Leveraging Peer-to-Peer Learning for Business

Peerceptiv®

Loyola Marymount University

Instructor Spotlight:

How Professor Ingrid Greene Fosters Meaningful Discussion and Improves Student Grades

Faced with lower participation after the pandemic, Professor Ingrid Greene and her students had grown tired of traditional discussion forums. For the past two years, Greene has partnered with Peerceptiv to encourage deeper conversations in her Business Ethics and Sustainability (BCOR 4910) and Managing International Business (MBAA 6100) courses. By leveraging research-based peer learning in different assignment types, students improve their writing and Greene gains important insight into her students' abilities. By reading their comments, she's able to refine her course and get to know her students better as individuals.
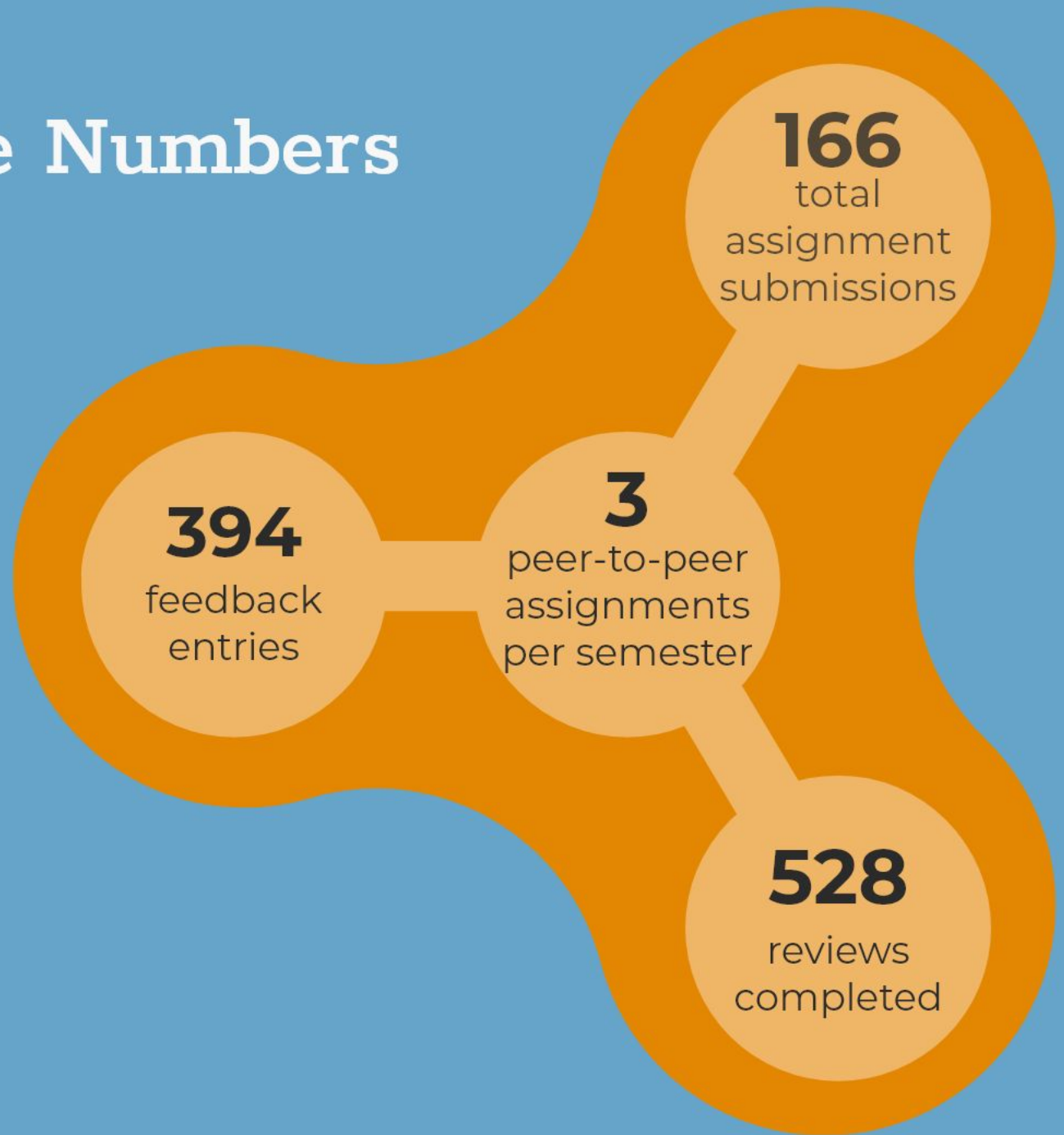
INGRID GREENE, MBA, MA

