Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance

Don Oberheu
Department of Learning Design and Technology
University of Hawai‘i at Manoa
Honolulu, Hawaii, United States of America
oberheu@hawaii.edu
iTeach.Photography

Abstract: Digital photography is both a science and an art. The creation of a quality photograph requires knowledge, thoughtful consideration, and attention to details. As a Digital Art lecturer at a large community college in Hawaii, the researcher noticed that many digital photography students lacked the required level of engagement and motivation necessary to succeed as digital photographers. Constructionist learning theory holds that active collaborative social learning is more effective than traditional objectivist methods. Flickr is a Web 2.0 social networking photo sharing site that easily facilitates active collaborative social learning. Using Flickr and peer feedback, the researcher conducted an action research study to determine the efficacy of using peer evaluation through social media to motivate and improve learner performance. The results of the study did not show any marked improvements in either learner motivation or performance. Moreover, the data was inconclusive as to whether peer evaluation through social media facilitates active collaborative social learning and is an effective tool in visual art education.

Introduction

Digital photography is both a science and an art (Lind, 2001; Briot, 2011). To become a skillful photographer one needs to pay attention to specific details. For example, the setting of the shutter speed either stops or blurs motion. The setting of the aperture controls the depth of field. The setting of the ISO (International Organization for Standardization) controls the photosensor’s sensitivity to light and impacts the overall visual quality of the image. One’s choice in selecting the shutter speed, aperture, and ISO controls the nature and quality of the photograph one creates. There are many more camera controls and settings that also affect the visual quality of a digital photograph. Moving outside the camera, the rules of composition also play an important role in the creation of a photograph. Compositional rules can affect whether an image succeeds as a means of good visual communication. The creation of a quality photograph requires more than an expensive camera and the press of a shutter button. It requires knowledge, thoughtful consideration, and paying attention to details.
As a Digital Art lecturer at a large community college in Hawaii, the researcher noticed that many of the digital photography students seemed to lack the required level of engagement and motivation necessary to succeed as digital photographers. They performed well enough to obtain decent grades in the photography courses. However, they could have done better if they had engaged more deeply with the material and paid more attention to the details necessary to succeed as digital photographers. Therefore, with the goal of increasing the engagement and motivation of his learners, the researcher decided to conduct an action research study.

Action research studies are effective tools for improving student learning. (Odhiambo, 2010). They are conducted in classrooms in the context of invention and discovery. (Pine, 2009). Each spring, the researcher teaches a semester long face-to-face section of an intermediate digital photography course. This course offered an ideal opportunity to conduct an action research study. The specific purpose of the action research study was to determine the effectiveness of using peer evaluation through social media tools to motivate and improve the project performance of intermediate digital photography students at a community college in Hawaii. Specifically, the research questions addressed were:

1. How will peer evaluations impact the quality of the learner’s work?
2. How will incorporating the online social photo-sharing application, Flickr, into the project workflow impact participation and motivation?

**Literature Review**

Constructivist learning theories hold that when learning is an active and social process that allows learners to interact with each other and experience the material firsthand, learning develops and knowledge is acquired more effectively than with traditional methods. (Zhang and Olfman, 2010). In art education, many Web 2.0 tools provide opportunities for collaboration, creation, and critiquing works of art. (Buffington, 2008). These Web 2.0 tools are well suited for, and easily support, personalized and collaborative forms of learning. (Deng and Tavares, 2015). Moreover, incorporating Web 2.0 applications into class activities creates an environment that links the classroom with the workplace and endows learners with the skills necessary for their future jobs. (Myers, 2009).

Professors are turning to online social networking sites with the hope of better engaging their learners (Paul, Baker and Cochran, 2012). Educators can take advantage of the users of these sites sharing information and building relationships based upon commonalities of interest, to create a participatory culture that “encourage(s) stronger engagement with course material and interaction within a student cohort.” (McCarthy, 2013, p. 338).

Flickr is one of the most popular online photo-sharing social networking sites (Mislove, Marcon, Gummadi, Druschel and Bhattacharjee, 2007). Flickr is easy to use, generates positive learner feedback, and increases levels of learner engagement (McIntrye, 2010).
One of the key features of Flickr is the option to select one of four privacy settings: private, family only, friends only, and public. (Campbell, 2007). Some art teachers utilize Flickr to generate peer feedback and to create learner engagement through extended discussions (Buffington, 2008). Students learn to understand each other better and even improve their computer skills through social interactions on Flickr. (Graham, 2009).

Giving and receiving peer feedback and critique adds a social aspect to developing creativity and is an integral part of the creative practice. (Budge, Beale and Lynas, 2013). It also helps the learner spend more time on task and obtain higher levels of engagement than when endeavoring to create independently. (Novakovich and Long, 2013). Furthermore, giving peer feedback helps learners improve their own critical thinking abilities. (Chen, Wei, Wu, and Uden, 2008). It generates constructive comments that can reveal knowledge gaps that inform and enable the instructor to address deficiencies and help the learner improve the examined work. (Yu and Wu, 2011).

**Project Design**

The first research question sought to determine whether the act of giving and receiving peer feedback would impact the quality of the learner’s work. The second research question sought to determine whether incorporating the online social photo-sharing application, Flickr, into the project workflow would impact participation in the class and motivate the learners to try to do the projects better.

The target population was photography students enrolled in an intermediate level digital photography course taught by the researcher. They already possessed a solid foundation in digital photography. They enrolled in the course because they are serious about improving their photography skills and possibly intend to pursue a career in photography. Having previously taken a digital photography course, they were already very familiar with critiques.

Additional research indicates that when implementing a new initiative without knowing how well it will work, one should conduct an action research study (Walter-Adams, 2006). Considering the nature of the research and the classroom-based nature of the study, the researcher determined that an action research study was the best fit.

