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Comparing ways of distributing peer evaluations, after student presentations in class or online

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Abstract

This paper discusses and compares three ways students can give and receive peer feedback following oral presentations in university language courses. All have been used in the author's classes, both in the physical classroom and online in classes held on Zoom. Students used their mobile devices or laptops to give their evaluations. Having students give each other feedback proved a useful way of keeping non-presenters active, as well as making sure presenters received useful feedback from as many viewers as possible.

The three methods discussed are: 1. PeerEval; 2. Moxtra; and 3. Google Forms/Sheets. Each was successful, and received positive assessments from the students afterwards, but each was especially good in different ways. Broadly, the first is the most immediate and perhaps 'fun'; the second is aimed at hosting online presentations and giving and receiving feedback on those presentations within the software itself; while the third was best for in-depth feedback, and was the most popular overall among students, although it required more setting up and organization afterwards from the teacher.

この論文では、大学の語学コースで学生が口頭発表後にピアフィードバックを与えたり受け取ったりする3つの方法について議論し、比較しています。これらの方法は、著者のクラスで、物理的な授業とZoomで行われるオンライン授業の両方で使用されました。学生は携帯端末やノートパソコンを使って評価を行いました。学生同士がお互いに評価し合うことで、発表者以外の人を積極的に参加させることができ、また、発表者ができるだけ多くの視聴者から有益なフィードバックを受けることができる有効な方法であることがわかりました。

今回取り上げた3つの方法は 1. PeerEval, 2. Moxtra, 3. Google Forms/Sheetsです。どの方法も有効で、学生からも好評を得ましたが、それぞれ異なる点で特に優れていました。大まかに言うと、1つ目は最も即効性があり、おそらく「楽しい」もので、2つ目はソフトウェア自体の中でオンラインプレゼンテーションを行い、そのプレゼンテーションに対するフィードバックを与えたり、受け取ったりすることを目的としています。一方、3つ目の方法は、綿密なフィードバックを行うのに一番適しており、教員が後から設定して整理する必要があるものの、学生の間では全体的に最も人気がありました。

Keywords: student presentations, peer feedback, blended classroom, MALL

Introduction

This paper introduces and compares three applications used by students to give peer feedback on their classmates' oral presentations in the author's university classes. Student presentations are a common feature of university classes, whether they are held in traditional classrooms or recently (because of the Covid-19 pandemic) online, in applications such as Zoom or Google Meet. One undoubted good reason is that they meet Japan's Ministry of Education demands for 'active learning' (Jones and Palmer, 2017) because, as Prince (2004) pointed out, the "core elements of active learning are student activity and engagement in the learning process" (p.1). Researching a topic for a presentation, gathering and organizing the materials, making slides, preparing a script or at least an outline, all require students to be active. However, as teachers facilitating or organizing these presentations know, or soon find out, many students find it hard to focus on paying attention to presentations which are not their own. It can be a challenge to encourage those students waiting to do their presentation, as well as those who have finished their presentation, to pay attention to their classmates' work. Encouraging students to ask a question or make a comment after each presentation sometimes works, but in my experience, it rarely works satisfactorily, as most students rely on one or two of their forthcoming classmates to speak up. It usually works more successfully when one or two students are assigned the questioner role, and the questioners change after each presentation. This assignment is also limited, however, because it is guaranteed only to actively engage the students tasked with asking a question.

The best thing, then, is to encourage active participation from each student in every presentation, by asking them to give feedback to each other. There are two clear benefits to this. First, having peers evaluate each other "gives the benefit of learners learning from their peers, while being actively involved in their classmates' work" (Otoishi & Heffernan, 2008, p. 68); and second, as Topping (2018) points out, peer feedback "is available in greater volume and with greater immediacy than teacher feedback" (p. 2). Topping's point is pertinent. Having students give each other feedback is not only useful for keeping all students engaged: their feedback is also extremely valuable. Teachers are busy and it often takes them a while to give feedback. It is also surely more useful and instructive to get feedback from everyone who has seen one's presentation than from only the teacher. Indeed, Topping (2017) argues that the "reliability and validity of peer assessments tends to be at least as high, and often higher, than teacher assessments" (p. 13). The feedback, however, is more likely to be useful if students have been given some guidance on how to give feedback, for example – be specific about mentioning what the presenter did well, and something the presenter could improve.

Peer feedback can be given in various forms with a particular focus. As Topping (2018, pp. 3–4) describes, it can be quantitative or qualitative, or both; and it can be summative or formative. In fact, in the classes that I currently teach, qualitative comments at the end of one presentation project often function as formative feedback in the course overall, so peer feedback can be summative *and* formative.

All these different uses of feedback were employed through the three methods used for giving and receiving peer feedback that are under discussion in this paper. The three

methods that will be discussed and compared are: 1. PeerEval, a browser-based software and iOS app designed for students to exchange feedback on presentations; 2. Moxtra, a website and mobile app designed for business and equipped to host online presentations; and, 3. Google Forms/Sheets, the only method of the three already familiar to many students and teachers in the university department in which I work. Each method has been a success, and received positive reactions from students, but each has its own special strengths.

