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Bioscience

-- Peer assessment --

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- **Accurate and reproducible**
- **Appropriate methods used**
- **Efficient and timely**
- **Related to learning objectives**
- **Monitors student progress**
- **Provides staff-student contact**
- **ALWAYS provides high quality feedback**
- **Stimulates learning**
- **Develop self-assessment abilities**
- **Appeals process**



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Does peer assessment make the grade?

- **Accurate and reproducible**
- **Appropriate methods used**
- **Efficient and timely**
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- **Monitors student progress**
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- **ALWAYS provides high quality feedback**
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- **Develop self-assessment abilities**
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What have we peer-assessed?

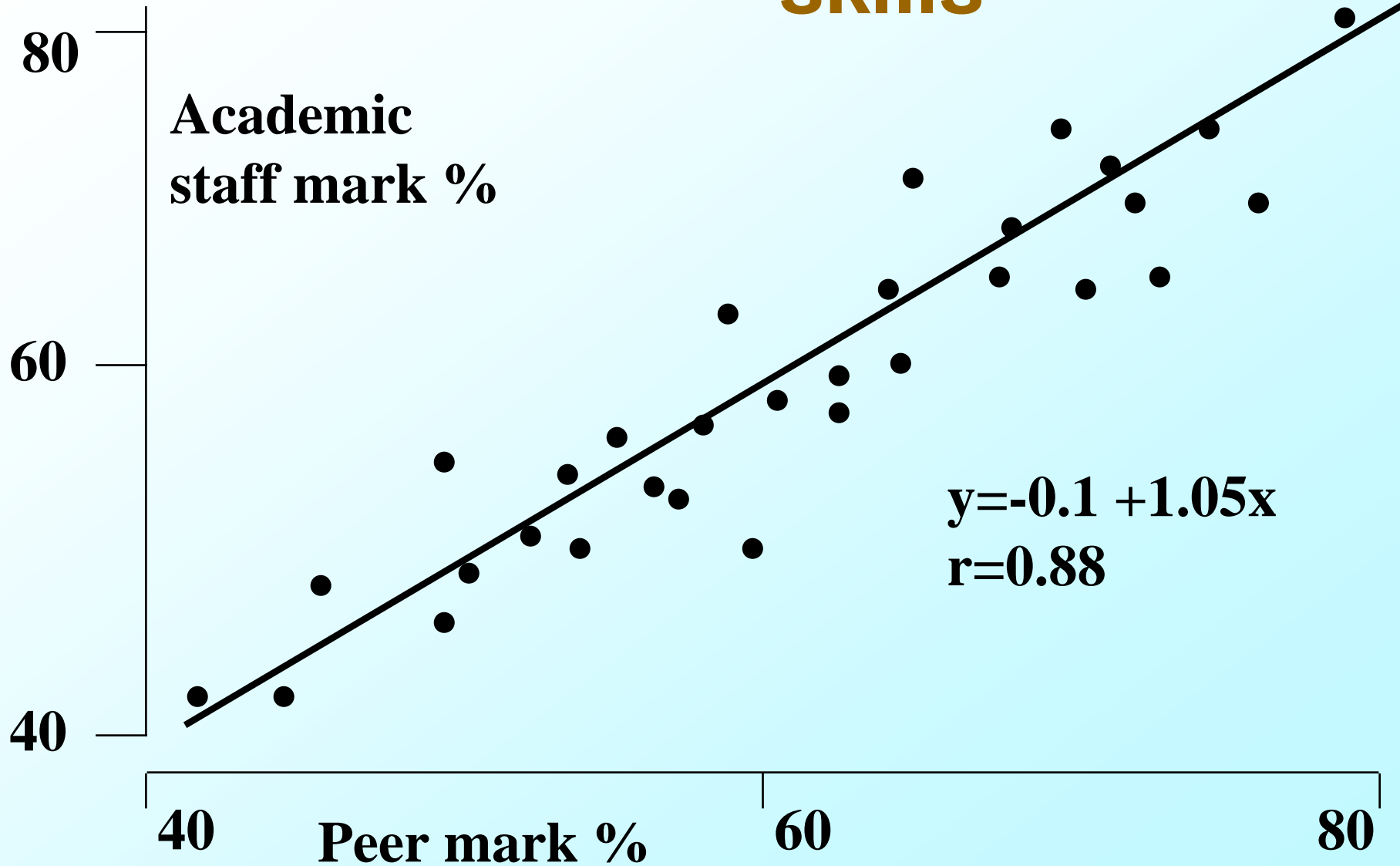
- **Verbal communication**
- **Poster presentations**
- **Information retrieval and formatting**
- **Laboratory reports**
- **Long essays (**)**



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Verbal presentation skills



Verbal presentation skills

MARKING BY

n=44	ACADEMICS	PEERS
Global mean	63.2 _± 7.8	60.2 _± 6.1
<i>Commonality:</i>		
Top quartile	11	10
mean _± s.e.	77.2 _± 4.8	74.1 _± 5.6
Bottom quartile	11	9
mean _± s.e.	48.2 _± 3.5	44.1 _± 3.9

Why use peer assessment of lab write-ups?