As discussed above, the literature indicated that Flickr was ideally suited to facilitate social interaction and peer feedback exchange in the digital photography classroom setting of this action research study. The researcher therefore set up a Flickr account and created a group forum to support both the course in general and this action research study specifically. He made the group forum private and invitation only, thus protecting the privacy and intellectual property rights of the learners. He created material explaining how to use Flickr and devoted an entire three-hour face-to-face class session to helping the students understand, follow, and learn the required steps. He required all of the
learners in the class to upload their work-in-progress images to the Flickr group forum (Appendix A).

The researcher used Google Forms to create two surveys: 1) a pre-participation survey (Appendix B) to determine the attitudes and thoughts of the participants before they began the study and 2) a post-participation survey (Appendix C) to determine what, if any, effect the action research study had on the participants.

The researcher used Weebly (Weebly.com), a free drag and drop, GUI (graphical user interface) website builder to build a website, iTeach.Photography (Appendix D), to support both the photography courses he teaches and this action research study. To protect his intellectual property rights and to assure that only participants in the study had access to the research materials, the researcher subscribed to Weebly’s fee based hosting service. In doing so, the researcher gained the ability to control access to the website and its materials (Appendix E).

To help facilitate the learners’ success and to better support this action research study, the researcher modified the course content through the creation of three new projects. He designed the first new project, Project 01: Photographic Self-Introduction (Appendix F), to help the students quickly come together as a community of learners and learn how to use Flickr, the social media tool used in the study. He left the existing second project, Project 02: Photographic Website, unchanged as there was no need for modification. He then designed two more new projects, Project 03: Depth of Field (Appendix G) and Project 04: Motion Blur (Appendix H), to help all students in the course improve their photographic skills.

Lastly, the researcher designed two documents to assist the participants and direct their feedback. He tailored one feedback form for Project 03: Depth of Field (Appendix I) and one for Project 04: Motion Blur (Appendix J). He allowed only participants in the study access to these two forms.

Methods

The researcher recruited participants from the section of the intermediate digital photography course he taught through in-class announcements on the first and second days of instruction. The course had a maximum enrollment of 20 students. Ten students enrolled in the course. Nine of them agreed to participate in the study. Seven of them completed the study.

The researcher asked the participants to read, sign, and return a consent form (Appendix K). They then took a pre-participation survey (Appendix B). This short survey took less than 15 minutes to complete. The participants completed it during class time. It included questions about their demographic information, their attitudes, and their relevant experiences. They shot, processed, and uploaded their images to the group forum on
Flickr. The participants then looked at the work-in-progress images of at least one other participant and, using the form the researcher designed for guidance, provided written feedback and made suggestions to improve the images of their chosen peer participant. They did this for both Project 03: Depth of Field and Project 04: Motion Blur. They then completed the post-participation survey (Appendix C). This short survey took less than 15 minutes to complete. The participants completed it during class time. It enabled the participants to give feedback on the experience and helped provide data to address the two research questions.

The researcher protected the rights of the participants in a number of ways. Once they completed and returned the Informed Consent Form (Appendix K), he scanned it to make a digital copy. He then shredded the original paper copy. He kept the digital scanned copy and all information collected from the participants in the course of this action research project in a folder on a password protected Google Drive. When the participants completed the pre-participation survey, they created a unique username for themselves that did not contain any elements of their real name. This ensured their anonymity throughout the project. They used this same username when they completed the post-participation survey. This enabled the researcher to compare the results while still protecting their privacy and anonymity. Neither names nor any other personal identifying information that could identify the participants was reported.

Results

Seven participants completed the study. Six of them had taken the introductory digital photography course from the researcher. Five were female. Two were male. Their ages ranged from 18 to 58. The average age of the participants was 31 years old.

Unfortunately, as shown in Figure 1, the data gathered during this action research project was insufficient to objectively determine whether peer evaluation impacts the quality of the learner’s work. The first project in the study required each participant to shoot and upload eight images. Only six participants did so. The remaining participant only uploaded six images. The study asked each participant to use the provided peer feedback form (Appendix I) to give constructive peer feedback and to make suggestions for improvement on the images uploaded by one peer participant. Of the 54 images uploaded for peer feedback and suggestions, the participants provided feedback on only three images. They offered suggestions for improvement on only five images. Only one participant took the suggestion and used it to try to improve the quality of her image. The effect of this effort was negligible. The other suggestions were ignored.

The results of the second project in the study were even less informative. Only three of the eight participants uploaded the required eight images. One participant uploaded three images. One participant uploaded only one image. The remaining three participants did not upload any images. Of the 28 images uploaded for peer feedback and suggestions, the participants used the provided peer feedback form (Appendix J) to provide feedback on
only three images. They did, however, make suggestions for improvement on four images. Unfortunately, no participant incorporated the suggestions into their work.

Looking at who gave peer feedback and who made suggestions, the data reveals that the most active participant provided peer feedback and suggestions on only six images. On two images he provided both feedback and suggestions. On two images he provided just feedback. On two other images he just provided suggestions for improvement. The next most active participant provided feedback on one image and made suggestions on three. Only two other participants gave feedback or made suggestions. One provided feedback on two images. One gave a suggestion on one image. The remaining four participants neither gave feedback nor made suggestions.

As only one out of 82 uploaded images and only one out of nine images with suggestions actually enjoyed the incorporation of the suggestion and only benefited somewhat therefrom, there is insufficient data to determine whether peer evaluation impacts the quality of the learner’s work.

As anticipated by the literature (McIntyre, 2010), the majority of the participants responded positively to Flickr. Two participants reported that they “liked” Flickr and three reported that they “loved” it. One participant commented, “I really like seeing other peoples' work and getting feedback on my own. Plus, it kind of gives a ‘we're all working on this together’ kind of feeling during the week when one may get frustrated or have a creative block.” The one participant who indicated that he “disliked” Flickr still commented positively, “I can get feedback from others.”