Tools and procedures

Students gave each other feedback, and also accessed the comments, on their mobile phones, or their laptops or tablets. Student evaluations of PeerEval, Moxtra, and Google Forms/Sheets will be discussed later, but this comment in a survey, conducted before the Covid pandemic, shows how some were used to giving feedback only on paper, and sums up well the positive feeling expressed overall: "It was new for me to give or receive feedback on internet because I always do that on paper. I think these three methods are really useful when I organize the contents of feedback, because they display all the comments at once."

Making use of technology to give feedback has several benefits over face-to-face assessment, notes Topping (2018). Technology, for example,

...allows anonymous marking and feedback, which can facilitate a willingness in students to critique the work of peers. It makes it easier for teachers to monitor students' online participation and progress. Online assessment systems can also provide teachers and researchers with valuable information about student online assessment behaviour and performance because they can automatically record data about student assignments, participation and communication. (p. 39)

In addition to those points above, having students use their own devices also saves time, as they can start giving feedback while a presentation is still going on. It is also convenient as they have their own phones or other devices in the class anyway, they are familiar with them, and they can access them after class.

Students can give each other feedback after various types of presentations: presentations given individually, or in pairs, or small groups, to the whole class in the physical classroom; in round-robin style presentations (Knight, 2018b) in which groups of three to five students take turns to present from their own devices; in carousel-style presentations (Robb, 2018) in which students present to a small group and then move to give another presentation to another small group; after poster presentations, in which small groups are an audience for one student presenting with the aid of a poster on the wall, before moving onto the next poster-presenter; and also after online presentations, both those given live on Zoom, and also those recorded and uploaded to be seen online.

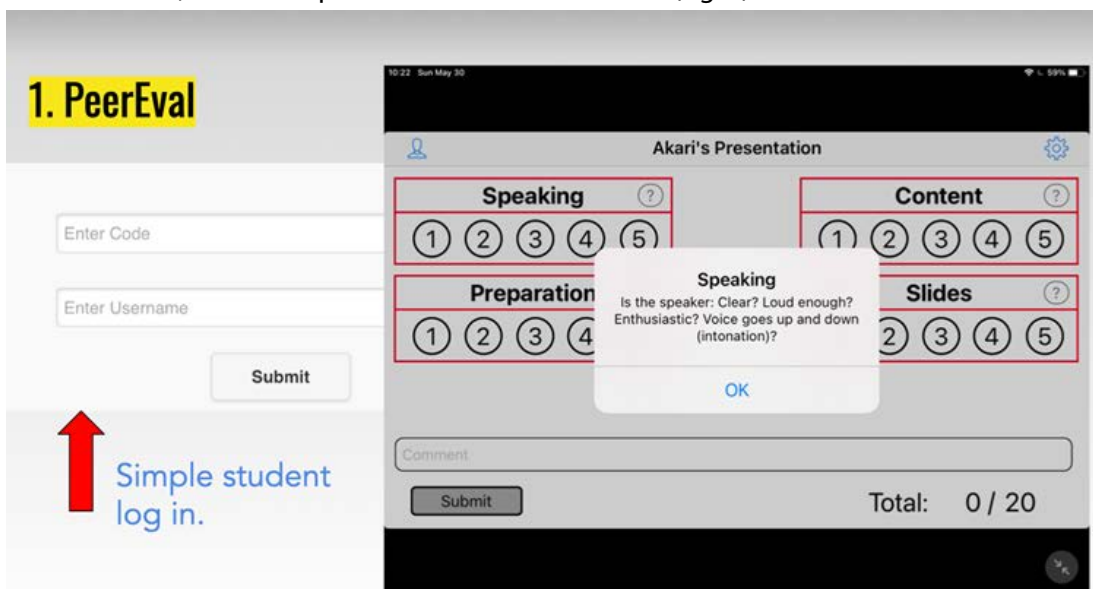
PeerEval

The first method for giving peer feedback to be discussed here is PeerEval. This was developed by Thomas N. Robb (2017), perhaps better known as the developer of MReader,

the software that houses thousands of quizzes for graded readers used in Extensive Reading. There is a convenient PeerEval mobile app for iOS devices, but Android phone users need to use the browser-based version designed for computers, available at www.peereval.mobi. On opening the site, the first page announces it is “Technology for Better and More Frequent Presentations” and claims it is for “Making peer evaluations accurate and fun!” Most prominent are clear links to log in, either as a student or as a teacher. As a teacher preparing to use PeerEval, the first thing to do is make an account, and then make a class, which is achieved by uploading a .csv file with student names. The next step is to create a session, which will be used for a particular presentation. The teacher needs to select a rubric for evaluation. There is a standard PeerEval rubric available, or the teacher can adapt it and make their own, thus enabling the teacher to have students focus on the aspects of a presentation deemed important for that class. One of the benefits of PeerEval is the ease for students to log in. As Figure 1 shows, they only need to enter their username, or handle, (I create my class so that students simply use their given name), as well as the session code, which is automatically created by the app and clearly visible on the teacher’s page. Students do not need to create an account. To give feedback, students find the name of the presenter from the class list, and award them scores out of 4 or 5 (depending on how the teacher has set it up) for the criteria in the rubric, and then have the option of adding free comments in the comment box below. Students have immediate access to the feedback inside the app by clicking “See My Results.”

