PEER EVALUATION

IDEAS & OPPORTUNITIES

VALUING IDEAS

LEARNING GOALS

- RECOGNIZE THE VALUE OF IDEAS
- SHARE AND PROTECT

OTHER RELEVANT COMPETENCES

- TAKING THE INITIATIVE
- CREATIVITY
- VISION
- ETHICAL & SUSTAINABLE THINKING
- SELF-AWARENESS & SELF-EFFICACY

1. Peer Evaluation

1.1. Overview

This module helps students to make the most out of ideas and opportunities. By doing so, students will be trained in recognizing the value of an idea and sustain ideas over time. Indeed, not all ideas are valuable; many fail to deliver at all. Other might seem promising first, but perish along the way of realization. To achieve change and growth only valuable ideas are useful. The value of an idea can be of economic, social or cultural nature and depends on the type of idea.

1.2. EntreComp Competence – Valuing Ideas

This module tackles the competence *'Valuing Ideas'*. According to EntreComp, the competence *'Valuing Ideas'* means judging the nature of value, if it is social, cultural and/or economic. It means recognizing the potential an idea has for creating value and the identification of sustainable ways of making the most out of it. It is about recognizing, sharing and the protection of ideas (Bacigalupo et al., 2016). Other competences touched include *'Ethical and sustainable thinking'*, '*Vision'*, *'Taking the initiative'*, 'Self-Awareness & Self-Efficacy' and *'Creativity'*.

1.3. Learning Goals

1. **Recognize the value of ideas:** Students can decide which type of value they want to act on and then choose the most appropriate pathways to do so. Furthermore, students can state the value of a new idea from different stakeholders' perspectives.

2. **Share and protect:** Students know that other people's ideas can be used and acted on, while they respect the rights of these people.

1.4. Teaching / Learning Methods

- Idea competition / problem solving (case study)
- Students are the jury and judge other students ideas/solutions
- Ideas/solutions rotate and other students act on them to develop them further

1.4.1. Activity

This module, builds either on an idea competition or on a problem-solving workshop. Diverse themes and topics are conceivable and permitted (can be chosen in respect of the given curricula-subject and facilitated through an existing course). In any case, educators should specify on a topic/theme upfront. The module, foresees an individual student work, rather than group works.

The module comprises five blocks. The first block introduces the student to the task. The second block serves as self-learning unit where students can work on their ideas or solutions on a given topic (e.g. innovative didactical methods, effective didactical methods for disabled students etc.).

The third block includes the presentations of the student ideas and solutions with a subsequent peer review. A team of three student-judges will evaluate each student idea. This evaluation can consist of a qualitative oral feedback, but also a quantitative assessment, using grades. In either case, pro and cons should be drawn out in a constructive way. Finally, all developed ideas/solutions will be newly allocated to the students.

In the fourth block, the newly assigned ideas/solutions have to be developed further by the peers. In the final and fifth block, these elaborated ideas/solutions will be presented in class again. The lecturer will give a final feedback and summarize the motive behind the task.

1.5. Role of the Educator

This module is suggested for beginners and junior faculty, as there is no prior knowledge needed. It is a good way for young educators to experiment with different teaching and learning methods. The educator should act as a moderator throughout the course, and will be challenged to foster the creation of a respectful and secure environment, allowing for constructive criticism only. Finally, educators reflect on the process and provide feedback on student performance.

1.6. Contents

Topic Ideas

- Related to a certain subject (mathematics, language, music, sports etc.)
- Innovative ways of teaching (idea competition)
- Education in developing countries – better solutions (problem-solving)
- Developing an online course
- Effective combination of movement and learning
- Etc.

Instructions for students (directed to students)

- Every student has two roles:
  1. **Idea Developer / Problem Solver:** Develop your idea / find a solutions for the given problem and prepare a presentation of about 15 minutes (individual work). Present your idea/solution to your peers
  2. **Judge:** Evaluate in groups of three the ideas of your peers (you will be assigned by the lecturer)

- Rotation of ideas/solutions (as specified by the lecturer): After the presentation and evaluation, rotate your ideas/solutions to the student next to you, who will further develop the idea/solution (making use of the evaluation outcomes).
- Final presentation: Give a final presentation on the elaborated ideas/solutions in class.

Rubric for evaluating ideas/solutions of peers

Evaluation Criteria	1 (very good)	2 (good)	3 (satisfactory)	4 (sufficient)	5 (not sufficient)
Aims & Approach					
Research					
Social Value					
Economic Value					
Cultural Value					
Value for others / community					
Appropriateness of idea/solutions					
Degree on Innovation					
Potential for Realization					

Figure 1: Criteria for the evaluation of students completing the "Peer Evaluation" module.

1.7. Implementation/Integration, Extent, ECTS

This module is predestined to be integrated into an existing lecture in the curriculum. It is thematically open and therefore feasible in different disciplines. A minimum of 1 ECTS and a maximum of 3 ECTS can be accredited for this module. A maximum of 25-30 participants are recommended for this module.

1.8. Evaluation

The educator should assess the final presentations of the elaborated student ideas/solutions. Thereby the educator should include the previous students' assessments. For the final evaluation, the above provided rubric can be used, adding the criteria: 'Peer-assessment of Idea'.

Evaluation Criteria	1 (very good)	2 (good)	3 (satisfactory)	4 (sufficient)	5 (not sufficient)
Aims & Approach					
Research					
Social Value					
Economic Value					
Cultural Value					
Value for others / community					
Appropriateness of idea/solutions					
Degree on Innovation					
Potential for Realization					
Peer-Assessment					

Figure 2: Criteria for the evaluation of students completing the "Peer Evaluation" module.

1.9. References

Bacigalupo M, Kampylis P, Punie Y, et al. (2016) *EntreComp: The entrepreneurship competence framework*. *JRC Science for Policy Report*. DOI: 10.2791/593884.