RAPIDE

Relevant assessment and pedagogies for inclusive digital education

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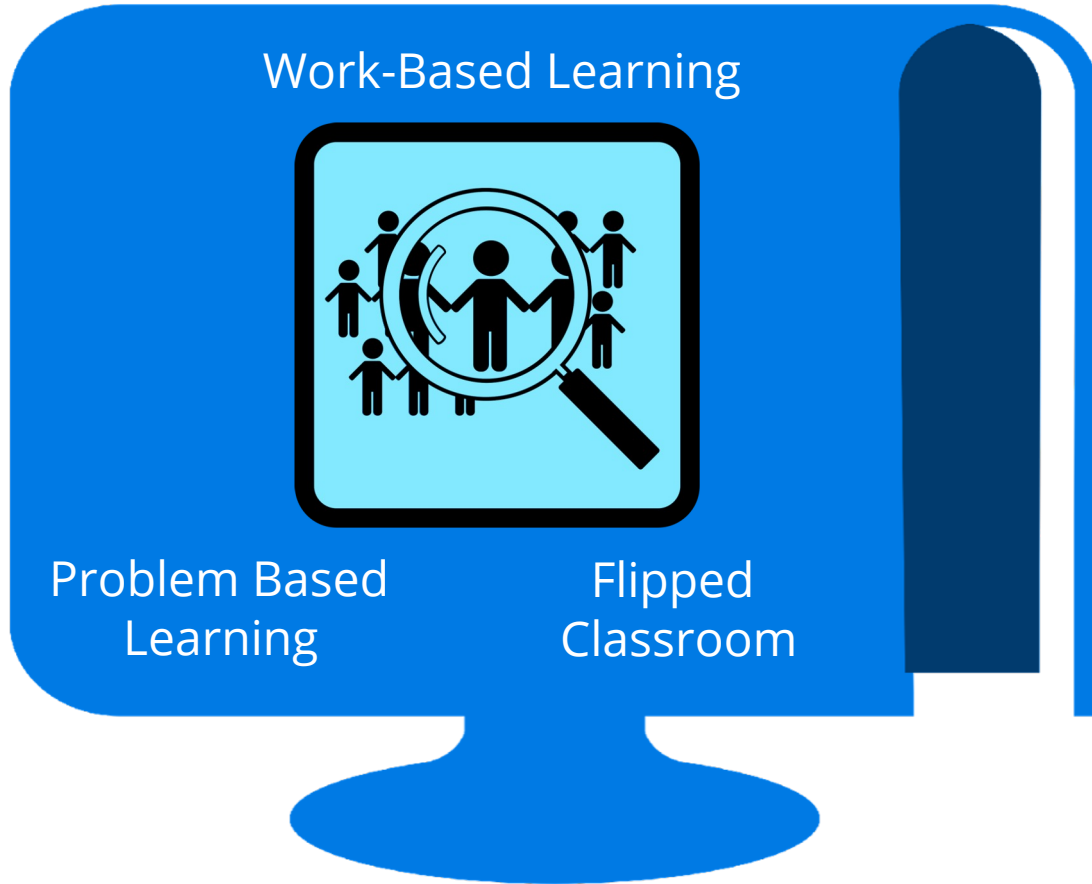
USING PEER ASSESSMENT IN INCLUSIVE DIGITAL EDUCATION

Programme

- Working with peers in education
- Designing Peer Assessment
- Main Takeaways

Student-Centered Approaches

Work-Based Learning

Problem Based Learning

Flipped Classroom

Continuous Feedback

In student-centered approaches, student are facilitated in their learning process and require continuous feedback on their progress in attaining their learning outcomes

Continuous Feedback

NOT providing continuous feedback in student-centered approaches leads to:
- Disenchanted students
- Freeriding
- Not achieving learning outcomes
- Lack of constructive alignment

Challenges in Engaging and Assessing (Large) Groups of Students

So many students... and so little time...

◆ **Students want (intermediate)feedback on their work**
Think of (intermediate) deliverables such as essays, reports, designs, products
Am I on the right track? What did I do wrong and what did I do right? What should I have done differently?

◆ **Students want feedback on their performance**
Think of contribution, initiative, and attitude. Did I do enough? Am I contributing in a positive way?

◆ **Students want to be assessed in an acceptable and transparent way and have some influence on this process**
Think of: How will I be graded? How will they know who did what? How will I know if I meet the criteria?

◆ **Students need to learn that feedback is useful otherwise no effect on learning outcomes and need training in giving feedback**
Why is feedback useful? How do I give constructive feedback?

◆ **Lecturers must assess students individually in a transparent (accreditable) way**
Who did what? Why is this essay better than that essay?

◆ **Lecturers want to give students feedback and accurately assess their work**
Points for improvement, distinguish between good and bad work

Peer Assessment

Peer Assessment

"An arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status."

Keith Topping, 1998

K.J. Topping, "Peer assessment between students in colleges and universities" Review of Educational Research, vol. 68, no. 3, pp. 249-276., 1998.

