

Self & Peer Assessment: involving students in assessment

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E ducation,
R egulated
L earning &
A ssesment

group

Reasons for SA & PA

- SA & PA happen regardless of teacher actions
- Enhanced autonomy, responsibility and agency
- Increased self-regulatory strategies
- Decreased teacher workload (Debate)
- Increased performance
- ...

But, do SA & PA work?

- **Self-Assessment:** Hattie (2009), Brown & Harris (2013), Panadero, Jonsson & Botella (2017)
- **Peer assessment:** Topping (2003), Van Gennip et al. (2009), van Zundert et al. (2010), Panadero et al. (2018), Double et al. (2020)
- **SA > PA or SA < PA:** collaboration with Yan Zi and his team

Some tensions

What is self-assessment?

- How many types of SA?
- Student self-assessment (SSA) most generally involves a wide variety of mechanisms and techniques through which students describe (i.e., assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their own learning processes and products (Panadero, Brown & Strijbos, 2016)

Self-assessment should be turned into self-feedback

Some authors have been arguing about this shift

- Making the implicit explicit to correct for self-bias
- Shifting from scoring accuracy to content accuracy
- Developmental approach: the power of practice/expertise
- Connecting self-feedback and self-regulated learning
- Changing the view from task-specific to long-term learning

Panadero, Lipnevich & Broadbent (2019)

What is peer assessment?

- Is it the same peer scoring, peer assessment or peer feedback?
- Which one do you think is the most used?
- Which one do you think is the most useful?

Peer Assessment Between Students in Colleges and Universities

Keith Topping
University of Dundee

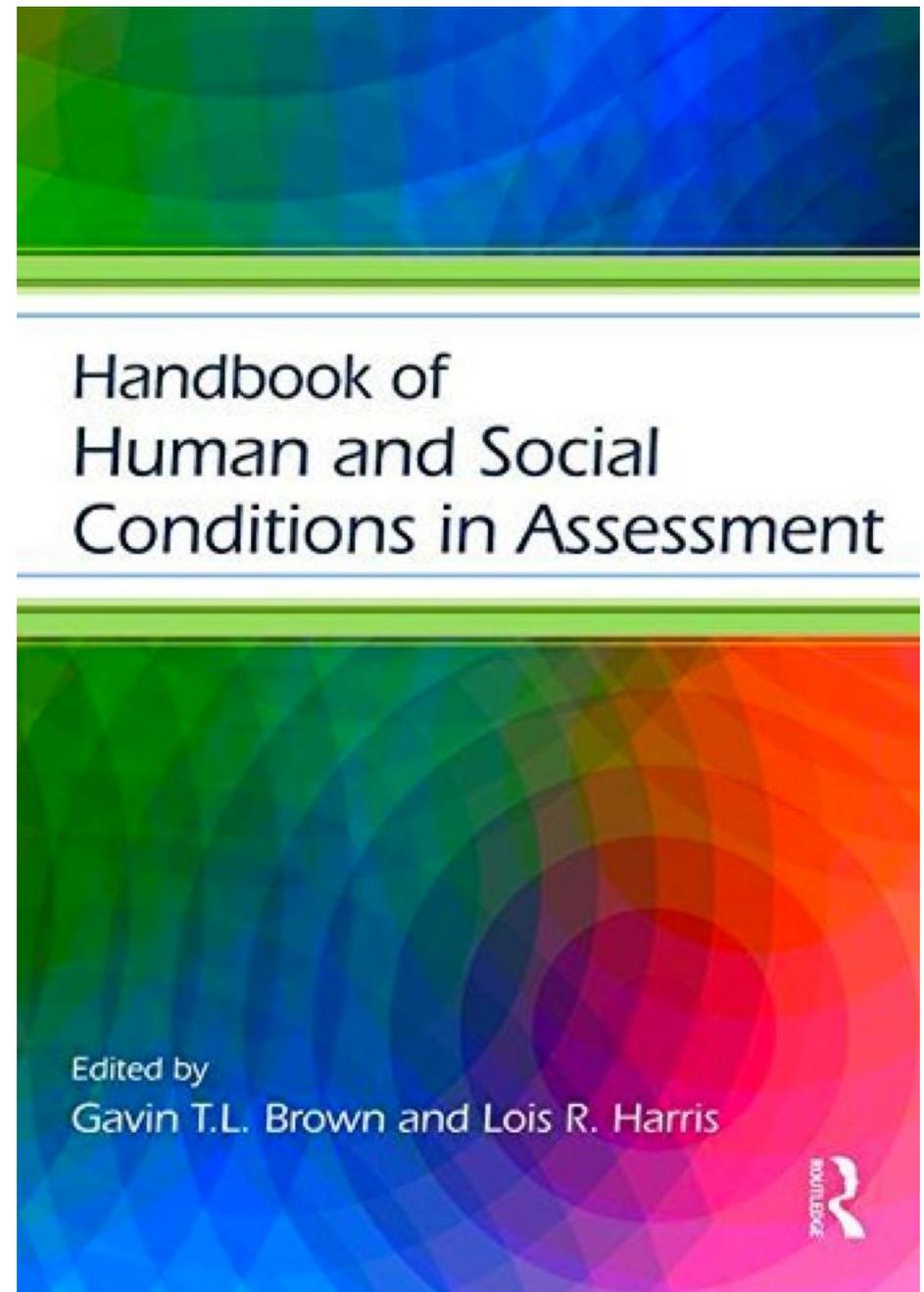
A definition and typology of peer assessment between students in higher education is proposed, and the theoretical underpinnings of the model are discussed. A review of the developing literature follows, including process and outcome studies. This indicates that peer assessment has adequate reliability and validity in a wide variety of applications. Assessment of writing and peer assessment using marks, grades, and portfolios have shown positive formative effects on student achievement and learning. These effects are as good as or better than the effects of teacher assessment. Evidence for such effects from other types of peer assessment (of professional skills, group work or projects, and professional skills) is, as yet, limited. Computer-assisted peer assessment is an emerging growth area. Important factors in successful implementation are summarized, and recommendations for future research and practice are made.

