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PROJECT-BASED LEARNING WITH PEER REVIEW IN LARGE CLASSES. EVALUATION OF THE METHOD AND THE SUPPORTIVE E-LEARNING APPLICATION

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Abstract

In order to address possible negative consequences due to large class-sizes, a marketing course has been redesigned. Besides several actions taken a few semesters ago such as the incorporation of clicker questions or videos into the course design, project-based learning and a peer review became an optional part of the course this semester. This means that students can voluntarily take advantage of this additional offer and explore a real-world problem, find a solution and evaluate the results of peers while working in small collaborative groups. The process is supported by the university's e-learning system in such a way that students upload their solution in the form of an assignment which is then automatically distributed to peers. Taking into account the students' contribution to the project and the conformity of the peer reviews, the results are graded automatically. Since this application is newly incorporated into the university's e-learning system, this article focuses on the evaluation of the redesign and the application rather than on the redesign per se. The evaluation includes an analysis of self-reported data from the students concerning the newly incorporated project-based learning method with the peer review as well as the technical issues associated with the supportive application. The comparison with data from students who rejected the offer of contributing in the project will give valuable information on course design issues and skill acquisition. Thus, important insights will be gained to further improve the new application and to promote this additional real-world project and peer review offer.

Keywords: Project-Based Learning, Large Classes, Automated Grading, Peer Review, Teamwork.
