## **Student peer assessment to promote critical analysis skills and reflective abilities**

CHES 2016 Presentation of Work in Progress

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**Student Peer Assessment**

**Definition**

Student peer assessment has been defined as “the quantitative or qualitative evaluation of a learner’s performance by another learner of the same status” (Patchan & Schunn, 2015, p.592)

**Benefits**

Student peer assessment may help students:

* Develop their analytical skills
* Enhance their self-assessment skills
* Augment their reflective abilities
* Increase their level of responsibility and engagement
* Improve the quality of their writing

(Baker, 2016; Burgess & Mellis, 2015, Harland, Wald, & Randhawa, 2016)

**Challenges**

Some challenges of using student peer assessment:

* Can involve large investment of time up front for instructor
* Students do not consistently respond to the feedback
* Students may award higher marks than instructor
* Students feel poorly equipped to undertake the assessment
* Student frustration: they want marks assigned by instructor
* Students may be reluctant to make judgements regarding their peers

(Baker, 2016; Major, Harris & Zakrajsek, 2016; Schneider, 2015)

**Tools for Implementing Student Peer Review**

There are many ways to implement student peer review in your teaching. These two are supported by the UBC Centre for Teaching, Learning and Technology:

***(1) Calibrated Peer Review TM***

Regents of California site: <http://cpr.molsci.ucla.edu/Home.aspx>

CTLT website: http://lthub.ubc.ca/guides/calibrated-peer-review/

Calibrated Peer Review (CPR) automates the process of distributing writing assignments to the students and then manages a peer review process that involves four steps, in which students:

1. Submit a writing assignment
2. Undergo a process whereby their review skills are calibrated
3. Review peers’ writing, and
4. Assess their own writing assignment

***(2) Connect Self and Peer Assessment Tool***

For an overview, visit: https://isit.arts.ubc.ca/connect-peer-assessment/

This tool allows the instructor to create peer graded assignments from within Connect. Students answer short answer/essay style questions and, once the submission deadline has passed, they are given a set number of randomized assignments from other students to evaluate based on the instructor established criteria.

**Project Team:**

This project is a collaboration between Bachelor of Medical Laboratory Science and Masters of Physical Therapy Program. For more information about the initiative, contact:

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