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

- Digital photography is both a science and an art (Lind, 2001; Briot, 2011).
Shutter Speed - Motion

<table>
<thead>
<tr>
<th>Shutter Speed</th>
<th>Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1000</td>
<td>Freeze action</td>
</tr>
<tr>
<td>1/500</td>
<td>Hand hold</td>
</tr>
<tr>
<td>1/250</td>
<td></td>
</tr>
<tr>
<td>1/125</td>
<td></td>
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<tr>
<td>1/60</td>
<td></td>
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<tr>
<td>1/30</td>
<td></td>
</tr>
<tr>
<td>1/15</td>
<td></td>
</tr>
<tr>
<td>1/8</td>
<td>Movement blurr - tripod needed</td>
</tr>
<tr>
<td>1/4</td>
<td></td>
</tr>
<tr>
<td>½</td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Aperture – Depth of Field

© 2010 Michael Chandler, Winter in Kyoto: The Geiko (Geisha) Mamehana
ISO - Photosensitivity

International Organization for Standardization
Digital Photography

The diagram illustrates the exposure triangle, which is a visual representation of the relationship between exposure, Sensitivity (ISO), Lens Opening (Aperture), and Shutter Time. The triangle highlights how adjusting one of these factors affects the other two, influencing the overall exposure and image quality.

- **Depth of Field**: The closer a subject is, the shallower the depth of field, allowing for a more focused foreground and background.
- **Exposure Time**: Faster shutter speeds freeze motion, while slower speeds can create motion blur.
- **Sensitivity (ISO)**: Higher ISO values increase sensitivity to light, reducing blur but increasing noise.

Critical points in the diagram:
- **Shallow Depth of Field**: Requires a small f-stop (large aperture), such as f/1.4 or f/1.8, for a narrower field of focus.
- **Freeze Motion**: Requires a fast shutter speed, such as 1/2000 or 1/1000, to capture action sharply.
- **High Noise**: Occurs at high ISO levels, such as 3200, providing increased sensitivity but decreased image quality.
- **Blur**: Occurs at slower shutter speeds, such as 1 second, resulting in motion blur.

The diagram also shows a gradient of light sensitivity, indicating the balance between low ISO (100) for natural lighting and high ISO (3200) for low-light conditions, while maintaining low noise levels.
Digital Photography

• The creation of a quality photograph requires
  – knowledge,
  – thoughtful consideration, and
  – paying attention to details.
The Problem

- Many digital photography students seem to lack the required level of engagement and motivation.
Call to Action... Research!
The 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 suggested making the course a more active and social process (Zhang and Olfman, 2010).

• In art education, many Web 2.0 tools provide opportunities for collaboration, creation, and critiquing works of art. (Buffington, 2008).
Literature Review

• Flickr is easy to use, generates positive learner feedback, and increases levels of learner engagement (McIntrye, 2010).

• 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).
Design – Flickr Group
WELCOME TO ITEACH.PHOTOGRAPHY!

Please click on the course that you are taking.

- Introduction to Digital Photography
- Intermediate Digital Photography
- Studio Photography
Pre-Participation Survey

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

* Required

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.
Post-Participation Survey

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

* Required

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.
Institutional Review Board

KEEP CALM AND GET CONSENT
Institutional Review Board
Methods

• Introduced Flickr and Peer Feedback
• Project 01: Photographic Self-Introduction

“Favorite Color” © Unnamed Student
Methods

Consent Form & Pre-Participation Survey
Methods

Project 03: Depth of Field

“Deep (L) and Shallow (R) Depth of Field” © Unnamed Student
Methods

flickr
Methods

Project 04: Motion Blur

“Subject Blur” © Unnamed Student

“Panning Blur” © Unnamed Student
Methods

Post-Participation Survey
Results

- Seven Participants
  - Five women
  - Two men
- Age
  - 18 – 58
- Average Age
  - 31
Results
Flickr

How would you rate your experience with Flickr?

Number of Responses

<table>
<thead>
<tr>
<th></th>
<th>Hated it!</th>
<th>Loved it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
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<td></td>
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<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results
Flickr on Participation

Impact of incorporating Flickr on course participation

Number of Responses

Very Negative ~ Very Positive

0 1 2 3 4 5

0 1 1 1 2 2 3 3

Pre-Participation

Post-Participation
Impact of incorporating Flickr on course participation.

“…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.”
Results

Flickr on Motivation

Impact of incorporating Flickr on course motivation

<table>
<thead>
<tr>
<th>Very Negative ~ Very Positive</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Participation</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
Impact of incorporating Flickr on course motivation.

“I feel like I have to remember so many log ons [sic] and passwords.”
Results
Flickr on Motivation

Impact of incorporating Flickr on course motivation.

“It felt like [using Flickr was] one more step to do in the project.”
Impact of incorporating Flickr on course motivation.

