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Introducing peer and self assessment

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Aims of presentation

- Background
- Review of literature- peer and self assessment
- Methods
- Results
- Discussion
- Reflection on my learning

Background

- Masters and Undergraduate modules
- Method of assessment
- Issues

Literature

- Purpose of assessment (Falchikov and Boud)
- Shift in assessment (Stefani)
- Sustainable assessment: (Dearing, QAA)
- Skills:
- Empowering
- Deep learning

Peer and self assessment: issues

- “Free riders”
- Gender
- High vs low achievers
- Engages students
- Level
- Collusion
- Process v product

Methods:

- 40 UG, 20 PG students participated in peer/self assessment exercise
- Both group based modules assessing process
- Criteria set by lecturing team
- Equation based on means scores and PAF
- Evaluation by questionnaire

Results

- 80%/ 91% response rate from questionnaires
- Peer evaluation viewed positively
- 2/3 of total group would recommend this
- Motivational
- Weeds out “free riders”
- Feedback furthers learning

- Worries about bias
- Confidentiality (UG)
- Quiet and international students
- Unsure about assessment skills
- Students scores higher than lecturers (ratings the same)

What's the learning?

- Decide at the outset what I'm measuring (process or product or both)
- Consider when to give out and collect in peer assessment forms
- Ensure that students debate the issues of the decibel effect and free riders when considering mark allocation.
- Ensure students have a space where they can mark confidentially.
- Engage students in setting the assessment criteria and remember that this will need time.

Conclusion: Sustainable learning?

- Appraisal
- Critically evaluating
- Problem solving
- High level communication skills
- Resolving conflict
- Negotiation
- Team working

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