

# CREATIVE COMMONS



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# Best Contribution Grading (BCG)

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# Introduction

## Peer review by students: in theory

- ✓ Stimulates problem solving skills
- ✓ Better understanding by reflecting on others & self

## Practice

- Lack of critical depth
- If not graded: Participation is low

## Solution

 Best contribution grading (BCG)

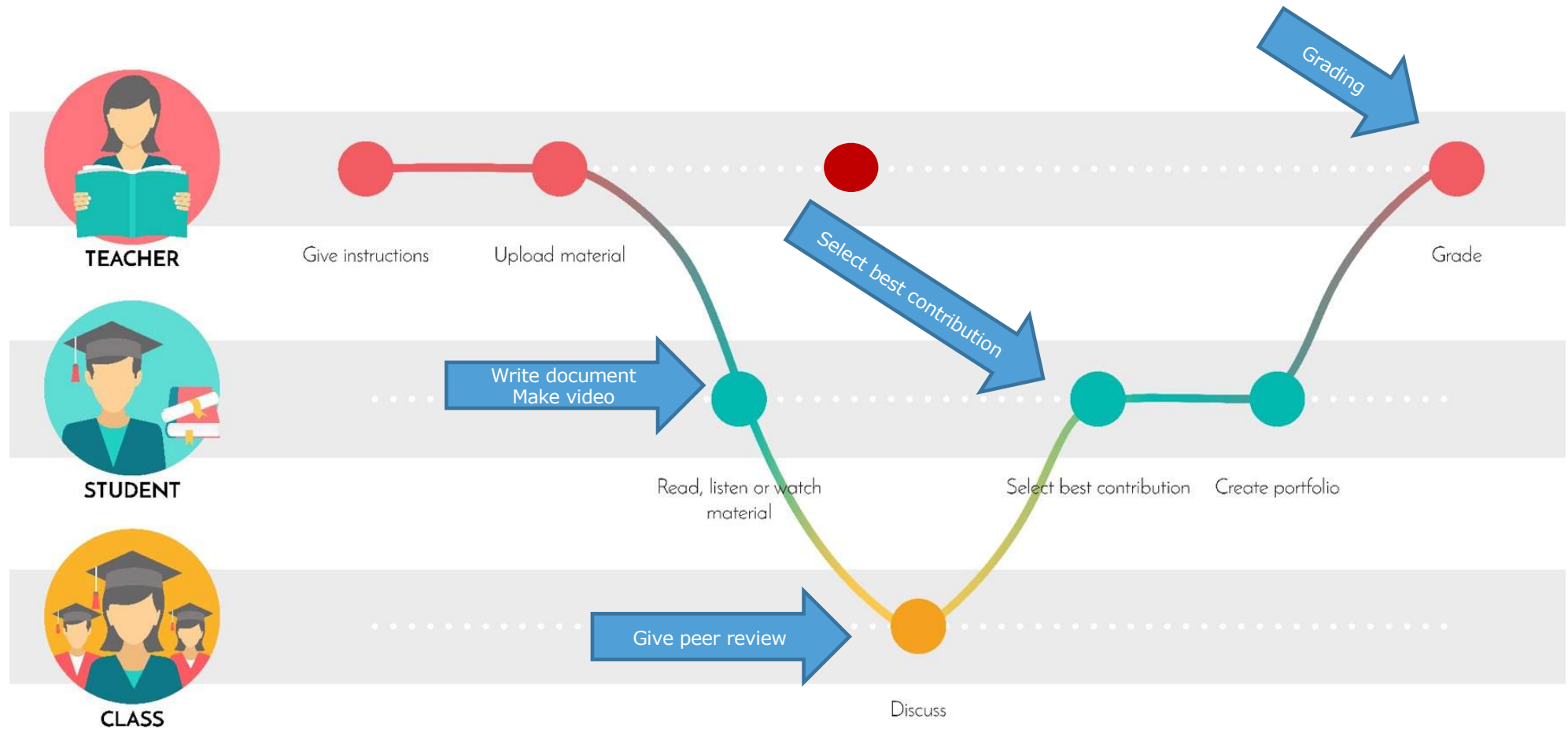
## This presentation

- The idea of BCG
- How it works in practice
- Preliminary evaluation results

# Pro's of 'Best Contribution grading'



# 'Best contribution grading' (in practice)




# 'Best contribution grading' (BCG)

Review "Untitled 4" by [redacted] Deadline passed 1 out of 1 criteria done SUBMIT

Review based on these criteria

## NESTED CASE-CONTROL STUDIES



Observational Designs and Assessment of Validity 2018

Overall Feedback ✓

Comments (1) READ

5 [redacted] 9 months ago  
Hi, I liked your clip, cool presentation! The designs are clear, but at the end of the NCC study design you mentioned that researchers have an option to use the data that is given or create new data? But I thought a NCC is always retrospective so I was not sure what you mentioned with this. The EPIC stu...

2 1

✓  
You've completed this review!

0:09 5:59

# Vitamin D and pancreatic cancer

- 586,685 cohort members in EPIC and HUNT2
- 738 cases (626 EPIC, 112 HUNT2) → 738 controls (density matched)
- Vitamin D [25(OH)D2 and 25(OH)D3 combined] concentrations were determined from blood samples that had been taken and stored at baseline
- Incident pancreatic cancer cases were identified mainly through registries (mean-follow-up: 7,0 yr EPIC, 5,8 yr HUNT2)

### Instructions

After you provided feedback select two of your best comments to add to your course portfolio

### Selected comments

Comments: 2 of 2

Hi, I just saw your video, but it is difficult to understand and the first minute we do not hear any sound, I am not sure if this is on purpose. The camera in the slides makes it a bit diffic...