This positive impression of Flickr facilitated an equally positive impact on course participation both in terms of the expectations and the perceived outcomes (Figure 2). Looking at Figure 2, one sees that the pre-participation and post-participation survey results perfectly mirror one another. In the pre-participation survey, two participants expected the impact on course participation of incorporating Flickr to be “positive” and
three expected it to be “very positive”. One participant commented, “Flickr gives the opportunity to participate in discussion outside of class time.” The one participant who expected the impact to be “negative” explained, “…I'm not very knowledgeable on how to use the computer and programs. So it feels like just another "language" that I have to learn besides the course subject.” In the post-participation survey, two participants reported that the impact on course participation of incorporating Flickr was “positive” and three reported that it was “very positive”. One participant explained, “It helped me not procrastinate up until the last minute, because we agreed on uploading and commenting on [F]lickr before our next class.” In the post-participation survey, one participant indicated that he thought the impact was “negative”. However, he did not explain why he felt that way.

![Impact of incorporating Flickr on course participation](image)

**Figure 2.** Impact of incorporating Flickr on course participation

The reported impact of incorporating Flickr on course motivation was also positive (Figure 3). Looking at Figure 3, one sees that in the pre-participation survey, four respondents expected the impact on motivation to be “positive” and two expected it to be “very positive”. One participant stated, “Knowing that other people can see and critique my work will motivate me to produce higher quality images.” The one participant who expected the impact to be “negative” explained, “I feel like I have to remember so many log ons [sic] and passwords.” As foreshadowed by this one comment, the post-participation survey reveals that, the participant’s high expectations were not met. The number of participants who thought that the impact of incorporating Flickr on course motivation was “positive” dropped from four to two and brought the combined number of participants who felt that the impact on motivation was “positive” or “very positive” down from six to five. This drop corresponds with the increase from zero to one reflecting the participant who reported that the impact was only “neutral”. This participant explained the change by saying that “It felt like [using Flickr was] one more step to do in the project.” The other participant, who changed their rating, increased it to “very positive”. However, they did not explain the change. On balance, while using Flickr to impact course motivation did not have as positive an effect as expected, overall the perceived impact was positive and enjoyed by five of the seven participants. One
participant explained, “It motivated me to turn in quality work when I saw the quality work being done by other students.”

Figure 3. Impact of incorporating Flickr on course motivation

An images’ metadata allows one to see the settings at which the image was created. Three of the participants reported that when giving feedback, looking at the metadata was “useful” and two reported that it was “very useful” (Figure 4). One participant explained, “It was helpful to further understand what shutter speeds and f-stops [were] needed to create that picture.” When receiving peer feedback, three participants reported that the metadata was “useful” and three reported that it was “very useful”. Another participant stated, “[b]ecause someone else was paying attention to the metadata, it made me more conscious of it especially when I made my final submissions.”

Figure 4. Metadata’s Value when Giving and Receiving Feedback

In light of how few participants actually participated in writing feedback and giving suggestions, the researcher suspected that the task was simply too challenging. The collected data, however, disputes this assumption (Figure 5). Only one participant reported that evaluating and writing comments was “difficult”. He, oddly enough, did not
explain his answer. Two participants indicated that the task was “not difficult”. Two indicated that it was “easy”. Two indicated that it was “very easy”. One participant who felt the task was “very easy” commented that “[it] wasn't difficult at all to comment on other people's work. I love giving input, as well as receiving it.” Despite this enthusiasm, the researcher, based upon his personal experience, believes that the following comment given by a participant who reported the task as being “easy” is more informative and descriptive of the cultural undercurrents in the research classroom. “I found it difficult to critique other people's work. It’s easy to compliment, but photos that I knew could use a little work (composition), I could not let that person know, because I felt that it was not my place to say.”

![Figure 5](image5.png)

**Figure 5.** How difficult was it to evaluate and write comments on your peer’s work?

Every project has a checklist to remind the learners of the project’s requirements. The participants were asked in both the pre and the post-participation survey how often they used them. The results indicate a positive shift towards their use (Figure 6). The number of learners who “usually” use them remained constant at two while the number who reported “always” using them increased from two to three.

![Figure 6](image6.png)

**Figure 6.** How often did you use the checklist to check your own work?
In the pre-participation survey, five of the seven participants revealed that they expected a “great benefit” from receiving peer feedback (Figure 7). One explained, “Peer review has proven to be very helpful to me in previous classes.” Despite this initial optimism, the actual results from the post-participation survey were mixed. Numerically, the number of combined “good benefit” and “great benefit” responses increased from five to six. However, three of the participants who had initially expected a “great benefit” reported only a “good benefit”. One participant who lowered her response explained, “People are nice and generally won't say anything online.…” The most positive result was the participant who initially only expected “some” benefit who changed her response to indicate that she received a “great benefit” from the feedback. She explained, “Peer feedback makes you look at your images in a different way and catch things that you wouldn't have even noticed on your own.” While the overall result had six of the seven participants reporting a positive benefit, the failure of the feedback to provide the degree of expected benefit raises a flag, especially in light of how little feedback the participants actually shared.

![Figure 7. How much benefit from receiving peer feedback?](image)

In the pre-participation survey, three of the seven participants expected a “good benefit” and three expected a “great benefit” from giving peer feedback (Figure 8). One explained, “It will improve the overall quality of the work in the class.” Despite this initial optimism, the post-participation survey revealed that one participant changed their response from “good benefit” to “neutral” and another changed their response from “great benefit” to “good benefit”. Unfortunately, neither participant explained the change. Even with the changes, three participants reported the impact from giving peer feedback as having a “good benefit” and two reported it as having a “great benefit”. One participant explained, “Doing feedback is great, because you analyze things and discover things that you wouldn't have if you were critiquing your own work.”

