Modeling Peer Review in Example Annotation

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Abstract: The purpose of this study was to utilize the strengths of stronger students, in order to facilitate the example annotation process and ensure the quality of the annotations. The system presented in this study, AnnotEx, offers a focused way to integrate the Peer Review Model in example annotation and can be extended to meet advanced educational purposes. The results confirm that modeling the peer review when annotating examples guarantees the quality and efficiency of the annotations.

Keywords: Peer reviews, example annotating, example-based learning.

Introduction

In traditional e-learning environments, students are passive consumers and teachers are creators of educational content. However, the lack of content has encouraged a number of researchers to explore the idea of using students as creators rather than consumers of the content (Arroyo, 2003; Hsiao & Brusilovsky, 2007). Several studies demonstrated that this approach works really well: not only the students were able to produce content that was useful for their peers, but they also learned a lot in this process. For example, Jonassen and Reeves (1996) demonstrated that students are likely to learn more by constructing hypermedia instructional materials than by studying hypermedia created by others. Similarly, Hundhausen and Douglas (2000) argued that students can learn more by constructing algorithm animations than by watching animations contracted by experts.

As shown by several authors, student collaboration in the process of content authoring is critical for producing quality content. This collaboration can be both direct and indirect (in the form of peer reviewing). For example, Animal Watch Web-based Environment (AWE) engages student authors in content-creation and allows students to collaborate with each other to produce comments, which enhance the content of the system (Arroyo, 2003). The study confirms that students are willing to author the content, while still enjoying the benefits of the ITS as a student. In our previous studies (Hsiao & Brusilovsky, 2007; Hsiao, 2008), we explored the value of peer reviewing for creating quality educational content. We used Example Annotator system (AnnotEx), which supported collaborative authoring and peer-reviewing. The system was designed to increase the likelihood of example self-explanation and to provide collaborative learning opportunity through raising questions and creating the opportunity to collect peers perspectives. Both cases contribute to personal learning experience.

While earlier studies with AnnotEx demonstrated the value of peer reviewing process, the question of how to organize the peer reviewing process so that its benefits can be maximized was still not answered. One of the research questions explored in this study is whether the value of peer review could be increased if we pair students with strong and weak knowledge of the subject. In our past studies we observed that both quality of

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Table of Contents Examples Of Peer Review Papers

- 1. Understanding the eBook Examples Of Peer Review Papers
 - The Rise of Digital Reading Examples Of Peer Review Papers
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Examples Of Peer Review Papers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Examples Of Peer Review Papers
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Examples Of Peer Review Papers
 - Personalized Recommendations

- Examples Of Peer Review Papers User Reviews and Ratings
- Examples Of Peer Review Papers and Bestseller Lists
- 5. Accessing Examples Of Peer Review Papers Free and Paid eBooks
 - Examples Of Peer Review Papers Public Domain eBooks
 - Examples Of Peer Review Papers eBook Subscription Services
 - Examples Of Peer Review Papers Budget-Friendly Options
- 6. Navigating Examples Of Peer Review Papers eBook Formats
 - ∘ ePub, PDF, MOBI, and More
 - Examples Of Peer Review Papers Compatibility with Devices
 - Examples Of Peer Review Papers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Examples Of Peer Review Papers
 - Highlighting and Note-Taking Examples Of Peer Review Papers
 - Interactive Elements Examples Of Peer Review Papers
- 8. Staying Engaged with Examples Of Peer Review Papers
 - o Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Examples Of Peer Review Papers
- 9. Balancing eBooks and Physical Books Examples Of Peer Review Papers
 - \circ Benefits of a Digital Library
 - Creating a Diverse Reading Collection Examples Of Peer Review Papers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Examples Of Peer Review Papers
 - Setting Reading Goals Examples Of Peer Review Papers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Examples Of Peer Review Papers
 - Fact-Checking eBook Content of Examples Of Peer Review Papers

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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