Figure 1

PeerEval’s login is easy for students (left); and easy to give numerical feedback, based on a rubric, with the option to add free comments (right).



Teachers can see what feedback has been given, although they cannot see who has written which comment, as Figure 2 shows.

Figure 2

The teacher's view, showing comments and average scores given to individual students by their peers.

| Name | Content | Preparation | Slides | Speaking | Average |
|--|---------|-------------|--------|----------|---------|
| Haruka | 4.3 | 4.2 | 4.8 | 4.0 | 4.3 |
| Average | 4.3 | 4.3 | 4.4 | 4.2 | 4.3 |
| Your voice is very clearly, it is good point! I'm glad to hear the recommended song. It was very good she gave a happy presentation. Your slide is easy to understand! I understand you like and respect her. I didn't know Taylor's real name, age and she appears Cat! | | | | | |

| Name | Content | Preparation | Slides | Speaking | Average |
|---|---------|-------------|--------|----------|---------|
| Maho | 4.6 | 5.0 | 5.0 | 4.6 | 4.8 |
| Average | 4.3 | 4.3 | 4.4 | 4.2 | 4.3 |
| I also like Takarazuka so I'm glad to hear your presentation, and your presentation design is amazing!! Your English is easy to listening and slide was nice, so very good presentation! I have never seen Takarazuka at the theater, so I want to see it at the theater. I suggest you, you have intonation in your voice. Your presentation was easy to understand. It was good presentation. Your presentation is many gesture, it is good point! It was easy to understand because you also used gestures. | | | | | |

Teachers can also view a table, such as the one shown in Figure 3, of all the scores, which lets them identify who has given what score to whom. This is useful as it is possible to identify a student who is being overly generous, or the opposite, or not thoughtful in their scores.

Figure 3

The "student evaluations" table in the teacher's account, showing how the students in one class have rated each other out of 20.

| UID | HANDLE | 8988 | 8990 | 8991 | 8992 | 8993 | 8994 | 8995 | 8996 | 8997 | 8998 | 8999 | 9000 | 9002 | 9003 | 9004 | 9006 | 9007 | AVERAGE |
|------|---------|-------|-------|------|-------|-------|------|------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| 8988 | | | 19 | 15 | 17 | 17 | | 17 | | 17 | | | | | | 16 | 18 | | 17 |
| 8990 | | | | | 19 | | 17 | | 16 | | 17 | | | | | 16 | 18 | | 17.17 |
| 8991 | | 18 | | | | 15 | 17 | | | | 15 | 15 | | 17 | | 16 | 16 | | 16.13 |
| 8992 | | 15 | 18 | | | 16 | 17 | | 16 | | | | 18 | 17 | | 19 | 16 | 18 | 17 |
| 8993 | | 20 | | 16 | 18 | | 19 | | 19 | | | | | 18 | | 19 | 20 | 19 | 18.67 |
| 8994 | | | 18 | 19 | 18 | 17 | | | 18 | | 18 | 19 | | | | | | 17 | 18 |
| 8995 | | 19 | | | | | | | 18 | 18 | 18 | | 19 | 18 | 18 | | | | 18.29 |
| 8996 | | | 17 | | 18 | 17 | 17 | 18 | | | | | 15 | | 17 | | | 17 | 17 |
| 8997 | | 19 | 20 | | 18 | | | 19 | | | 15 | | | 16 | | | 19 | | 18 |
| 8998 | | | 20 | 17 | | | 20 | 19 | | 18 | | 18 | | 19 | 19 | | | | 18.75 |
| 8999 | | | | | 18 | | 20 | | | | 20 | | 18 | 20 | 19 | | | 17 | 18.86 |
| 9000 | | | | | 19 | | | 20 | 19 | | | 17 | | | 19 | 18 | 20 | 17 | 18.63 |
| 9002 | | | | 15 | 18 | 18 | | | 20 | | 19 | 17 | 16 | | | | | | 17.57 |
| 9003 | | | 19 | | | | | 20 | 19 | | 18 | 20 | 19 | | | | | 17 | 18.86 |
| 9004 | | 20 | 18 | 17 | 17 | 18 | | | | | | 17 | 18 | | | | 19 | | 18 |
| 9006 | | 20 | 17 | 15 | 17 | 16 | | | | | | | | 16 | | | 19 | | 17.14 |
| 9007 | | | | | 17 | 17 | 17 | | 17 | | | 17 | 18 | | 17 | | | | 17.14 |
| | AVERAGE | 18.71 | 18.44 | 16.5 | 17.82 | 16.78 | 18 | 19 | 17.75 | 18 | 17.25 | 17.38 | 17.63 | 17.86 | 17.86 | 17.86 | 18.29 | 17.43 | |

PeerEval is free to use for a one-time use, but paying for an annual subscription (\$25 for