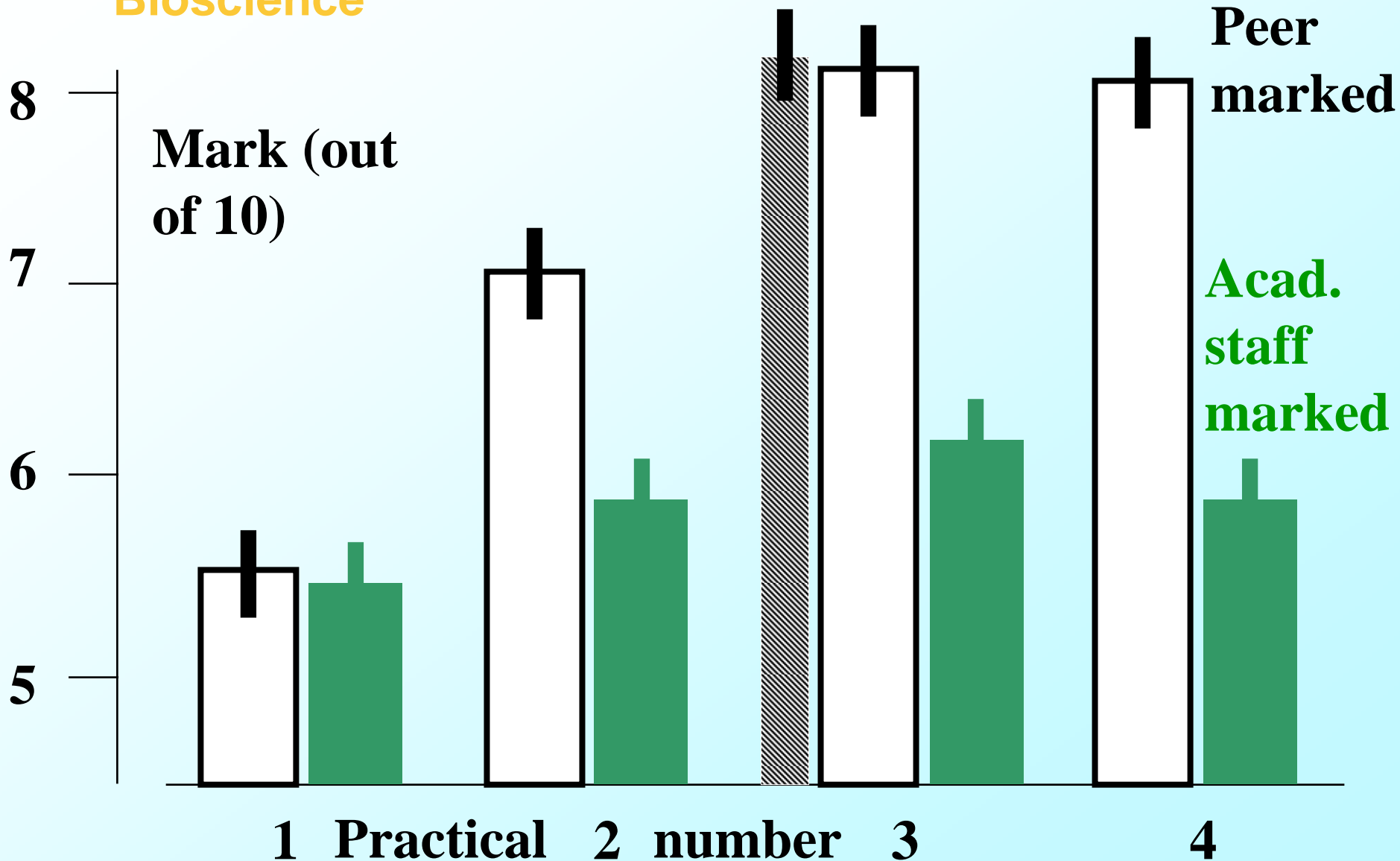
- **saves staff time and effort (200 every 14 days)**
- **all get all the information**
- **provides full explanation**
- **requires better understanding**
- **develops critical evaluation**
- **see others' mistakes and standards**

How is it done?

- **explain purpose**
- **instructions on format; additional questions**
- **hand-in deadline (penalty)**
- **all in LT (350) (penalty) - distribute at random**
- **explicit marking schedule distributed**
- **prepared explanations + OHP**
- **total marks and sign (10% checked)**
- **appeals procedure**



Practical write-ups




What are the problems?