Topping

TABLE 1
A Typology of Peer Assessment in Higher Education

Variable	Range of Variation
1 Curriculum area/subject	All
2 Objectives	Of staff and/or students? Time saving or cognitive/affective gains?
3 Focus	Quantitative/summative or qualitative/formative or both?
4 Product/output	Tests/marks/grades or writing or oral presentations or other skilled behaviours?
5 Relation to staff assessment	Substitutional or supplementary?
6 Official weight	Contributing to assessee final official grade or not?
7 Directionality	One-way, reciprocal, mutual?
8 Privacy	Anonymous/confidential/public?
9 Contact	Distance or face to face?
10 Year	Same or cross year of study?
11 Ability	Same or cross ability?
12 Constellation Assessors	Individuals or pairs or groups?
13 Constellation Assessed	Individuals or pairs or groups?
14 Place	In/out of class?
15 Time	Class time/free time/informally?
16 Requirement	Compulsory or voluntary for assessors/ees?
17 Reward	Course credit or other incentives or reinforcement for participation?

- Panadero, E. (2016). Is it safe? Social, interpersonal, and human effects of peer assessment: A review and future directions. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Conditions in Assessment* (pp. 247-266). New York: Routledge.



Start of the chapter

“With great power comes great
responsibility”

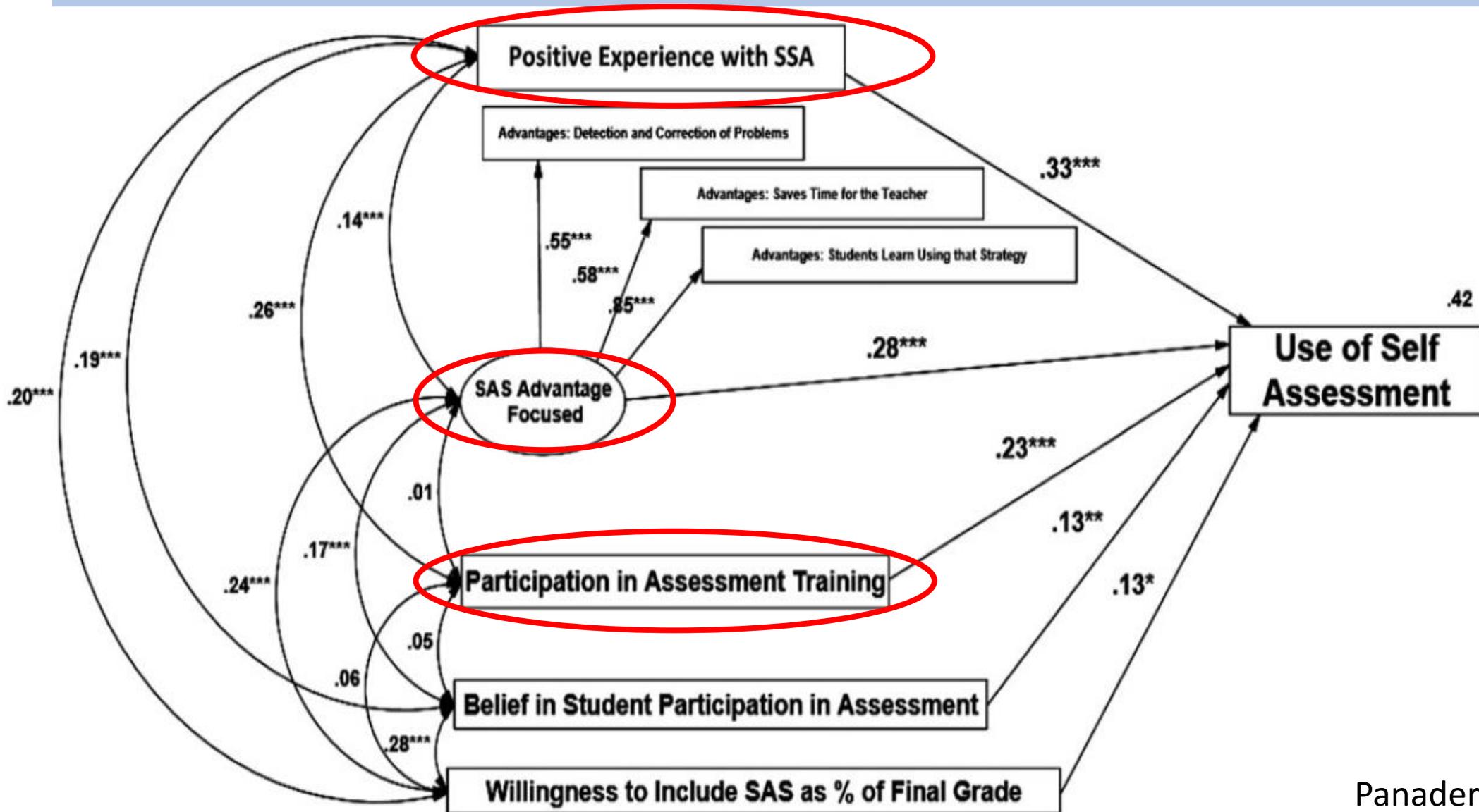