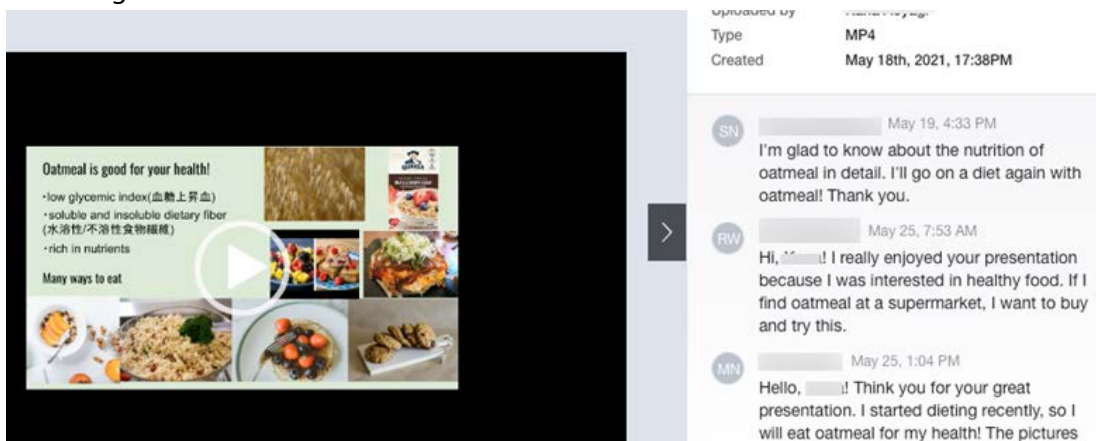
an individual teacher) means the teacher's classes and sessions remain available any time and it is not necessary to start from scratch each time.

Moxtra (Moxo)

The second method for giving peer feedback introduced in this presentation was Moxtra, which has recently been rebranded for individual, non-paying users as Moxo. The developer is the business software company, Moxtra, Inc. A look at the full site at www.moxtra.com shows that it is a collaboration platform for businesses. The free, lighter version at www.moxo.com provides a collaborative workspace in digital binders that can be used by teachers and students who want to house various projects. It has a full-fledged mobile app for iOS and Android devices, so is very useful in MALL situations. I have only used it for student presentations. Knight (2018a, 2018b) explained how to use it in depth. First, the teacher needs to make an account with an email address and password. Then the teacher creates what Moxtra/Moxo calls a "conversation," and invites students to join by entering their email addresses in an invitation box. Students accept the invitation so they become members of the conversation. Then, they create their own digital folder, and upload their slides into it. They can upload a PDF, a PowerPoint or Keynote slideshow, or single photos. Next, they record their voice over the visuals. It is possible to record the presentation with the speaker's face showing, or with audio only. Anyone with access to the conversation (that is, everyone in the class) can watch the resulting MP4 file, and make comments on it. It is possible to write comments or record voiced comments. However, although the quality of the audio on the presentations is very good, the recorded comments do not sound so good, and, in any case, I have found that students only record comments if they are required to. They do freely write comments in the box provided, and they can write comments as short or as long as they wish. Figure 4, below, shows what three peer feedback comments on a classmate's recorded presentation look like on a computer.

Figure 4

One student's presentation video on the left, with comments by three classmates on the right.



It should be noted that having students give peer feedback inside the Moxtra/Moxo

application is only good for giving qualitative feedback. There is no chance to add a rubric, or to choose numerical evaluations. In fact, as will be discussed later, it usually results in only positive feedback, so is less useful if teachers are hoping students provide their classmates with some pointers for improvement.

I have tended to use Moxtra/Moxo as an extension of a presentation project rather than as its only outlet. Students present to their classmates live first, either in the classroom, or on Zoom in a breakout room. Then, for homework, they upload and record their presentation in the app. This means there is a digital record, which is useful for the teacher when it comes to grading at the end of the course. It is also immediately useful as a way of letting all students see all their classmates' work. When the presentations are first done in groups in class, or in breakout rooms on Zoom, students usually get to see no more than half their classmate's presentations. Therefore, as a follow-up, I require students to make comments on the presentations they did not see in the live session.

Google Forms/Sheets

The third and final method for giving peer feedback that was outlined in the presentation was by using two apps in the Google Workspace. Google Forms, especially, has become increasingly known to teachers and students during the pandemic, as they have been used to collect submissions to all kinds of tasks and quizzes. For the purpose of letting students give peer feedback after presentations, the teacher first needs to create a Google Form. Teachers can set any questions they like, asking for a mixture of qualitative and quantitative feedback, or only one type or the other. It is not necessary to include a question asking the respondent to give their name, but it is useful, if only for the teacher's records. In case students make a mistake at this stage, for instance in confusing given names and family names, I create a dropdown question with all the class members' names entered. That question can then be easily duplicated, thereby making, with a little tweaking, two questions to which students can simply select their answer – one for the name of the presenter they are evaluating, and one to give their own name. In the forms I design, those questions bookend the form. Three questions are made using a Likert scale, asking for a numerical evaluation of the presenter's content, delivery, and visuals. Two questions ask for 'short answer' free comments: one to note something that was *good* about the presentation, and one to note something that the presenter could *improve*.

Students' comments on their classmates' presentations were distributed via the Google Sheet that was automatically created by the submissions in the form. After editing, the sheet was downloaded as a PDF and uploaded to the class Learning Management System, from where the students could access it. This method means each student can see all the comments, including all those given to their classmates, not only to them. Although it could be argued this is a distraction, the benefit is that students will be able to learn from the variety of comments on display about all the different presentations. Before being distributed to the students, the Google Sheet needs editing. Part of an example can be seen in Figure 5.