The majority of participants expected receiving peer feedback to have a positive impact on the quality of their work (Figure 9). In the pre-participation survey three participants indicated that they expected the impact of receiving peer feedback to be “positive” and
three indicated that they expected the impact to be “very positive”. One participant explained, “I think it will improve my work because each time I receive peer feedback I can know what was good, what could make the picture better.” The one participant who expected the impact to be “negative” explained, “Right now, I’m not sure how beneficial [sic] it will be getting feedback from students who are not knowledgeable about the subject matter themselves. I feel like it will be more ‘subjective’ on each person's personal taste.” The post-participation survey perfectly mirrored the participants’ expectations with three “positive” and three “very positive” responses. One participant commented, “Hearing feedback midweek gave me time to improve.”

The majority of participants expected giving peer feedback to have a positive impact on the quality of their work (Figure 10). In the pre-participation survey three participants indicated that they expected the impact of receiving peer feedback to be “somewhat positive” and three indicated that they expected the impact to be “positive”. One participant explained, “Giving feedback makes me more aware of flaws in my own work.”
It keeps my work from becoming sloppy.” The one participant who thought that the impact would be “negative” explained, “Teacher feedback is important”. The post-participation survey revealed that the impact of giving peer feedback on work quality was not as high as expected. One participant who had expected the impact to be “positive” reported that it was only “somewhat positive”. Another participant who had expected the impact to be “somewhat positive” reported that it was only “neutral”. Unfortunately, neither participant explained their response. While it is informative that five of the seven participants felt that the impact of giving peer feedback on work quality was either “somewhat positive” or “positive”, the downward assessment trend demonstrated by two participants indicates that the impact of giving peer feedback on work quality was not as great as expected.

![Figure 10. Impact of giving peer feedback on work quality.](image)

The majority of the participants expected receiving peer feedback to have a positive impact on course motivation (Figure 11). In the pre-participation survey three participants indicated that they expected the impact of receiving peer feedback to be “positive” while three others indicated that they expected the impact to be “very positive”. One participant explained, “[It] will provide inspiration and accountability.” The one participant who thought that the impact would be “negative” explained, “As of right now, I don't feel that this way of teaching will be beneficial to my learning the subject.” She did, however, change her mind. In the post-participation survey, she reported that the actual impact was “positive”. The post-participation survey also revealed that while the impact did meet the expectations of five participants, it did not meet the expectations of two participants. One participant reported that the impact was not “positive” as she had expected but rather only “neutral”. She explained that receiving peer feedback “didn't necessarily increase the motivation.” The other participant reported that the impact was “Negative”. He did not, however, explain his answer.

The majority of the participants expected giving peer feedback to have a positive impact on course motivation (Figure 12). In the pre-participation survey three participants indicated that they expected the impact of giving peer feedback to be “positive” while
three others indicated that they expected the impact to be “very positive”. One participant explained, “While feedback can be inspirational, it can be frustrating at times. Nevertheless, feedback is an extremely important step to improving one's work.” The post-participation survey revealed that, while three participants reported that the impact was “very positive”, the number who reported the impact was “positive” dropped from three to one. This change corresponds with an increase in the number of participants who thought the impact was “negative”. Despite this downward trend, the post-participation survey also revealed that unlike the pre-participation survey where a participant expected the impact to be “very negative”, the post-participation survey revealed that no one felt that the impact was actually “very negative”. One participant, at least, mentioned that, “It motivated [me] to improve my own work.”

Figure 11. Impact of receiving peer feedback on course motivation

Figure 12. Impact of giving peer feedback on course motivation
Discussion

In terms of providing peer feedback and making suggestions for improving the quality of their peer’s photographs, not a single participant fulfilled the requirements of the study. Even the most prolific participant provided peer feedback and suggestions on only six of the 16 required images. Thus, the data gathered during this action research project was insufficient to objectively determine whether peer evaluation and feedback impacts the quality of the learner’s work.

While the participants did not, for the most part, actually participate in the peer evaluation portions of the study, they did complete the pre-participation and post-participation surveys. As anticipated by the literature (McIntrye, 2010), the post-participation survey indicated that five of the seven participants responded positively to Flickr. Unfortunately, considering that the participants did not actually upload the required images, or provide the required peer feedback, or make the required suggestions for image improvement to their peers, or even follow the few suggestions that were given, the results of the post-participation survey are unreliable. Even disregarding the errors associated with such a small sampling size, without reliable data from the post-participation survey, it was impossible to determine how incorporating the online social photo-sharing application, Flickr, into the project workflow will impact participation and motivation.

Conclusion

The researcher’s attempt at incorporating Flickr into the project workflow and requiring learners to provide peer feedback had no noticeable impact on learner motivation, course participation, or the quality of their work. While only a subjective classroom observation, the situation that prompted this action research study in the first place, did not change.

The collected data shows only that the participants did not really participate. In looking at the comments from the pre and post-participation surveys it seems clear that the biggest challenges arose from the additional work required to post images to Flickr and the participants’ lack of confidence in their ability to provide quality peer feedback. A potential solution to both of these challenges is to devote considerably more class time teaching the learners how to use Flickr and how to provide peer feedback.

The literature shows that peer evaluation through social media facilitates active collaborative social learning and is an effective tool that should be employed in visual art education (Buffington, 2008). It also indicates that giving and receiving peer feedback and critique adds a social aspect to developing creativity and is an integral part of the creative practice. (Budge, Beale and Lynas, 2013). Unfortunately and ironically, due to the actual lack of motivation and participation by the participants in this action research, the data gathered was insufficient and so unreliable as to render the two research questions unanswered.
References


APPENDIX A
Screenshot of the Flickr Group Page
ALOHA!
Thank you for agreeing to participate in the research project: *Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance*. As part of my research project, I will be conducting both a Pre-Participation and a Post-Participation Survey. I will give you class time to complete both surveys.

