The background of the slide features a photograph of a Gothic-style building tower, likely the Glasgow University tower, with a prominent spire. The tower is constructed of dark stone and has several arched windows. In the foreground, there are trees with autumn foliage in shades of red, orange, and yellow. The sky is a clear, bright blue.

Peer assessment of Group Work in a Large Level 1 Biology Class

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Level 1 Biology Class

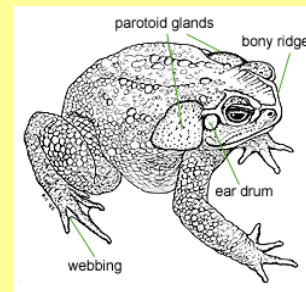
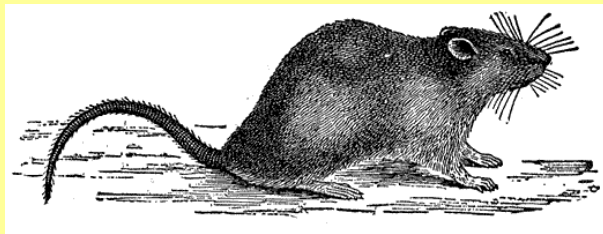
- 600 - 700 students
- 14 laboratory classes
- approximately 48 students per lab
- each lab has 6 groups of 8 students
- total of 84 groups
- the students are assigned a lab position at the beginning of the year and this determines their group

Lifestyle Assignment


- **AIM:** To investigate and evaluate the lifestyles of
 - (a) species other than humans and
 - (b) humans in other parts of the planet
- **GROUP WORK:**
 - (a) debate
 - (b) poster

Debate

- based on Darwin's dilemma
- argue case for elimination of species of choice which is too damaging to planet
- argue case for preserving species chosen by another group
- **EXAMPLES:**




Poster - comparing lifestyle of people in Britain with that of another country



UNITED KINGDOM AND JAPAN

- A LIFESTYLE COMPARISON IN SELECTED CURRENT TOPICS



GROUP MEMBERS

Tegan Dwyer
Thomas Dwyer
Matthew Dwyer
Richard Dwyer
Aron Campbell
Niall Mackinnon
Thomas B.
Clair McLean

DAILY DIET AND EXERCISE

The UK has been getting population smaller over time with decreasing birth rates and that has led to a decline in the number of people aged 15-24. This has led to a decline in the number of people aged 15-24. This has led to a decline in the number of people aged 15-24.

Daily Diet intake

The UK has a higher average consumption of meat than Japan. The UK has a higher average consumption of meat than Japan. The UK has a higher average consumption of meat than Japan.

Daily Exercise intake

The UK has a higher average consumption of exercise than Japan. The UK has a higher average consumption of exercise than Japan. The UK has a higher average consumption of exercise than Japan.

ENERGY USAGE

The UK has a higher average consumption of energy than Japan. The UK has a higher average consumption of energy than Japan. The UK has a higher average consumption of energy than Japan.

Energy Consumption per capita compared

The UK has a higher average consumption of energy than Japan. The UK has a higher average consumption of energy than Japan. The UK has a higher average consumption of energy than Japan.

POLLUTION

The UK has a higher average consumption of pollution than Japan. The UK has a higher average consumption of pollution than Japan. The UK has a higher average consumption of pollution than Japan.

Air pollution: Emission of Sulphur Dioxide and Nitrogen Dioxide

The UK has a higher average consumption of pollution than Japan. The UK has a higher average consumption of pollution than Japan. The UK has a higher average consumption of pollution than Japan.

CONCLUSION

The UK has a higher average consumption of lifestyle than Japan. The UK has a higher average consumption of lifestyle than Japan. The UK has a higher average consumption of lifestyle than Japan.

INTRODUCTION

The poster compares the lifestyle of people in the United Kingdom and Japan. It compares the two countries in terms of diet, exercise, energy usage, and pollution. The poster is divided into four main sections: Daily Diet and Exercise, Energy Usage, Pollution, and Conclusion. Each section contains text, images, and charts comparing the two countries. The charts are bar charts showing the difference between the UK and Japan in each category. The text provides context and explains the data shown in the charts. The conclusion summarizes the findings and discusses the implications of the differences between the two countries.

Previous experience of peer assessment in smaller class

- used paper forms for students to allocate peer marks out of 10 to all other members of the group
- very time consuming to enter marks into spreadsheets

First attempt

- debate & poster given mark (y) out of 100
- mark multiplied by number (n) in group to give total group marks (yn)
- students required to divide these marks communally between members of group
- **STUDENTS DID NOT LIKE THIS**

Pre-requisites of peer assessment scheme

- acceptable to staff
 - easy to administer
 - reliable
- acceptable to the students
 - confidential
 - fair

Operational rules

- compulsory to return form - no marks for project work if not returned
- groups elect leaders
- group leaders required to return attendance lists which can be used by staff if marks are disputed

Web forms

- Students e-mailed a unique URL code made from name and matric number
- This gives access to individual form with list of other group members and spaces for marks
- Students complete forms on-line
- Forms have built in validation so that all fields must be completed
- Marks processed using Excel

Calculation of peer assessed marks

- Group given mark (**y**) out of 100
- Multiplied by number of students (**n**) in group to give total group mark (**yn**)
- Students give each other a mark out of 10
- These averaged to give each student a peer mark (**m_i**)
- Obtain sum of peer marks $\sum_{i=1}^n m_i$
- Final mark for student (i) = $\frac{m_i}{\sum_{i=1}^n m_i} yn$

Example 1

- Group of 3 students is given 60% for their poster & debate
- All students in group give each other the same mark 7 say
- Each has average peer mark of 7
- Each gets a final mark of

$$\frac{7}{(7 + 7 + 7)} \times 3 \times 60 = 60\%$$

Example 2

- Group is given 60% for poster & debate
- James gets average peer mark of 5
Laura gets 8
Fiona gets 7
- Final mark for James is $\frac{5}{(5 + 8 + 7)} \times 3 \times 60 = 45\%$
- Laura $\frac{8}{20} \times 180 = 72\%$
- Fiona $\frac{7}{20} \times 180 = 63\%$

Concluding comments

- Scheme takes into account whether the students are harsh or lenient markers
- Students liked scheme
- Staff found scheme easy to operate
- Programming for web forms and Excel calculations not difficult but does require someone with suitable experience