Figure 5

A Google Sheet, comprising questions and answers from a peer feedback form, at the editing stage.

| B | C | D | E | F | G | H |
|---------------------------------|---|---|-----------------------------|--|---|---|
| Whose presentation did you see? | What score do you give for delivery (speaking, eye contact etc.)? | Score for content? (3 parts must be there for a high score: survey information; factual information from research; personal comments/opinion) | Score for visuals (slides)? | What was something GOOD about the presentation? | What is something TO IMPROVE for the presenter? | Who are you? (So I know who has commented.) |
| | 4 | 5 | 3 | It was easy to understand by talking while comparing with other surveys. It was good that the reference was written. | Instead of just reading the manuscript, make eye contact. It is easier to understand if the main points are narrowed down a little more. | |
| | 4 | 5 | 3 | Speaking speed was nice | I felt there were too many characters on some slides | |
| | 3 | 3 | 3 | Speaking speed was good. | I felt there were too many letters in slides. I think there was more information in slides (visual information) than information in speaking. | |
| | 4 | 5 | 3 | Speaking speed was nice | I felt there were too many characters on some slides | |

The editing process prior to sharing the comments was as follows: ‘Hide’ columns deemed unnecessary for the recipient students, such as the timestamp and that of the student evaluator (“Who are you?”); shorten the questions, especially those that included a rubric; increase the size of the font from the default 10 to 14 so the comments could be read easily on a phone; ‘wrap’ the comments so they are easily read within the table; make sure the document is in portrait mode before downloading. The “who are you?” question has not yet been hidden. It can be seen that the student evaluators have given scores thoughtfully, and made constructive comments in answer to the requests that they give specific points for improvement as well as noting what the presenter did well.

This section has outlined the three methods used by students for giving peer feedback on classmates’ presentations in my university classes.

Results

In this section, let us consider the advantages and disadvantages of each of the three methods. This can be done not only from my perspective, but also a total of 108 of the students who used the three ways to give peer feedback. Over two years in various classes, the students responded to a survey at the end of their course. The quotations from the survey reported in this section keep occasional grammatical and spelling errors the students made to preserve the authenticity of the comments. The students were asked in English to rate on a Likert scale, from one to five, each of the three methods with regards to four questions:

1. Which of the three methods was *most enjoyable* for giving feedback?
2. Which was best for *giving serious* comments and advice?
3. Which was most *satisfying* for receiving feedback?
4. Which was most *useful for understanding how to improve* your presentations?

As I explained to the students, the phrase “serious comments” in question two meant more in-depth comments of constructive criticism rather than the casual “Good job!” or “Great presentation!” style of comments, which I had observed some students were prone to, unless guided to make more specific points. The questions were asked about each method in turn, so the respondents could give a score to each of the three. They were not asked directly to rank each different method against each other. In fact, the questions were left “unrequired” on the form because although every student had used a Google Form to give feedback, one class had not used Moxtra, and one class had not used PeerEval. That is why the total scores on the column charts about Google are more than those for the other two methods. Some students, though, must have answered questions about the one they did not use anyway. I did not make a separate survey form for each class because I was pressed for time towards the end of the semester and, at that time, was more curious to get a sense of how the students felt rather than in need of perfectly matched numbers. Nevertheless, I believe they are a fair representation of the feelings of students about the comparative merits of each method when looking at the ratings given to each method one-by-one.

I had some ideas before collecting comments about what students might say. For example, that PeerEval would be considered the most fun, or enjoyable, to use in that it was easy to give a score and a brief optional comment, whereas Google Forms would be most useful for giving serious advice and comments, especially for formative assessment, because of the way questions could be targeted towards seeking specific answers for ‘good points’ and ‘points to improve.’ Moxtra, or Moxo, it seemed, was slightly different in that it was for online, pre-recorded presentations, and fine for summative assessment, but less so for formative assessment. To some extent these ideas were confirmed by what I observed, and received in comments from students. However, Google Forms/Sheets proved even more popular than expected. One student, in the optional “long answer” free comment section of the survey, summed up well what many seemed to feel about the comparative merits of the three different ways for giving and receiving peer feedback:

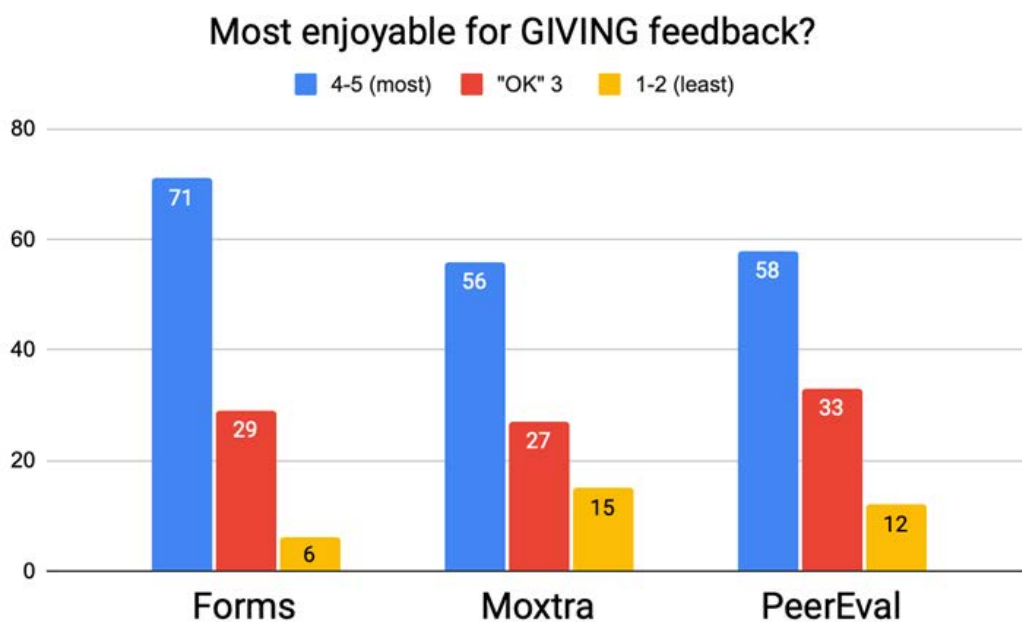
G form - very useful because we can get serious comment.