- **introduction and initiation**
- **keep silence during marking!**
- **students don't like it (hard work, its your job, some are unfair)**
- **marking schedules get passed on**
- **cheating?**
- **scheduling; all same prac; time between prac and marking session; standard answer /data**

Peer poster assessment

	Group A	Group B	Group C
	n=4	n=4	n=4
	staff	peer	staff
first poster	56 _{±4}	55 _{±4}	59 _{±3}
	staff	staff	staff
second poster	67 _{±4}	83 _{±4}	78 _{±5}



NOTE: peer process took significantly longer; small numbers; groups not isolated; 6 weeks between posters; rest of course ongoing; self selection of groups; new method effect

Peer assessment of long essays

- **Medical students**
- **3000 - 4000 words**
- **proforma for staff and students
(properly referenced, critical approach,
evidence based; good presentation)**
- **Staff mark $70.2 \pm 2.1\%$**
- **Student mark $72.6 \pm 2.2\%$**
- **NSD; $P > 0.7$**

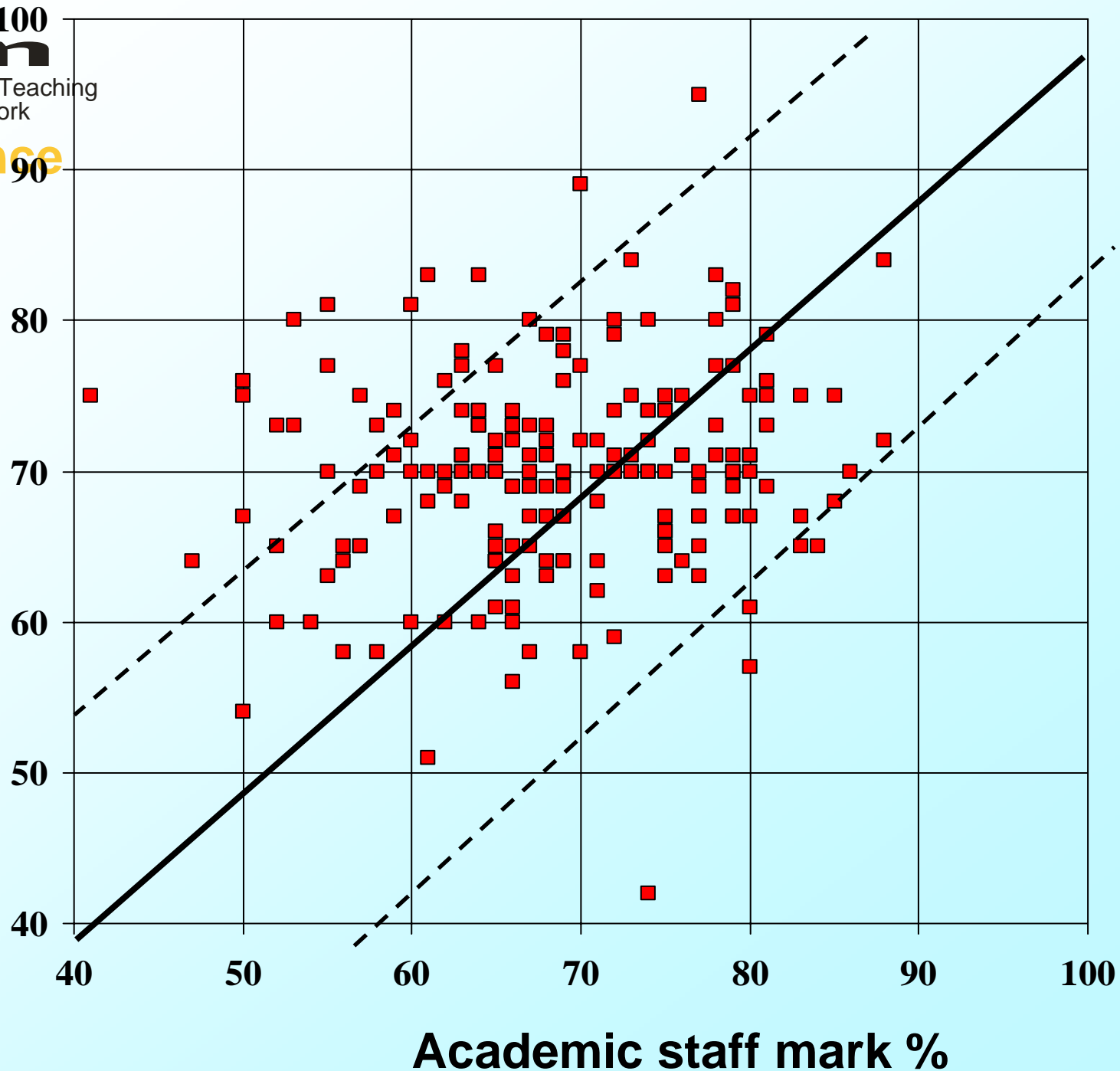


100
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**Med
student
long
essays**

**Peer (self)
mark %**



Take home messages

PEER ASSESSMENT

- **is is good assessment**
- **can save you time**
- **can improve student learning**