5

6

Concentrate first on picking a specific performance level ("Emerging," "Developing," "Mastering). Then fine-tune your rating within that performance level. As you select scores, the total percentage correct in the bottom-right of the rubric is automatically updated to reflect your (weighted) scores:

Percentage 10.00%

Make sure you fill in a score for each criterion!

Making higher-level comments to justify and clarify your numerical scores for each criterion. On the far right-hand side of each performance criterion row is a "Comments" column:

Comments ?

In this column, type comments that are specific to your assessment of that criterion. Wherever possible, try to write comments that justify and clarify your scores, especially in cases in which you have deducted a large number of points.

The more you can clarify and justify your ratings, the better authors will understand your reviews, and the more valuable your reviews will be to them. Also, providing good clarifications and justifications will ensure that you receive maximum credit when your peer reviews are assessed by your TA. The rubric that will be used to assess your reviews can be found at <http://www.eecs.wsu.edu/~cs401/assignments/PeerReviewAssessmentRubric.pdf>.

Step 6: Publish Review to Student

Once you are done with the review, you can save the review and/or publish it to the author. To do this, scroll to the bottom of the review. You'll find two buttons:



If you are satisfied with your review and would like to publish it to the assignment author, click on the "Publish to Student" button. If, in contrast, you are not finished with your review and would like to work on it at a later time, click on the "Save as Draft" button. Your review will be saved to OSBLE so that you can work on it again the next time you log in. However, it will not be published to the student until you click on the "Publish to Student" button.

You may publish and re-publish your review as many times as you like up until the peer review due date. Thus, if you make a mistake, please to go back and fix it, and click on the "Publish to Student" button again to republish to the student. However, authors will not be able to view the peer reviews of their papers until *after* the peer review due date has passed.

Step 7: Read Reviews of Your Assignment and Participate in Review Discussions

When someone on your review team has completed and published a review of your work and the peer review due date has passed, you will receive a notification of this in the "Recent Activity" area of the main course page in OSBLE:

Recent Activity
Today <ul style="list-style-type: none">• Assignment #1 is due at 4:00 PM• Anonymous has completed a review of your Assignment #1 submission

To view the review that has been submitted, simply click on the "completed a review" link, which will display the review in the same reviewing interface of OSBLE you used to complete your reviews. From the drop-down menu at the top of this interface, you will be able to toggle between different reviewers' reviews of your assignment. This includes the review posted by our instructor or TA, if it is available.

In addition, using the "Review Discussion" area on the right-hand side, you can participate in online discussions with members of the review team:

<<hide **Post Comment**

This is a sample comment.

Post Comment

Review Discussion

You might ask them to clarify their comments, or to explain their reasoning. You might respond directly to issues they raise in their reviews. If you believe you were graded unfairly by an instructor or TA, you can post comments to "plead your case." It is important to note that, while discussions you have with other review team members can be seen by all team members, discussion you have with your instructor or TA are *private*; they cannot be seen by other review team members.