# PEER TO PEER EVALUATION

The MOOC: The European Union as an agent of change is a course that seeks the active participation of its students, through the expression of their opinions and the discussion and exchange of ideas.

Throughout the course, comments are encouraged in the forums, seeking the interaction of all participants, so that everyone can open up to new points of view and achieve common enrichment.

These comments can be as simple or as elaborated as their authors wish, but we will ask them to choose an issue that they think about in greater depth so they can expose it to the rest.

It may be something that has already been discussed or a new idea; previous opinions can be collected or be entirely original. The important thing is that the analyzed matter be put in value so that the ideas generated throughout the course can serve as a basis in future Europe.

## OBJECTIVES:

The CITIZEU project has a central theme The Impact of Euroscepticism in the construction of Europe. The objective is to contribute to improving the understanding of the EU, the image, the promotion of citizen participation, European citizenship, identity, as well as tolerance and understanding of the different European countries.

In this line, the activity aims to promote the active participation of citizens to exchange their views on the European idea, about their problems and the solutions to them. Doing it from different perspectives and from different countries and being able to share the ideas contributed will lead to a common enrichment and allow a more solid construction of the steps to be followed in the future.

## DESARROLLO DE LA ACTIVIDAD:

In this final activity, we want you to reflect on everything discussed in the course through an issue: ***What is the essential factor of Euroscepticism?***

During the course, several issues that may be at the bottom of this phenomenon, such as immigration, globalization or discrimination, are examined. But also others that can contribute to forming a strong Europe like the protection of social rights or investment in growth and cohesion.

Choose the destabilizing factor that you consider essential in the current crisis of the EU, analyze why of its importance and propose measures to counteract it. Your reflection **should not be more than two pages long** and you **must attach it in PDF format in the space of the activity that corresponds to the language in which you have written it (English or Spanish).**

It is important to read the section of evaluation that is below, since through the rubric that it contains you will be able to know which aspects are evaluable. However, we recommend you to use the following structure for your analysis:

<u>**Structure of the document:**</u>

Your position: pro-European or Eurosceptic.

- Defending your position.
- A Brief analysis of Euroscepticism, factors and current situation.
- Choose the fundamental factor among those that have been indicated.
- Study of that factor: What is its origin? Why is it so important?
- Formulation of measures that could be adopted to counteract this factor.
- Reflections and conclusions that have been reached.

## EVALUATION:

The "Peer to Peer" is an Anglicism that is translated as "Correction between Equals", because it implies that the work of each one will be reviewed by the other students of the course.

To do this, the reflection document, **no longer than two pages long**, must be converted to **PDF format** and sent within the space indicated on the platform during the period indicated (on 6<sup>th</sup> and 7<sup>th</sup> weeks of the course). You must be careful to send it in the right place to the language in which you

have written it, Spanish or English; because it will be reviewed by people who understand that language and will be sent you correct only those written on the language you choose to send it.

Once this period of sending the files has been closed, each student will be randomly assigned two assignments, which will have to be corrected during the 8th week of the course. In parallel, the document that has been uploaded will also be examined by two other users of the course. These works will always be anonymous, each student will not be able to know who is reviewing their work or who is evaluating their own.

Until you evaluate the assignments that have been assigned to you and incorporate the corresponding qualifications into the platform, your activity will not be considered finished and, therefore, you will not be able to access the qualification that has been assigned to you, provided that it has already been Reviewed by your colleagues at that time.

If you have any doubt about the completion of any of these two phases of the activity, remember that you have a Tutorial at your disposal and that you can ask the teaching team any question whose answer you need.

Once the assessment is received, the author of the work may decide if he wants to share it through the forum. In this way, the contributions of each one can contribute effectively to a better general understanding.

The function as evaluators in this activity is to read the documents that have reached us, and then fill in for each of them the following rubric, following their criteria:

| Criteria | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Need to improve (1) |
|---|---|---|---|---|---|
| **Accuracy and clarity** | It is expressed with great precision and creativity and is written in a clear and coherent manner. | He expresses himself with a lot of precision and creativity and writes clearly and coherently most of the text | Sometimes it is expressed with sufficient precision and clarity of opinion, but in others it is inconsistent | Most of the text is incoherent and unclear, revealing poor precision and lack of creativity. | All text is incoherent and unclear, with no precision and creativity. |
| **Structure** | The structure followed is clear and logical and it is easy and interesting to follow the author's ideas. | The structure is generally logical and it is reasonably easy to follow the author's ideas. | The structure presents some problems of order and coherence that distract the reader and make some ideas confusing. | Many of the ideas or arguments presented have no logical order, which in general makes it very confusing for the reader. | None of the ideas and arguments presented has logical order, which makes it completely confusing for the reader. |
| **Personal opinion** | The personal point of view is clearly expressed and well-founded with several types of arguments. | The personal point of view is clearly expressed, but only superficially justified. | Express a personal point of view, but it is not very clear or has no justification. | Other people's opinion is copied. | There is no opinion. |
| **Recognition of other perspectives** | Recognize competing objections and positions and give convincing answers to these opinions. | Although he recognizes only one objection to his point of view, the challenges it convincingly. | Considers objection to his point of view, but the arguments to rebut them are weak or unconvincing. | Considers objections to his point of view, but does not present arguments to rebut them. | Not consider other perspectives or objectives or objections to his point of view. |
| **Description of the chosen destabilizing factor** | The factor and the reasons for which it has been chosen are described in detail, with a good argument for this choice. | The factor that has been selected is described in detail, but without expressing the reasons for its choice. | Only the factor that has been selected with a short description is named, without argumentation. | The factor is only named | There is no reference to any destabilizing factor. |
| **Justification of the proposed solutions** | All the proposed solutions are supported with solid arguments. | It supports most of the proposed solutions with solid arguments. | All the proposed solutions are supported, but with superficial arguments. | It supports most of the proposed solutions with superficial arguments. | No argument is provided. |
| **Conclusion** | A solid conclusion is included (detailed and argued), which leaves the reader with an absolutely clear idea of the author's position. | It includes a detailed and argued conclusion, but it is incomplete, not making clear the position of the author on any of the aspects dealt in the text. | The conclusion is confusing or is poorly related to the text. | The conclusion is confusing and is poorly related to the text. | The text ends without a conclusion. |