This is the Pre-Participation Survey. It is designed to gather information about you, your experiences, and your expectations. Please answer every question. All submissions will remain anonymous.

**USERNAME**
Please create a unique username for yourself that does not contain any elements of your real name. It does not matter what it is; just keep it clean. Be sure to write it down somewhere. You will need to enter it for the Post-Participation Survey. This process ensures your anonymity throughout the project.

**YOU**
1) Please enter your username. [Textbox]
2) What is your gender?
   ○ Male
   ○ Female
3) How old are you? [Textbox]

**FLICKR - USAGE**
Flickr is a very popular photo-sharing site. We are going to use it to share our class project photographs with each other.

4) What sort of impact do you think incorporating Flickr into the project workflow will have on your *participation* in the course?

<table>
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<tr>
<th>Negative Impact</th>
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<th>4</th>
<th>5</th>
<th>Positive Impact</th>
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Why do you feel this way? [Textbox]{Optional}

5) What sort of impact do you think incorporating Flickr into the project workflow will have on your *motivation* in the course?
19

Why do you feel this way? [Textbox]{Optional}

FLICKR - METADATA
If the photographer chooses to include it, Flickr allows users to see the metadata of the photographs posted. The metadata can be helpful in understanding how the photographer created the image.

6) When looking online at the work of other photographers, how often do you look at the metadata?

Never Look

Always Look

CHECKLISTS
In Art *******, every project had a checklist to help make sure that you completed all of the project requirements.

7) Did you take Art ******* from me?
  ○ Yes
  ○ No

8) How often did you use the checklist to check your work?
   NOTE: If you did not take Art ******* from me, please select “0” here. If you did take Art ******* from me but never used the checklists, please select “1” here.

Never Used

Always Used

FEEDBACK - RECEIVED FROM A PEER
9) In Art *******, how often did you show your work to your classmates and ask for their opinion on your work?

Never Showed

Always Showed
10) As a participant in this study, you will be receiving peer feedback. How much benefit do you think you will gain by receiving this feedback?

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<tr>
<th>No Benefit</th>
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Why do you feel this way? [Textbox]{Optional}

11) What sort of impact do you think receiving peer feedback will have on the quality of your work?

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<th>Negative Impact</th>
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Why do you feel this way? [Textbox]{Optional}

12) What sort of impact do you think receiving peer feedback will have on your motivation in the course?

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<th>Negative Impact</th>
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Why do you feel this way? [Textbox]{Optional}

**FEEDBACK - GIVEN TO A PEER**

13) In Art ****, how often did your classmates ask you for your opinion of their work?

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14) As a participant in this study, you will be giving peer feedback. How much benefit do you think you will gain by giving this feedback?

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<th>No Benefit</th>
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Why do you feel this way? [Textbox]{Optional}
Why do you feel this way? [Textbox]{Optional}

15) What sort of impact do you think that giving peer feedback will have on the quality of your work?

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<th>Negative Impact</th>
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<th>Positive Impact</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

16) What sort of impact do you think giving peer feedback will have on your motivation in the course?

<table>
<thead>
<tr>
<th>Negative Impact</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Positive Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

FINALLY

17) If there are any comments or suggestions that you would like to make to your instructor about this study or the experience, please make them here: [Textbox]{Optional}

You have reached the end of the Pre-Participation Survey. Thank you for your time and participation in this study.

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APPENDIX C
Post-Participation Survey

ALOHA!
Thank you for participating in the research project: Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance.

As part of my research project, I will be conducting both a Pre-Participation and a Post-Participation Survey. I will give you class time to complete both surveys.

This is the Post-Participation Survey. It is an attitudinal survey for collecting your feedback on the experience of participating in the study. Please answer every question. All submissions will remain anonymous.

USERNAME
You created a unique username for yourself when you completed the Pre-Participation Survey. You need to enter it to take the Post-Participation Survey. This process ensures your anonymity throughout the project.

YOU
1) Please enter your username. [Textbox]

FLICKR - USAGE
We used Flickr to share our class project photographs with each other.

2) How would you rate your experience with Flickr?

<table>
<thead>
<tr>
<th>I hated it!</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>I loved it!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

3) What sort of impact did incorporating Flickr into the project workflow have on your participation in the course?

<table>
<thead>
<tr>
<th>Very Negative</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}
4) What sort of impact did incorporating Flickr into the project workflow have on your motivation in the course?

<table>
<thead>
<tr>
<th>Very Negative</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox] {Optional}

**FLICKR - METADATA**

Every student in the class was required to include the metadata of every image they uploaded to Flickr. As a peer evaluator, you were required to look at that metadata. The metadata can be helpful in understanding how the photographer created the image, and can easily reveal whether that person understood the project. It can even help you better understand and improve your own work.

5) In evaluating your peer’s work, how useful did you find their metadata?

<table>
<thead>
<tr>
<th>Useless</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox] {Optional}

6) You received peer feedback concerning the metadata of your images. How useful was this feedback?

<table>
<thead>
<tr>
<th>Useless</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox] {Optional}

**FLICKR - COMMENTS**

7) As a study participant, you were required to evaluate and write comments on your peer’s work. How difficult was this?

<table>
<thead>
<tr>
<th>Very Difficult</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox] {Optional}
CHECKLISTS
Every project had a checklist. The checklist was designed to help you evaluate your classmates’ work. It was also designed to help you make sure that you completed all of the project requirements.

8) How often did you use the checklist to evaluate your classmates’ work?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

9) How often did you use the checklist to check your own work?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

FEEDBACK - RECEIVED FROM A PEER
10) How much benefit did you gain by receiving peer feedback?

