USING LIVE STUDENT PEER ASSESSMENT WITH AUTOMATED INSTANT FEEDBACK

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Peer assessment and feedback enables students to develop objectivity in relation to standards which can then be transferred to their own work (Liu & Carless, 2006). However, providing feedback, particularly in large classes, can be labour intensive (eg. collating scores and comments). As such, it can be challenging to provide effective feedback in a timely manner which has been shown to promote retention and the correction of inaccurate responses (Epstein et al., 2002).

We have recently utilised the online student data and engagement system (SRES, Liu et al., 2017) to run our peer assessments of our student oral presentations within our undergraduate chemistry laboratories. Students are able to grade their peers' presentations in real time *via* mobile devices which is captured by SRES, alongside the Academic(s) grading. The system automatically collates both student and academics scores and immediately posts this grade and feedback to the Learning Management System (LMS) of the presenting student(s). Students have immediate access to this feedback to construct self-reflections or to discuss their performance with their teacher whilst the experience is still "fresh". We will discuss its implementation and how it addresses topics such as mitigating academic misconduct, improving student engagement and reducing the academic burden in running these assessments.

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