Moxtra - recording is very interesting but no serious comment, so a little bit boring.
PeerEval - very easy and useful... but we feel no pressure.

Further, noteworthy comments and points, and reasons for them, were also noted, and will be discussed here. First, let us consider the ratings given by students to the Likert scale questions. As explained earlier, a score from one to five was given for each method separately. For the sake of simplification, in all the following graphs, the positive “4” and “5” choices have been grouped together in the blue columns; the non-committal, semi-positive “3” option choices are shown in red, and the negative “1”s and “2”s have been grouped together in the yellow columns. The graph in Figure 5 shows a summary of responses to the question, “Which was the most enjoyable for giving feedback?” It can be seen that there is little difference between how Moxtra and PeerEval were considered. Both are viewed positively overall, but there are double digit negative responses. However, only six students gave an unfavourable score to Google Forms for giving feedback, and the total number of choices from 1 to 3 were easily outweighed by those who viewed using Forms positively. Twice as many students chose 4 or 5 for that question.

Figure 6

Graph showing students’ responses to the question for each method, “Which was most enjoyable for giving feedback?”



Students’ preference for Google Forms for this question did not quite tally with my hypothesis, but it was clear from many free comments that students enjoyed the familiarity with Forms. They did not need to be guided in how to answer the questions, as they had used Forms for other tasks, quizzes, and surveys in the presentation course and other courses. Indeed, some had used Forms to make surveys in classes themselves. One student

remarked in the survey, "Google Forms are very common among other classes, so it is easier to use than Moxtra and PeerEval." Another wrote, "For me Google forms was the easiest method because I use it in other class." It is interesting that both those students, and others, used a form of the word "easy," which was not used in a question. However, this advantage cannot be underestimated. As the behavioural economist Richard Thaler has said, "If you want people to do something, make it easy" (as cited in Harford, 2019). Another student clearly praised Forms because it is good, writing, "I think Google Forms is great for taking surveys."

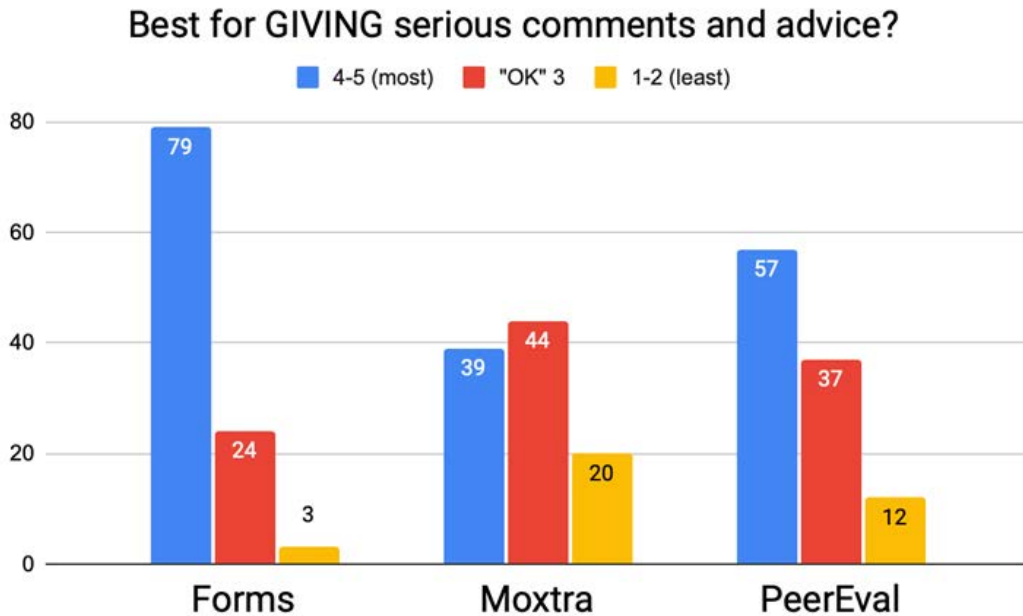
Several students made the point that they could write as much as they wanted in a Google Form, whereas there is a character, or word, limit in PeerEval. The free comment box was only long enough for one or two short sentences. The limit has now been extended, but there is still less space than with a Google Form 'long answer.' One of the students who noted this difference wrote in the survey: "When I was writing on Google Form, it was fun because there were more questions and I could write a lot. On the other hand, PeerEval was useful to write quickly, but I could not make so much comments for speakers." Another praised PeerEval for its convenience, but added, "I was sorry that there was a limit to the number of characters (words) so sometimes I could not tell my opinion."