Advantages of Peer Assessment

Deepens students' understanding	Allows students to develop transversal skills	Allows students to receive feedback during course	Reduces Lecturers' workload	Can inform overall summative assessment

Types of Peer Assessment

I. Peer Review
Students review each other's output

II. Peer Grading
Students grade each other's work

III. Peer Evaluation
Student give each other feedback on work and/or process of work

Designing your Peer Assessment

PA Design depends on:

- Type of course
- Learning outcomes
- Institutional culture and regulations
- Tools and resources available

So little time, so many choices…

- What will you assess?
- Formative/Summative
    - Anonymous/non-anonymous
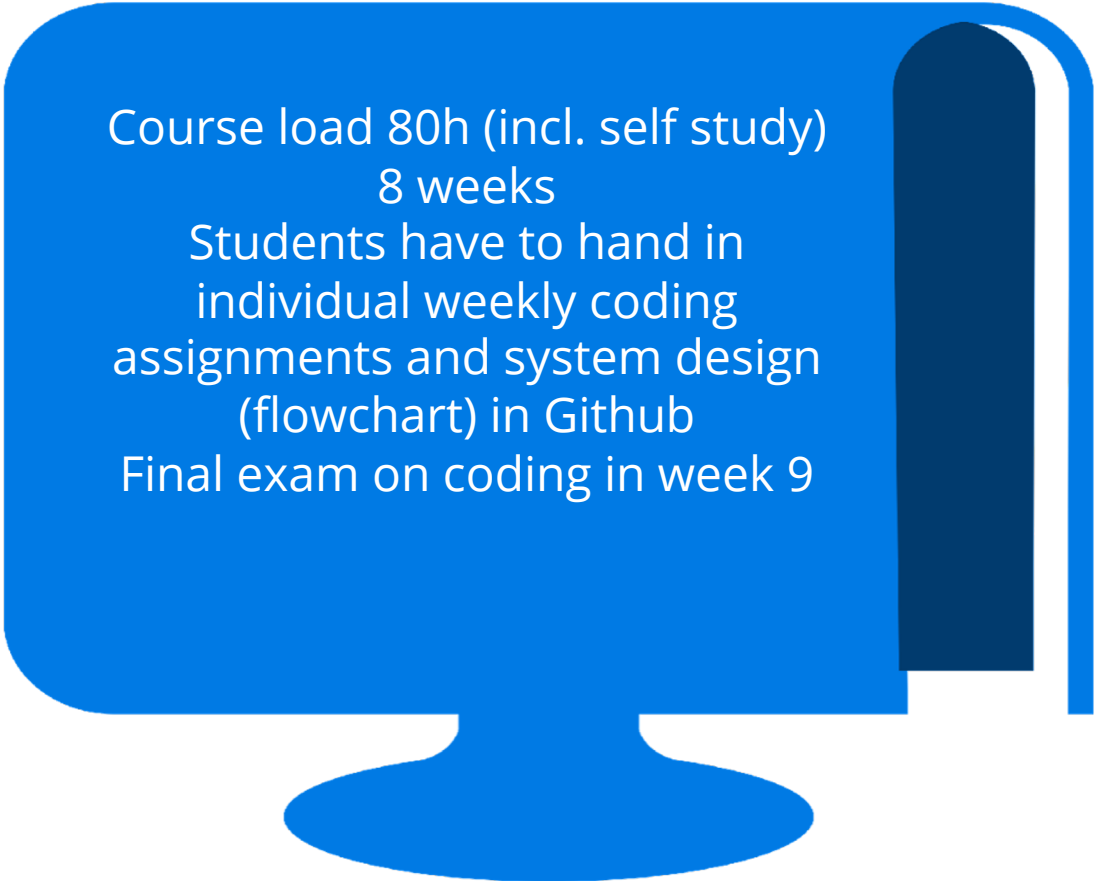   - Criteria
        - Etc…

Workshop Assignment

In max. of 6 groups, design a peer assessment for use in a fictional course using the many options available to you.

After 30 minutes each group peer assesses another group and vice versa giving a tip and a top each

Course 1: Programming

Course load 80h (incl. self study)
8 weeks
Students have to hand in individual weekly coding assignments and system design (flowchart) in Github
Final exam on coding in week 9

Course 2: Introduction to Physics

Course load 80h (incl. self study)
8 weeks
Students have to complete weekly physics labs in groups with one page report
Final assignment is to build a working measurement device as group in day long event in week 9 with given materials (scrap heap challenge)

Course 3: Design Project

Course load 120h (incl. self-study)
10 weeks
Students design, build, and test a marble run in groups that must connect to the marble run of the other groups
Students produce a prototype and an improved prototype
A 7-page draft design report must be handed in in week 5
A final design report must be handed in in week 8

PEER ASSESSMENT TIME

Each group finds another group to Peer Assess their PA Design for their chosen course

Please, individually, give a TIP (what could be improved) and a TOP (what you really like) by writing them on the post-its provided.

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Thank you for taking part!

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