

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

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# 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*'.

# What's New?

- 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’

# What's New?

- 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’

# What's New?

- 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’

# What's New?

- 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’.

# What's New?

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



# The Role of Self- and Peer- Assessment in Learning

- 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)



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# The Role of Self- and Peer- Assessment in Learning

- 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



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# The Role of Self- and Peer- Assessment in 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 feedback**) *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 in Learning

- The role of self- and peer- assessment is to provide formative learning through
  - ‘Ownership’
  - Feedback to shape
  - Criteria – understanding
  - Provide for future learning

# The Role of Self- and Peer- Assessment in 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’



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# 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.