“It motivated me to turn in quality work when I saw the quality work being done by other students.”
Results

Metadata

![Metadata's Value when Giving and Receiving Feedback](image-url)

Metadata's Value when Giving and Receiving Feedback

- **Giving Feedback**
- **Receiving Feedback**

Number of Responses

Very Useless ~ Very Useful

0 0 0 0 1 2 3 3 3 3 2 2
Results
Making Comments

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

Number of Responses

<table>
<thead>
<tr>
<th>Very Difficult ~ Very Easy</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
How difficult was it to evaluate and write comments on your peer’s work?

“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.”
Results
Checklists

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

Number of Responses

<table>
<thead>
<tr>
<th>Never</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
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<tr>
<td>1</td>
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<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Pre-Participation | Post Participation

Never - Always: 0, 1, 2, 3, 4, 5
Results

Benefit Receiving Feedback

How much benefit from receiving peer feedback?

<table>
<thead>
<tr>
<th>No Benefit ~ Great Benefit</th>
<th>Pre-Participation</th>
<th>Post Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
How much benefit from receiving peer feedback?

“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.”
Results

Benefit Giving Feedback

Benefit of giving peer feedback

<table>
<thead>
<tr>
<th>No Benefit ~ Great Benefit</th>
<th>Pre-Participation</th>
<th>Post Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
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<td>3</td>
<td>0</td>
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<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Number of Responses
Benefit of giving peer feedback.

“Doing feedback is great, because you analyze things and discover things that you wouldn't have if you were critiquing your own work.”
Results
Receiving Feedback Quality

Impact of receiving peer feedback on the work quality

Number of Responses

Very Negative ~ Very Positive

Pre-Participation | Post-Participation

0 0 1 1 0 0 3 3 3 3

0 1 2 3 4 5
Impact of receiving peer feedback on work quality.

“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.”
Results
Receiving Feedback Quality

Impact of receiving peer feedback on work quality.

“Hearing feedback midweek gave me time to improve.”
Results
Giving Feedback Quality

Impact of giving peer feedback on work quality

Number of Responses

Negative Impact ~ Positive Impact
Pre-Participation  Post-Participation
Impact of giving peer feedback on work quality.

“Giving feedback makes me more aware of flaws in my own work. It keeps my work from becoming sloppy.”
Impact of giving peer feedback on work quality.

“Teacher feedback is important”.
Results
Receiving Feedback Motivation

Impact of receiving peer feedback on course motivation

Number of Responses

Very Negative ~ Very Positive

Pre-Participation
Post-Participation
Impact of receiving peer feedback on course motivation.

“As of right now, I don't feel that this way of teaching will be beneficial to my learning the subject.”
Impact of receiving peer feedback on course motivation.

It “didn't necessarily increase the motivation.”
Results

Giving Feedback Motivation

Impact of giving peer feedback on course motivation

Number of Responses

Very Negative ~ Very Positive

- Pre-Participation
- Post-Participation
Impact of giving peer feedback on course motivation.

“While feedback can be inspirational, it can be frustrating at times.”
Impact of giving peer feedback on course motivation.

“It motivated [me] to improve my own work.”
Results
On Balance
Results
Big Picture

Images, Feedback, & Suggestions

- Images Required
  - Project 03: 56
  - Project 04: 56
- Images Uploaded
  - Project 03: 54
  - Project 04: 28
- Feedback Given
  - Project 03: 3
  - Project 04: 3
- Suggestion Made
  - Project 03: 5
  - Project 04: 4
- Action Taken
  - Project 03: 1
  - Project 04: 0
- Benefit
  - Project 03: 1
  - Project 04: 0
Results

Images Uploaded

• Images required
  – 7 Participants @ 8 images = 56 Images
• Images uploaded
  – Project 03
    • 54
  – Project 04
    • 28
Results

Feedback Given

• Feedback OR Suggestions required
  – 7 Participants @ 8 images = 56 Comments

• Feedback given
  – Project 03
    • 3
  – Project 04
    • 3
Results
Suggestions Made

• Feedback OR Suggestions required
  – 7 Participants @ 8 images = 56 Comments

• Suggestions made
  – Project 03
    • 5
  – Project 04
    • 4
Results
Suggestions Taken

• Feedback OR Suggestions required
  – 7 Participants @ 8 images = 56 Comments

• Suggestions taken
  – Project 03
    • 1
  – Project 04
    • 0
Discussion
Discussion
Discussion
Conclusion

IF AT FIRST YOU DON'T SUCCEED

TRY, TRY, AND TRY AGAIN!
Carrots just didn't get me going anymore, so I switched to chocolate instead...
Questions
Thank you!

• Official Critical Friends
  – Coby & Jay
• Unofficial Critical Friends
  – Kim & Dainan
• And of course…
  – Dr. Fulford