

# Getting people thinking about peer assessment

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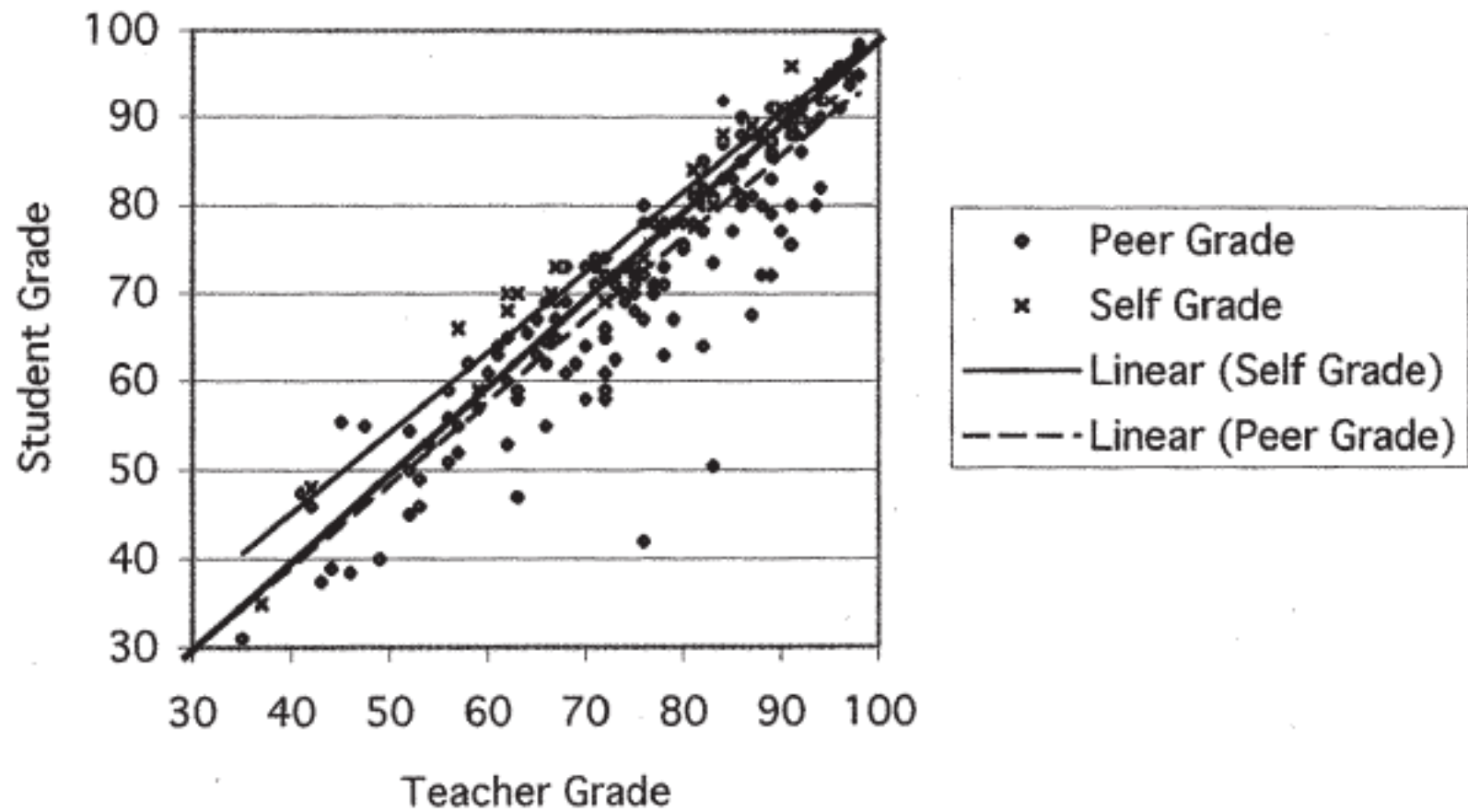
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## context

- Masters course in Education
  - *Understanding learning in the online environment*
- intended to expose some issues and encourage discussion
- alert the students to the tutor's perspective
- that it is valuable to see other people's work is something of an additional bonus

# is peer assessment valid?

- good correlations between tutor and peer marking
  - **Sadler, P. M., & Good, E. (2006)** The impact of self-and peer-grading on student learning. *Educational assessment*, 11(1), 1–31.
- stronger when global judgments are called for
  - **Falchikov, N., & Goldfinch, J. (2000)** Student peer assessment in higher education: A meta-analysis comparing peer and teacher marks. *Review Of Educational Research*, 70(3), 287–322.



# lower the stakes

- Assessment is
  - my mess; my problem; my responsibility
- only do this for one (small; 20%) part of the overall assessment
- peer assessment can influence up, not down
  - students tend to grade best performers most harshly
- early (first & short) assignment, expressly designed to be descriptive, and not to call on a lot of background knowledge

# the assignment

write an account of

“... the needs and characteristics of a particular learner group with which you work”

## after submission

each student given three of their peers'  
submissions to critique

# the peer critique task

- answer three questions
  - yes; to some extent; no
- make additional comments
  - comment briefly on one particular aspect of the report you found interesting and engaging;
  - make one suggestion as to how the report might be improved.



## the questions

- a. Has the writer's relationship with, and responsibilities for, the student group been made clear to you as the reader?
- b. Do you feel that you have a clear idea about the nature of the group, their strengths and particular needs?
- c. Do you feel that you have a clear idea about the challenges faced by the writer in supporting the learner group?