On the other hand, some preferred PeerEval. In fact, one student was not at all hampered by the word limit: "...the writing amount is just right," she noted. Another wrote: "Google form is hard to write comments because I have to scroll rather than PeerEval." Another student singled out PeerEval out of the three methods: "Among them, PeerEval was very easy to use for evaluating other people's presentations." Some students appreciated the clear rubric provided in PeerEval. One noted that "the viewpoints of evaluation will be suggested so it was helpful to evaluate," while another wrote, "PeerEval made me carefully listen to others' presentations, paying attention to eye contact, contents and so on, because I have to evaluate them." This student was not asked to use Google Forms in her course, so was making a comparison only with Moxtra. That app received most praise for its recording function, but the facility for giving comments was appreciated by some. One thought it was easy to give comments "because Moxtra is chat style and we can comment on the video files." Another noted that especially when classes were being held on Zoom, "It was difficult to listen every presentation in class, so Moxtra was very helpful to listen all of it and give a comment."

As I expected, Google Forms was clearly the first choice for the second question, as can be seen in the graph in Figure 7.

Figure 7

Graph showing students' responses to the question, "Which was best for giving serious comments and advice?"

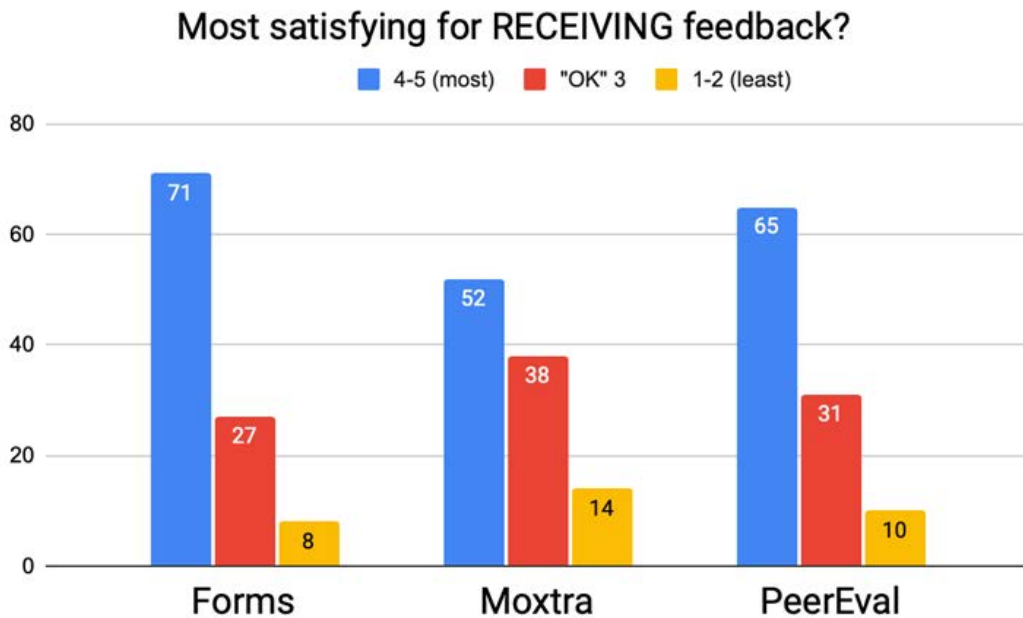


Apart from the familiarity and convenience with accessing the form simply from a link, the main point made by the students was that they could write freely with no limit. No doubt, the design of the form was also a help, with two clear questions, one asking for points the presenter did well in their presentation, and another asking for points the presenter could improve. The main reason students did not rate Moxtra highly for this question was that, unlike the other two methods, it was not anonymous. The same student who liked being able to view all her classmates' presentations in Moxtra also commented that, "it was sometimes difficult to give a serious advice because everyone can see it and know who commented it." Another wrote that "it was difficult to write serious comments in Moxtra because my name can be seen." The effect of anonymity seems to depend on the student. Some students were able, or felt inclined, to make critical comments despite their name being shown in Moxtra, or later under YouTube videos. It is true, however, that it is much harder to find comments that are critical in those feedback forums than in the Google Forms, although this must be at least partly because the questions asked (e.g., What is something the presenter could improve?) could specifically seek critical comments. The student comments on a Moxtra presentation that are displayed in Figure 3 are typical in that they are "friendly," to use a student's word from the survey. They are positive and do not say anything critical about the presentation. The comment function in Moxtra seems to encourage students to comment on the *content* of the presentation rather than the way the presentation was done. It shifts the focus of the feedback.

To the third question, "Which was most satisfying for receiving feedback?", PeerEval was almost as popular as Google Forms, as can be seen in Figure 8.

Figure 8

Graph showing student responses to the question, "Which was most satisfying for receiving feedback?"