Clinical Assistant Professor of Management

LMU College of Business Administration

Greene's Class by the Numbers

Each semester, Greene's students complete over 500 peer-to-peer responses, which are automatically graded by Peerceptiv.

166
total assignment submissions

394
feedback entries

3
peer-to-peer assignments per semester

528
reviews completed

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Assignment Type: Collaborative Reflections

To effectively navigate peer-to-peer discussion around difficult topics, Greene employs peer learning. Each student must write a response to an in-class speaker, which is uploaded to Peerceptiv. Using Greene's rubric to guide them, students then provide high-quality feedback to three peers. Each student responds directly to the feedback they have received, creating a safe anonymous environment to freely share their thoughts. These exchanges strengthen the class community and encourage deeper engagement with course content. With peer learning, students have a platform to have more intimate conversations with a small group safely, unlike traditional discussion forums.

"The assignments I give in Business Ethics are quite creative. It's a type of homework assignment that lends itself well to Peerceptiv, because there's no one right answer. The idea that it was anonymous was also great, because they are talking about values and decision-making, the right and wrong. Yes, they could write a reflection, but they really need to engage in a conversation with someone about these ideas."

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Assignment Type: Final Paper First Draft

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Greene not only leverages peer learning to foster collaboration but also as a tool to improve student writing outcomes. Through the peer review process, classmates help each other identify incorrect structures and grapple with difficult ideas. In Business Ethics and Sustainability, students submit a rough draft of their final paper for peer assessment. Gaining feedback from peers improves the final draft and builds students' confidence.

Assignment Process Overview

Upload
Students submit the rough draft for their Business Ethics final paper

Review
Peers anonymously assess and provide qualitative feedback for 3 peers based on Greene's rubric

Feedback
Students hold each other accountable by evaluating the reviews received on their own work

Grades
Peerceptiv generates valid and reliable grades based on the quality and specificity of reviews

Revise
Students revise drafts based on feedback and submit to Greene for a final grade

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In her own words

"They take comfort in knowing they're going to get feedback from not just me, but from their peers, as well. They use it as a process to improve. Having the rubric for the rough draft, and deeply engaging with that rubric to score somebody else- **I take it for granted that their final drafts come back quite good**. When I grade their final drafts, rarely does somebody get less than a 95, because they've had that long process."

By reading student comments, Greene gets to know each student better and engages them in a more meaningful way, during the semester and after. Based on her observations, the students all grow together. More students get A's, with stronger students helping to lift their classmates. After seeing students successfully guide and teach in Peerceptiv, Greene feels more confident creating networking opportunities for pupils.

"I find it incredibly useful to see how students are giving feedback. It helps me to teach. I read more and more of the feedback with each semester. I gain a lot of insight from seeing what they're talking about."

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In her own words

"Some of these students take it so seriously and that's incredible. Especially for the A students, I feel like they get it. They understand what the tool is supposed to do and they just love to 'teach.' They love to articulate what the assignment was really about.

For the students who find the course more challenging, this is a great opportunity for them to see what the assignment was really about and to improve their essays - and they do improve.

Seeing those A students go above and beyond is particularly exciting because you can't do that in the classroom environment. It's harder to address the strong students. I often have to slow things down to ensure I'm not leaving anyone behind. But in Peerceptiv, they have those opportunities to 'teach' each other, and I can see that clearly."

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Elevate your teaching with the power of research-backed peer assessment. Peerceptiv streamlines the implementation process, making it possible for instructors to add peer assessment to any existing assignment. Peerceptiv's solution utilizes the instructor's rubric to guide students through the peer learning process, ensuring a thorough and engaging experience.

The result? More A's and deeper learning, supported by years of educational research. Embrace the proven benefits of peer assessment with Peerceptiv. Contact the Peerceptiv team to add an assignment today.

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