<table>
<thead>
<tr>
<th>Benefit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Great Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

11) What sort of impact did receiving peer feedback have on the quality of your work?

<table>
<thead>
<tr>
<th>Impact</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

12) What sort of impact did receiving peer feedback have on your motivation in the course?

<table>
<thead>
<tr>
<th>Impact</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Negative</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}
Why do you feel this way? [Textbox]{Optional}

**FEEDBACK - GIVEN TO A PEER**

13) How much benefit did you gain by giving peer feedback?

<table>
<thead>
<tr>
<th>No Benefit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Great Benefit</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

14) What sort of impact did giving peer feedback have on **the quality of your work**?

<table>
<thead>
<tr>
<th>Very Negative</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
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</thead>
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<td></td>
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</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

15) What sort of impact did giving peer feedback have on **your motivation in the course**?

<table>
<thead>
<tr>
<th>Very Negative</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Positive</th>
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<td></td>
</tr>
</tbody>
</table>

Why do you feel this way? [Textbox]{Optional}

**FINALLY**

16) If there are any comments or suggestions that you would like to make to your instructor about this study or this study or the experience, please make them here:

[Textbox]{Optional}

Mahalo!

You have reached the end of the Post-Participation Survey. Thank you for your time and participation in this study.

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Appendix D
Screenshot of iTeach.Photography Website with Research Drop-Down Menu

Welcome to iTeach.Photography!

Please click on the course that you are taking.

- Introduction to Digital Photography
- Intermediate Digital Photography
- Studio Photography
Appendix E
Screenshot of iTeach.Photography Website Log in Page

Log In

Email Address

Password

Reset password

Log in
APPENDIX F

Project 01: Photographic Self-Introduction

Project Overview
This is the first project in：Intermediate Photography. As the first project in the course, it is very important. It lays the foundation for the rest of the course. Moreover, this being an intermediate level course, it also serves as a review of the digital workflow skills that you worked so hard to acquire in：Introduction to Digital Photography. Lastly, and perhaps most importantly, it helps you form and build relationships with your classmates. If you took：Introduction to Digital Photography from me, you know how important it is for you to come together with your classmates and form a learning community. This project is designed to help you start that process.

Learning Objectives
By the time you complete this project:
1. The proverbial rust will be knocked off the following：skills:
   • Shooting in the manual exposure using only the Traditional Numbers
   • Importing into Lightroom
   • Editing in Lightroom
   • Exporting from Lightroom
   • Renaming images
   • Reviewing your work
2. You will be able to use Flickr to:
   • Share your images
   • Create a community of learners
   • Provide and receive peer feedback

Introduction - Photographic Self-Introduction
(The author removed the remaining photographic project content.)
APPENDIX G

Project 03: Depth of Field

Project Overview
This project builds upon the foundational skills you learned in *** *****. It is designed to push your understanding and skills to the next higher level. To successfully complete this project you will need to put considerable thought and planning into your shots. You will have to experiment with the three variables that control depth of field. Moreover, to gain high marks, you will have to show your ability to control those variables to create specific visual effects.

Learning Objectives
By the time you complete this project:
1. You will know and understand the following:
   - The term “depth of field”
   - The three variables that control depth of field
   - The relationship between the three variables
2. You will be able to do the following:
   - Create images with different settings but with the same exposure value (equivalent exposure).
   - Create sets of images of the same scene that display a clear and noticeable change in the depth of field between the image shot at f/22 (deep depth of field) and the one shot at f/5.6 (shallow depth of field).
   - Create these sets regardless of whether the focal point is relatively close or far from the camera.

Introduction - Depth of Field
(The author removed the remaining photographic project content.)
APPENDIX H
Project 04: Motion Blur

Project Overview
This project builds upon the foundational skills you learned in *** ****. It is designed to push your understanding and skills to the next higher level. To successfully complete this project you will need to put considerable thought and planning into your shots. You will have to experiment using different shutter speeds and different subject speeds. Moreover, to gain high marks, you will have to show your ability to use those variables to create specific visual effects.

Learning Objectives
By the time you complete this project you will:
1. Understand the relationship between shutter speed and motion blur.
2. Be able to create skillful subject motion blurs.
3. Be able to create skillful panning blurs.
4. Be able to apply the rules of composition to create images that artistically impart a sense of either creative subject movement (motion blur) or creative camera movement (panning blur).

Introduction - Motion Blur
(The author removed the remaining photographic project content.)
Appendix I

Project 03: Depth of Field
Peer Feedback Sheet

Instructions
1. Log into Flickr.
2. Go to your group page
3. Click on the “Search Pool” magnifying glass on the middle right side of the window.
4. A search window will open in the upper right corner.
5. Type the following:
   - Project 03
   - The name of your feedback peer.
   - Hit the return / enter key.
6. Look at the images that your feedback peer posted.
7. Consider the following list of inquires.

Framing
• How is the image framed - horizontally or vertically?
  o Does this framing work for the image?
  o Why?
• What sort of visual relationships does the framing create?
  o Do they work for the image?
  o Why?
• Do any of the elements break the frame?
  o If so, does this lead the viewer’s eyes into or out of the frame?
  o Why?
  o Does it work?

Balance
• Is the image symmetrical or asymmetrical?
  o Does it work?
  o Why?

Rule of Thirds
• Is the image built on the Rule of Thirds?
  o If so, which rule of thirds is it on?
  o Does it work?
  o Why?
  o If not, where should it be?
  o Why?

Movement & Eyeflow
• Does the composition allow the subject to move within the frame?
  o Why or why not?
• Do the lines of movement direct the viewer in a meaningful and/or useful way?
  o Why or why not?

**Contrast**
• What sort of contrast does the image display?
  o Tone?
  o Color?
  o Temperature?
  o Size?
  o Focus?
  o Something else?
• What does that contrast do for the image?
• Does it work?

