

Affective Filter and Use of Peer Assessment Technology in Foreign Language Acquisition

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Today's Talk



Background : peerScholar



My Study: theory and application



Results: anxiety levels, test results



Factors for consideration



Background: peerScholar

peerScholar website:

https://app.peerscholar.com/

AACU VALUE rubrics:

https://www.aacu.org/value-rubrics



Background: peerScholar

Joordens, S., Paré, D., Walker, R., Hewitt, J.& Brett, C. (2019). Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment. Toronto: Higher Education Quality Council of Ontario.

https://heqco.ca/wp-content/uploads/2020/04/Formatted_UTSC-Peer-Assessment-Paper_FINAL.pdf



My Study: Theory and Application

Oral skills courses at Lakehead:

Fren 1511 A2-B1 (2019, **2020**)

Fren 2101 B1-B2 (**2020**, 2021)

Fren 3510 B2 (**2020**)

Study participants: 55



"I most enjoyed the fact that multiple people got to comment and critique my work, allowing for multiple points of view."

(Fren 1511)

"If multiple people commented on a part that was a bit unclear (like my second point) I knew I needed to specifically work on that part before my interaction with my professor."

(Fren 3510)



"[peerScholar] showed me
[...] that studying is a
process and not an event."

(Fren 1511)

"Peerscholar [...] allowed me time to create, evaluate and reflect. These three steps are crucial to sucess and Peersoclar hit all of them."

(Fren 2101)



"I believe [the absence of nerves] is because my peers were instructed to give constructive criticism. [...] For these reasons, I was not worried about what my evaluator might be thinking."

(Fren 1511)

"We have been practicing giving feedback in class so I think that did help me give constructive feedback in a encouraging sort of way to help my classmates."

(Fren 3510)



"I realized we were all in the same situation and would, therefore, cause less judgment amongst each other."

(Fren 1511)

"There was also a sense of empathy involved, because we are all going through the same process and most of us are nervous people!"

(Fren 3510)



Results: test results

Class	Mean, Median and SD in % (w/o PS)	Mean, Median and SD in % (w/ PS)	Exam Mean, Median and SD in % (Post PS)
Fren 1511	73.69 ; 76	66.62 ; <mark>70</mark> ;	61.23 ; <mark>64</mark>
(2019, 13 students)	10.72	14.58	12.61
Fren 1511	76.6 ; 78	75.64 ; 72 11.18	72.6 ; 76
(2020, 11 students)	11.49		14.12
Fren 2101	66.27 ; 62	68.67 ; 71	66.93 ; 70 15.49
(2020, 15 students)	11.54	14.91	
Fren 2101	67.5 ; 72	60.67 ; 64	64.33 ; 69
(2021, 12 students)	16.56	19.03	17.37
Fren 3510	67.25 ; 71.25	72 ; 72	68.4 ; 72 10.31
(2020, 5 students)	12.58	7.04	



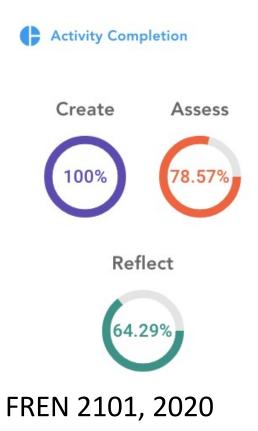
Completion Rates

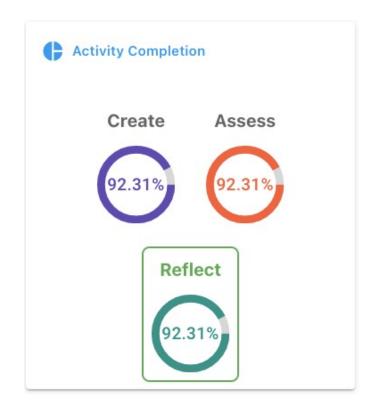






Completion Rates

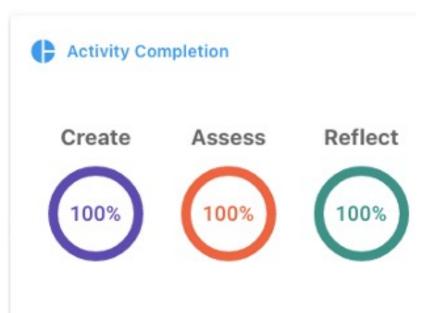




FREN 2101, 2021



Completion Rates



FREN 3510, 2020



Factors for consideration

"I also had an issue with feeling guilty for grading one of my peers particularly low [...]. I want [my classmates] to succeed in their studies." (Fren 1511)

"I did not edit another students work due to my embarrassment from my work."

(Fren 2101)



Bibliography (1 of 2)

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