

Case Study: Texas A&M

Collaborative Assessment in a High Enrollment College Course

Although the focus of this application for the AT&T Aspire Accelerator is to describe how Peerceptiv uses technology to prepare high school students for success at the post-secondary level, we include one case study from use in a high enrollment course at Texas A&M University. The addition of this case study is meant to demonstrate two points:

1. In an era of tightening higher ed budgets, pressure to reduce the burden of student debt, and a commitment to offer a post-secondary education in some form for *all* students who wish to take advantage, high enrollment courses are a fact of life at many of the nation's universities. Many of these courses are taught online or in some hybrid in-class/online form, making it even more difficult to engage students or develop essential critical thinking skills.

Peerceptiv is ideally suited to meeting this challenge, allowing professors in high enrollment courses to assign a wide range of writing, presentation, video upload, and other tasks. By scaling 'deep' learning effectively for a professor no matter how many students there are, Peerceptiv opens the promise of a college education for millions of students who never before had that opportunity.

2. In this science course with 500 students over multiple sections, this professor eliminated all multiple-choice exams and replaced them with eight Peerceptiv assignments. Note the comment, "No professor or TA intervention was required in the assessments, although instructors could participate in reviewing selectively if they wished."

Nothing demonstrates the technology behind Peerceptiv more effectively than this statement. If the grading algorithms are valid and reliable enough to allow grading to take place in a high enrollment post-secondary course without any instructor intervention, imagine how sound they are in the high school classroom when applied along with teacher collaboration.

This case study was based on a presentation made by Dr. Craig Coates at the Texas A&M Teaching with Technology Conference, March 1, 2017.