**Focus**
• Is the image in sharp focus?
• Is the placement of the focal point appropriate?
  o Why?

**Exposure**
• Is the photograph shot in the manual exposure mode?
• Is the exposure correct for the image?
• Are the blacks blocked up?
• Are the whites clipped?
• What adjustments, if any, to the exposure would you suggest?
  o Why?

**Tonality**
• Is the tonality correct?
  o Why or why not?

**White Balance**
• Is the white balance correct?
  o Why or why not?

**Shutter Speed - Motion Blur / Action Stoppage**
• Is the shutter speed a Tradition Number?
• Is the shutter speed visually appropriate for the image?
  o Why?
• What changes, if any, to the shutter speed would you suggest?
  o Why?

**Aperture - Depth of Field**
• Is the aperture a Tradition Number?
• Is the depth of field appropriate for the image?
Why?

• What changes, if any, to the depth of field would you suggest?
  o Why?

ISO

• Is the ISO a Tradition Number?
• Is the ISO appropriate for the image?
  o Why?
• What changes, if any, to the ISO would you suggest?
  o Why?

Format

• Is the image a JPG.
• Is it cropped to 8 by 10 inches?
• Is the resolution correct?
  o Flickr: 100 pixels per inch - 800 by 1000 pixels per inch
  o Submission: 300 pixels per inch - 2400 by 300 pixels per inch

Naming

Are the images named in accordance with the Image Naming Table?

<table>
<thead>
<tr>
<th>Image Naming Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focal point less than five feet from the camera.</strong></td>
</tr>
<tr>
<td>Set 1 Pair 1 Image 1 f/22</td>
</tr>
<tr>
<td>Set 1 Pair 1 Image 2 f/5.6</td>
</tr>
<tr>
<td>Set 1 Pair 2 Image 1 f/22</td>
</tr>
<tr>
<td>Set 1 Pair 2 Image 1 f/5.6</td>
</tr>
</tbody>
</table>

**Focal point more than five feet from the camera.**

<table>
<thead>
<tr>
<th><strong>File Name</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Set 2 Pair 1 Image 1 f/22</td>
</tr>
<tr>
<td>Set 2 Pair 1 Image 2 f/5.6</td>
</tr>
<tr>
<td>Set 2 Pair 2 Image 1 f/22</td>
</tr>
<tr>
<td>Set 2 Pair 2 Image 1 f/5.6</td>
</tr>
</tbody>
</table>
Shooting
• Do all the photographs have a foreground, mid-ground, and background?
• Is there a set of two pairs of images where the focal point is less than five feet from the camera?
• Is there a set of two pairs of images where the focal point is more than five feet from the camera?
• Do all the sets show a transition from deep to shallow depth of field?

Treatment
• Is one pair in each set in tonally correct black and white?
• Is one pair in each set in color corrected color?
• Was all necessary editing done?
  ○ If not, what else should have been done?
  ○ Why?

Comments
• Is there anything else you would like to add or suggest?

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Appendix J

*Project 04: Motion Blur*

Peer Feedback Sheet

**Instructions**

1. Log into Flickr.
2. Go to your group page
3. Click on the “Search Pool” magnifying glass on the middle right side of the window.
4. A search window will open in the upper right corner.
5. Type the following:
   - Project 04
   - The name of your feedback peer.
   - Hit the return / enter key.
6. Look at the images that your feedback peer posted.
7. Consider the following list of inquires.

**Framing**

- How is the image framed - horizontally or vertically?
  - Does this framing work for the image?
  - Why?
- What sort of visual relationships does the framing create?
  - Do they work for the image?
  - Why?
- Do any of the elements break the frame?
  - If so, does this lead the viewer’s eyes into or out of the frame?
  - Why?
  - Does it work?

**Balance**

- Is the image symmetrical or asymmetrical?
  - Does it work?
  - Why?

**Rule of Thirds**

- Is the image built on the Rule of Thirds?
  - If so, which rule of thirds is it on?
  - Does it work?
  - Why?
  - If not, where should it be?
  - Why?
Movement & Eyeflow
• Does the composition allow the subject to move within the frame?
  o Why or why not?
• Do the lines of movement direct the viewer in a meaningful and/or useful way?
  o Why or why not?

Contrast
• What sort of contrast does the image display?
  o Tone?
  o Color?
  o Temperature?
  o Size?
  o Focus?
  o Something else?
• What does that contrast do for the image?
• Does it work?

Focus
• Is the image in sharp focus?
• Is the placement of the focal point appropriate?
  o Why?

Exposure
• Is the photograph shot in the manual exposure mode?
• Is the exposure correct for the image?
• Are the blacks blocked up?
• Are the whites clipped?
• What adjustments, if any, to the exposure would you suggest?
  o Why?

Tonality
• Is the tonality correct?
  o Why or why not?

White Balance
• Is the white balance correct?
  o Why or why not?

Shutter Speed - Motion Blur / Action Stoppage
• Is the shutter speed a Tradition Number?
• Is the shutter speed visually appropriate for the image?
  o Why?
• What changes, if any, to the shutter speed would you suggest?
  o Why?
Aperture - Depth of Field
• Is the aperture a Tradition Number?
• Is the depth of field appropriate for the image?
  o Why?
• What changes, if any, to the depth of field would you suggest?
  o Why?

ISO
• Is the ISO a Tradition Number?
• Is the ISO appropriate for the image?
  o Why?
• What changes, if any, to the ISO would you suggest?
  o Why?

Format
• Is the image a JPG.
• Is it cropped to 8 by 10 inches?
• Is the resolution correct?
  o Flickr: 100 pixels per inch - 800 by 1000 pixels per inch
  o Submission: 300 pixels per inch - 2400 by 300 pixels per inch

Naming
Are the images named in accordance with the Image Naming Table?