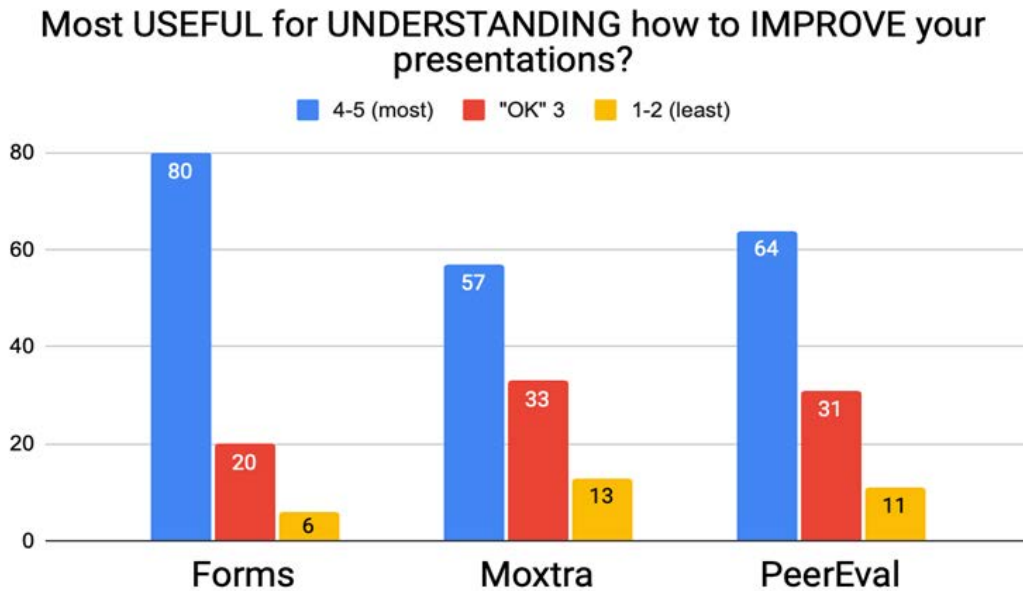


The main reason PeerEval was so positively viewed here was that the peer feedback could be seen without delay. The feedback given in Forms was received later, on a PDF made from Sheets, which meant the students had to wait until the teacher sent it out, up to a week later. Comments made on videos in Moxtra could also be seen straight away, but, as we have seen, they tended not to be about the way the presentation was made and although they were generally positive, students often found them rather superficial. Comparing the former two methods, one student wrote, "I think PeerEval is better because unlike the Google form, I can see my result immediately without being presented by the teacher." Another wrote, "PeerEval was easy for me to make and receive comments. Google forms take time to make and receive comments." Again, though, Google Forms was the most satisfying, largely for the thoroughness of the feedback given. Some did not mind the delay in receiving it, as exemplified by this student's comment: "...personally, it is better to get feedback in pdf later."

As shown in Figure 9, the responses to the last question were similar, although Google Forms was even more clearly preferred.

Figure 9

Graph showing student responses to the question, "Which was the most useful for understanding how to improve your presentations?"



To the question, "Which was the most useful for understanding how to improve your presentations?", Forms received 80 ratings of 4 or 5, and only a total of 26 from 1 to 3. Again, it seems that being able to receive thorough, anonymous, specific feedback in a clear-to-read format was appreciated. One student who had used Google Forms found "PeerEval is easier way for give comments to others, but when I receive comments, G Form is better way to check comments."

PeerEval was regarded a little more positively than Moxtra for reasons already discussed. One student wrote, "Moxtra was happy to receive a lot of complimenting comments, but I thought people tended to refrain from harsh comments as other's comments were made public." Another noted, "I could not understand what was lacking in my presentation, and how I should improve it in Moxtra, but I could understand such things clearly in PeerEval by checking scores." Neither of these students had been asked to give feedback in Google Forms, which I kept for dedicated presentation classes rather than an oral communication class that incorporated an occasional presentation component. There was one unexpected comment from a student in the survey in praise of Moxtra for its inspirational use. She liked Google Forms for being easy to use and PeerEval for being "simple to give feedback," while she found Moxtra useful "because I can look other students' presentation again to learn others' good points and attractive idea which I would not imagine and think of."

Conclusion

This paper has outlined three methods for which students can be asked to give peer feedback on their classmates' presentations, whether in the classroom or online. All were seen in a positive light overall, and most students are interested in trying different apps if they find them useful. As one student wrote, "Each tools are easy to use. Especially I've never used tools like Mokustra or peereval before, so it was interesting. It was fun to be able to use various functions." In summary, it appears that Google Forms is the best method for providing a way for students to give in-depth, qualitative feedback on the way the presentations are given, although it is also easy to give some quantitative feedback as well. It was viewed most positively by students overall, partly because students found it easy to use, owing to their familiarity with the app. PeerEval was appreciated most for its immediacy. The scores and comments given to the presenters are available as soon as they are given. It should be noted that the built-in rubrics and presenter's scores in comparison with the average score given to the class is a unique feature. The app was found to be particularly worthwhile in general communication classes with a presentation task. Moxtra, or Moxo, as it now is, was liked as an app to house a digital presentation, but also more negatively viewed for giving and receiving feedback. This was largely because any feedback given is not anonymous, so comments were rarely critical. This seems to give an encouraging indication that students really do appear to want to know how to improve their presentations, and that they value their classmates' advice towards achieving that.

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