



Session Objectives

By the end of this session, participants should be able to:

assessment in their own teaching.

olist several benefits of using student peer assessment from the perspective of learners and instructors; obriefly describe some of the potential pitfalls of using student peer assessment and how to avoid them; and odecide on next steps for incorporating student peer



"The quantitative or qualitative evaluation of a learner's performance, by another learner of the same status"

(Patchan & Schunn, 2015, p.592)



Benefits of using peers

Giving/receiving feedback:

- is a skill valued by employers (Jacques, 2000)
- improves learning (Falchikov, 2001; Hamer, Purchase, Luxton-Reilly & Denny, 2014)
- develops appreciation for what counts as high-quality work in a discipline/ subject area (Naci & Naturature Disk, 2008)
- increases learning through teaching ${\scriptstyle \text{(Liu\& Carless, 2006)}}$
- is more immediate (Gibbs, 1999)
- tends to be of greater volume (Gibbs, 1999; Nicol, Thomson, & Breslin, 2013)
- may sensitize student to different reader's perspectives (Noo),



Considerations

- Classroom climate/culture
- Classroom configuration
- Success criteria to provide
 - Exemplars
 - Rubrics
 - Instructor modelling
 - Student generated criteria
- Instructor monitoring of feedback/assessment



On what can peer assessment be conducted?

Students can provide feedback/assessment on:

- Drafts or plans/outlines of work (formative)
- Written work or presentations designed to round out instructor/TA feedback (formative or summative)
 - Provided "in addition to"
- Instructor/TA feedback
 - Provide interpretation or ideas for incorporation (formative)



Potential challenges

- In groups of 2-3:
 - Discuss challenges with implementing student peer assessment.



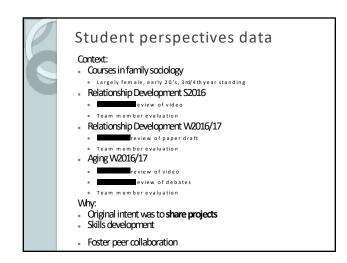


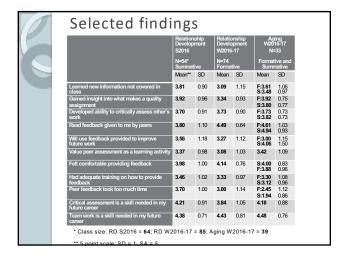
Challenges of peer assessment

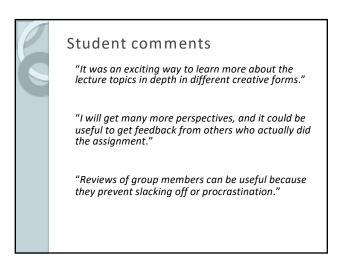
- Student resistance to peer assessment (Brown et al.,1997)
 - Time consuming
 - Dislike judging peers
- May inhibit cooperation (Boud et al.,1999)
 - Students become grade competitive
- Low motivation for the process if not incorporated into grades in some way (Pond et al., 1995)

Some solutions

- Use modest weighting of peer grades (Liu & Carles, 2006)
- Use multiple reviewers to reduce bias (Liu & Carless, 2006)
- Award marks for quality of peer assessment (Blocham & West, 2004)
- Teach students how to provide feedback
 - · Ladder of feedback (Perkins, 2003)









Reflection

Three actions I will take to apply what I've learned in this presentation to my teaching are:

Adapted from: Fenwick, T.J. & Parsons, J. (2000). The art of evaluation: A handbook for educators and trainers. Toronto: Thompson Educational Publishing.



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Further Reading

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