Uncle Ben

Conclusion of the chapter

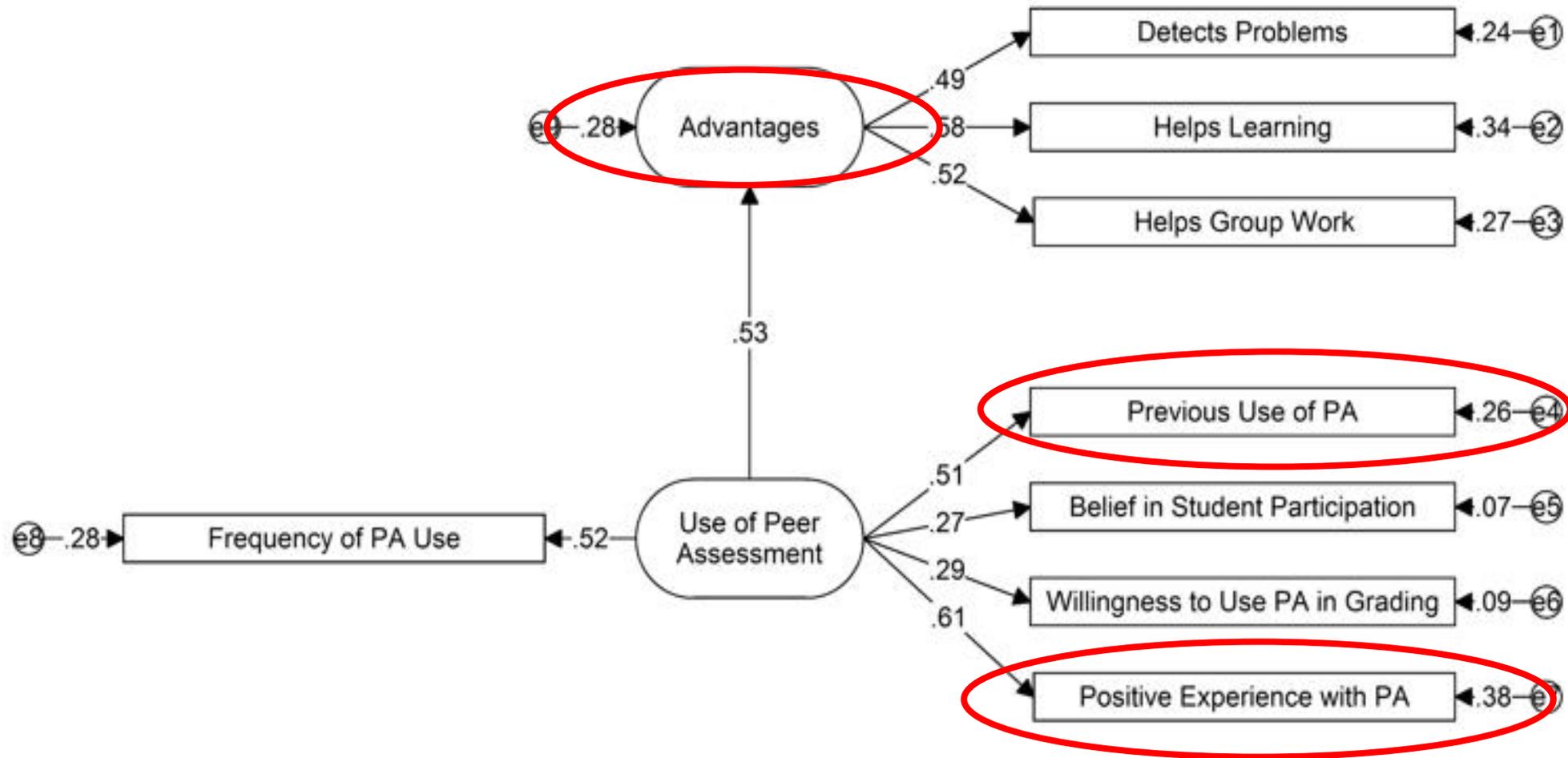
- “...more intensive (**i.e. Formative**) PA implementations produce better human and social outcomes, especially as students gain a deeper understanding of the complexities of PA (McMahon, 2009; Topping et al., 2000). While more superficial approaches to PA (e.g., peer marking), are not wrong, they are not enough because (a) they do not guarantee enough peer feedback and other interactions that lead to more learning, (b) they do not explain why the grades have been awarded, and (c) non-disclosure can increase perceptions of unfairness and discomfort. These issues do not support the conclusion that summative approaches to PA should stop per se because there are grading-oriented approaches to PA (e.g., using rubrics to classify and comment on peer work) that can promote students’ learning when well implemented (Harris & Brown, 2013)... However, teachers need to understand the limited scope if such approaches are adopted.” (Panadero, 2016 dixit)

Main predictors of teachers' use

Contributors to the use of self-assessment



Contributors to the use of peer assessment



**How shall we
implement SA & PA?**

- SA & PA take deliberative practice
- Clear goals, criteria and exemplars are key
- Rubric-referenced helps
- Students reluctant at first but love it at second ;)
- Developmental approach (Panadero et al., 2016)

Recommendations for implementing SA

1. Define the criteria by which students assess their work
2. Teach students how to apply the criteria
3. Give students feedback on their self-assessments
4. Give students help in using self-assessment data to improve performance
5. Provide sufficient time for revision after self-assessment
6. Do not turn self-assessment into only self-evaluation by counting it toward a grade

Panadero, Jonsson & Strijbos (2016)

Recommendations for implementing PA

1. Clarify the purpose of PA, its rationale and expectations to the students
2. Involve students in developing and clarifying assessment criteria
3. Match participants (e.g., individuals, groups) fostering productive PA
4. Determine the PA format (e.g., rating with or without comments) and mode of PA interaction (e.g., face-to-face or online)
5. Provide quality PA training, examples and practice (including FB about PA)
6. Provide rubrics, scripts, checklists or other tangible scaffolding for PA
7. Specify PA activities and timescale
8. Monitor the PA process and coach students

Panadero, Jonsson & Strijbos (2016)

Self- and peer assessment:
*powerful learning “entities” that
require explicit instructional support
for reaching their full potential*

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