

## Self and Peer Assessment: Call for Case Studies

The Centre is planning a second edition of Self- and Peer-Assessment: Guidance on Practice in the Biosciences and we are looking for two types of case studies to include in the new edition: formal and informal. The formal case studies report on structured teaching (as those included in the first edition) with information on rationale for using self- and peer-assessment, what was done, found/achieved etc.

The second example of self- and peer-assessment examples are looking at less structured practices which are more student orientated. What we have in mind are examples where students go through self- and peer-assessment practices which are more formative and not necessarily co-ordinated by the tutor. Examples of these may come from students learning on fieldwork, practical classes, working with exemplars of previous student cohorts work. In fact, anything that involves students working and talking together, making judgements about what is being said, and considering ways forward. More information on Informal Case Studies is available below.

We anticipate receiving many more offers of case studies than we can accommodate in the printed Guide and are therefore inviting **expressions of interest** (EOI) in the first instance. If you are interested in providing a case study then please send an EOI consisting of a title, *brief* description and case study type to [heabioscience@leeds.ac.uk](mailto:heabioscience@leeds.ac.uk) by **Friday 24 September 2010**. Successful applicants will be invited to submit full case studies by Monday 18 October 2010. Authors will receive a remuneration of **£100** for each commissioned case study that is completed on time and accepted by the Guide editor.

### Informal Case studies

'Informal' case studies are intended to capture less structured practices which may well be more student orientated. What we have in mind are examples where students go through self- and peer-assessment practices which are more formative and not necessarily co-ordinated by the tutor. Examples of these may come from students learning on fieldwork, practical classes, working with exemplars of previous student cohorts work etc. In fact, anything that involves students working and talking together, making judgements about what is being said, and considering ways forward. So for example, students working in a practical class may:

1. Set or adapt learning objectives for the practical they are doing. Thus they **Generate** a purpose
2. There is some self-awareness of what they are going to do and why. They may talk to others and observe what they are doing and modify their own understanding of what is required. **O**rientation of self action is seen. What type of internal feedback is generated. What happens to the feedback given by their peers?
3. They then decide what **A**ctions to take. How do they are on peer, tutor and most importantly, internally generated feedback?
4. They then make some **L**earning evaluation i.e. identify what they have achieved
5. They then develop a **S**trategy of what to do next

What is outlined here is the GOALS approach to self-assessment. What we are asking for are examples of where students have undertaken such a process, and have been encouraged to record what they see. Variation on the GOALS approach can be used. In essence what we want to do is capture the often unconscious learning processes that we all use when approach a particular learning experience.

If you want to discuss this further then please contact Paul Orsmond ([P.Orsmond@staffs.ac.uk](mailto:P.Orsmond@staffs.ac.uk)).