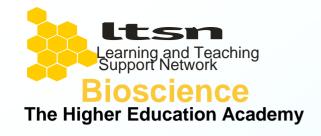


Self- and peer- assessment: more than just an eye opener.

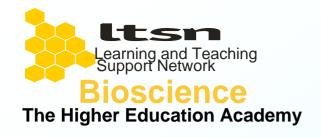
Paul Orsmond

Staffordshire University



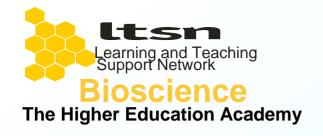
Definitions

• Boud (1995) states 'whenever we learn we question ourselves. How am I doing? Is this enough? Is this right? How can I tell? Should I go further? In the act of questioning is the act of judging ourselves and making decisions about the next step. This is self assessment'.

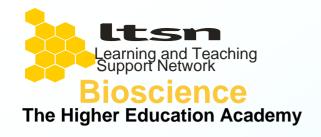


Definitions

 Peer assessment has been defined (Topping et al. 2000) as 'an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status'.

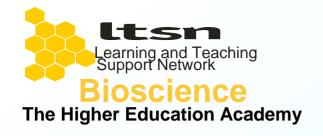


- Carl Rogers in 1951
 - We cannot teach another person directly, we can only facilitate their learning
 - Faculty groups discussions 'how much shall we cover in this course?' and 'isn't that topic best taught in year 3?'
 - All based on the false belief 'that what is taught is what is learnt'

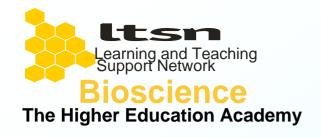


- Carl Rogers 1951
 - Student-centred approach to education 'what is the purpose of their study?' and 'how can we facilitate their learning?'

• Revolutionary nature – 'a person learns significantly only those things which they perceive as being involved in the maintenance of, or enhancement of, the structure of self'



- Carl Rogers 1951
 - What is desired in students is 'growth and this involves change in self'
 - Goals of education. Students should be:
 - Critical learners able to evaluate the contributions made by others
 - Able to cooperate effectively with others in various learning activities
 - 'Even in our culture these are functional goals of very few educators'

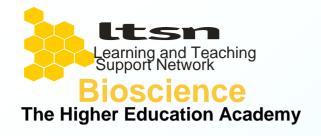


Carl Rogers 1951

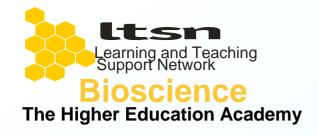
What were the goals of learning

- Reproduce certain information
- Have skills in performing certain prescribed intellectual operation
- Can reproduce the thinking of their teacher
- Boud and Falchikov 2004

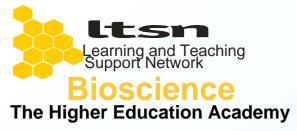
'at practice inconsistent with research in HE and indeed institutional policy'.



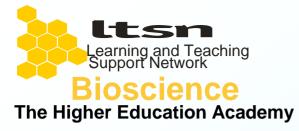
- Not much
- So what?
- So little meaningful learning is taking place
- Does this matter?
- Yes because changes are coming



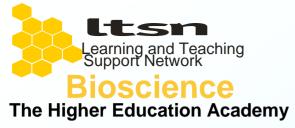
- Self- and peer- assessment are sources of assessment (Brown *et al.*, 1997) and need to be student-centred.
- Biggs constructive alignment (constructive how we learn and alignment how we emphasis alignment between the objectives of a course and the targets for assessing student performance)



- Learning outcomes linked to student activities via assessment
- Learning outcomes need to be owned by the student to have value – worth
- Ownership of outcomes relates to who owns assessment.
- Ownership is related to power
- Self- and peer- assessment student ownership of assessment ownership of *their* learning

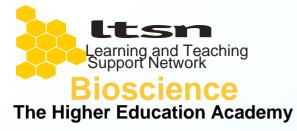


- Formative learning shaping
- whenever we learn we question ourselves.
 (Internal feedback) How am I doing?
 (Feedback external/internal) Is this enough?
 (Feedback external/internal) Is this right?
 (Feedback external/internal) How can I tell?
 (Criteria) Should I go further? (Criteria and feedack) In the act of questioning is the act of judging (Criteria) ourselves and making decisions about the next step (Future Learning). This is self assessment'.

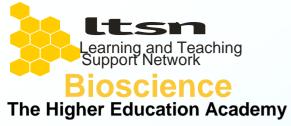


 The role of self- and peer- assessment is to provide formative learning through

- 'Ownership'
- Feedback to shape
- Criteria understanding
- Provide for future learning



- Future Learning
 - The Learning Society (Dearing Report, 1997)
 - Supercomplex world (Barnett, 2000)
 - Sustainable assessment (Boud 2000)
 - PDP reflective practice (Cowan 2002)
 - Employability (Knight and Yorke, 2003)
 - What next -?
 - Realisation of Carl Rogers 'goals of learning'



Self- and peer- assessment: more than just an eye opener.

- Ownership
- Feedback
- Criteria

 All the above involve discussions with students and discussion means with have to open our mouths, and ears.