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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
Acknowledgements

Dr Shona Cameron
Lecturer in Nursing
QMU