<table>
<thead>
<tr>
<th>Subject Blur</th>
<th>File Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Blur Image 1</td>
<td>LastNameFirstNameP04-SubjectBlur-01</td>
</tr>
<tr>
<td>Subject Blur Image 2</td>
<td>LastNameFirstNameP04-SubjectBlur-02</td>
</tr>
<tr>
<td>Subject Blur Image 3</td>
<td>LastNameFirstNameP04-SubjectBlur-03</td>
</tr>
<tr>
<td>Subject Blur Image 4</td>
<td>LastNameFirstNameP04-SubjectBlur-04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panning Blur</th>
<th>File Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panning Blur Image 1</td>
<td>LastNameFirstNameP04-PanningBlur-01</td>
</tr>
<tr>
<td>Panning Blur Image 2</td>
<td>LastNameFirstNameP04-PanningBlur-02</td>
</tr>
<tr>
<td>Panning Blur Image 2</td>
<td>LastNameFirstNameP04-PanningBlur-03</td>
</tr>
<tr>
<td>Panning Blur Image 2</td>
<td>LastNameFirstNameP04-PanningBlur-04</td>
</tr>
</tbody>
</table>
Shooting
- Are the subject blurs really subject blurs?
- Are the panning blurs really panning blurs?
- Is the subject different for each image? (No two the same.)
- Are the shutter speeds different for each image? (No two the same.)

Treatment
- Are two images in each type of blur in tonally correct black and white?
- Are two images in each type of blur in color corrected color?
- Was all necessary editing done?
  - If not, what else should have been done?
  - Why?

Comments
- Is there anything else you would like to add or suggest?
Informed Consent Form

University of Hawai‘i
Consent to Participate in Research Project:
Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance

Introduction
My name is Don Oberheu, and I am a graduate student at the University of Hawaii at Manoa’s College of Education’s Department of Learning Design and Technology. I am doing an action research study to fulfill a requirement for earning my Master’s degree. The purpose of this action research study is to determine the effectiveness of using peer evaluation through social media tools to motivate and improve the project performance of intermediate digital photography students at a community college in Hawaii. I am asking you to participate because you are enrolled in one of the intermediate digital photography courses I teach here at Leeward Community College. I will only collect data from you if you agree to participate in the study.

Activities and Time Commitment
If you voluntarily choose to participate in this project, you will be asked to do a number of things. You will be asked to take a pre-participation survey. This short survey should take less than 15 minutes to complete. It will include questions about you, your attitudes, and your relevant experiences. You will be given class time to complete it.

I will introduce and assign a photography project to the entire class. Everyone in the class will have one week to shoot, import, edit, export and upload their work in progress images to Flickr.

If you choose to participate, you will be given access to a Google form carefully crafted to direct and guide you as you evaluate and comment on the work in progress images that another participant uploaded to Flickr. You will have two days to evaluate and comment. We will use this process twice on two different projects.

You will then be given a post-participation survey. This short survey should also take less than 15 minutes to complete. You will again be given class time to complete it. This attitudinal survey will enable you to give me feedback on the experience and help me answer the following two research questions:

1. How will peer evaluations impact the quality of the learner’s work?
2. How will incorporating the online social photo-sharing application, Flickr, into the project workflow impact participation and motivation?
Benefits and Risks
Participating should provide you with many benefits. First, it should help you develop your ability to evaluate and critique photographs. Second, it should help you better understand the requirements of each project. Third, it should motivate you to participate more in class critiques. Fourth, it should give you tools to improve your photography.

The only risk to you in participating in this research project is that it will require a small time commitment on your part which may impact your ability to fulfill your other obligations.

Privacy and Confidentiality
Once you have completed and returned this form, I will scan it to make a digital copy. I will then shred the original paper copy. I will keep the digital scanned copy and all information I collect from you in the course of this action research project in my password protected Google Drive.

Only my University of Hawaii advisor and I will have access to the information. Other agencies that have legal permission, such as the University of Hawaii Human Studies Program, have the right to review research records for this study.

You will create a unique username for yourself that does not contain any elements of your real name. This ensures your anonymity throughout the project. You will use this username to identify yourself when you take both the Pre-Participation Survey and the Post-Participation Survey. By using the same username for both surveys, you will enable me to compare and contrast them.

When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you, and will report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Voluntary Participation
Everyone in the class will have one week to shoot, import, edit, export and upload their work-in-progress images to Flickr.

If you agree to participate, you will have a little more to do. In addition to the completing the two surveys, you will be given access to specially designed Google forms and, with the help of these forms, you will have review the work of, and provide feedback to, one or two other participants.

Your participation is completely voluntary. Even though I am both your instructor and the researcher, whether you choose to participate, to not participate, or to stop participating, there will not be any impact on your course grade, our teacher/student relationship, or your standing with Leeward Community College.
Contact Information
For any questions regarding the project, please feel free to contact me (contact information listed below). You may also contact my University of Hawaii faculty advisor,

Dr. Catherine Fulford
● Email: fulford@hawaii.edu
● Phone: (808) 956-3906.

For any questions regarding your rights as a research participant, please contact:

The UH Manoa Office of Research Compliance Human Studies Program
● Phone: (808) 956-5007
● Email: uhirb@hawaii.edu

If you agree to participate in this project, please print your name, sign, and date this signature page and return it to:

Don Oberheu, Principal Investigator
● Email: oberheu@hawaii.edu
● Phone: (•••) •••-•••

Statement of Consent
I have read and understand the information provided to me about being in the research project,

Using Peer Evaluation Through Social Media Tools to Motivate and Improve Learner Performance

My signature below indicates that I agree to participate in this research project.

Printed name: ______________________________
Signature: _________________________________
Date: _____________________________________

You will be given a copy of this consent form for your records.

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