UNSELECT

presentation! The designs are clear, but at the end of the NCC study design you mentioned that researchers have an option to use the data that is...

UNSELECT

### Overall Feedback

Hi, very clear video! I have a question about the control that became cases, how would you handle those if it happens in a later stadium in the study? Maybe in the future is it nice to find ano...

SELECT

Select your best ... Deadline passed Switch between the reviews 1 2 3 4 5

Grade

@min0:42 8 months ago
I like that you were very explicit about this type of study being a merger between case-control and cohort study. I was not that explicit in my clip, I concentrated more on the fact that subjects (cases and subcohort) come from the same cohort. However, I wanted to comment on one thing, at one...

Grade



PREVIOUS SUBMIT AND NEXT

Epidemiol. Infect. (2003), 131, 269–277. © 2003 Cambridge University Press, Printed in the United Kingdom

INFECTION DISEASES
Comparison of the effectiveness of two mumps vaccines during an outbreak in Switzerland in 1999 and 2000: A case-cohort study

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Abstract. In two recent nation-wide outbreaks of mumps in Switzerland two-thirds of young children with clinical mumps had a history of primary vaccination. On average, mumps-mumps-rubella (MMR) vaccination coverage is 80%. Two types of vaccine are commonly used: Jeryl-Lynn and Rubini. The ef-

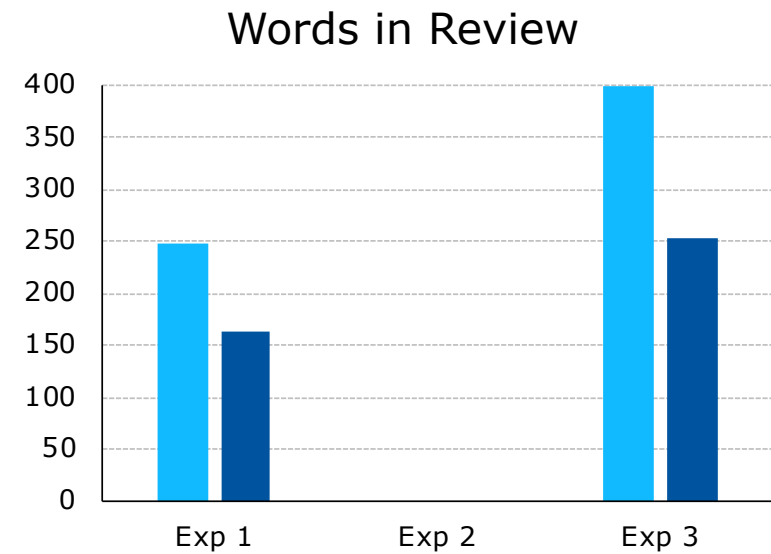
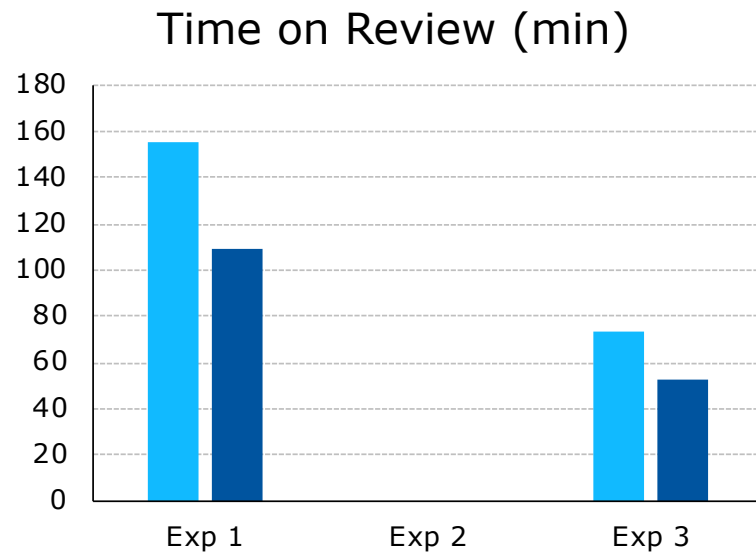


- Cases:
Mumps onset and laboratory diagnosed between January 1999 and May 2000
Born between January 1995 and December 1998
Only one case per household included
Controls:
Birth-cohort born between January 1995 and December 1998

(Richard, J. et al., 2003)



# Review characteristics



- Sentiment analyses: no difference
- Depth/correctness of review → Not yet analysed



## Results: effect of BCG on perception of peer review

	<b>Exp 1</b>		<b>Exp 2</b>		<b>Exp 3</b>	
	Yes (n=45)	No (n=25)	Yes (n=65)	No (n=33)	Yes (n=34)	No (n=23)
Insightful to see work of others	4.1	4.2	4.2	4.3	3.9	3.6
Giving feedback improved own understanding	4.1*	3.6*	3.9	4.1	3.6	3.4
Quality of feedback I provided was satisfactory	4.1	4.0	4.1	3.9	3.7	3.3
Enjoyed giving feedback	3.5	3.4	3.8	3.7	2.7	2.5
Quality of received feedback was satisfactory	3.7	3.8	4.0	3.9	3.3	3.0

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## Teachers perception

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“I have the feeling  
the quality of the  
peer feedback is  
much higher this  
year”

“Students do not  
complain about  
the peer feedback  
anymore”

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## More information

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<https://www.4tu.nl/cee/en/innovation/project/10811/best-contribution-grading-in-peer-review-assignments>