

-- Peer assessment --

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GOOD assessment

- **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**

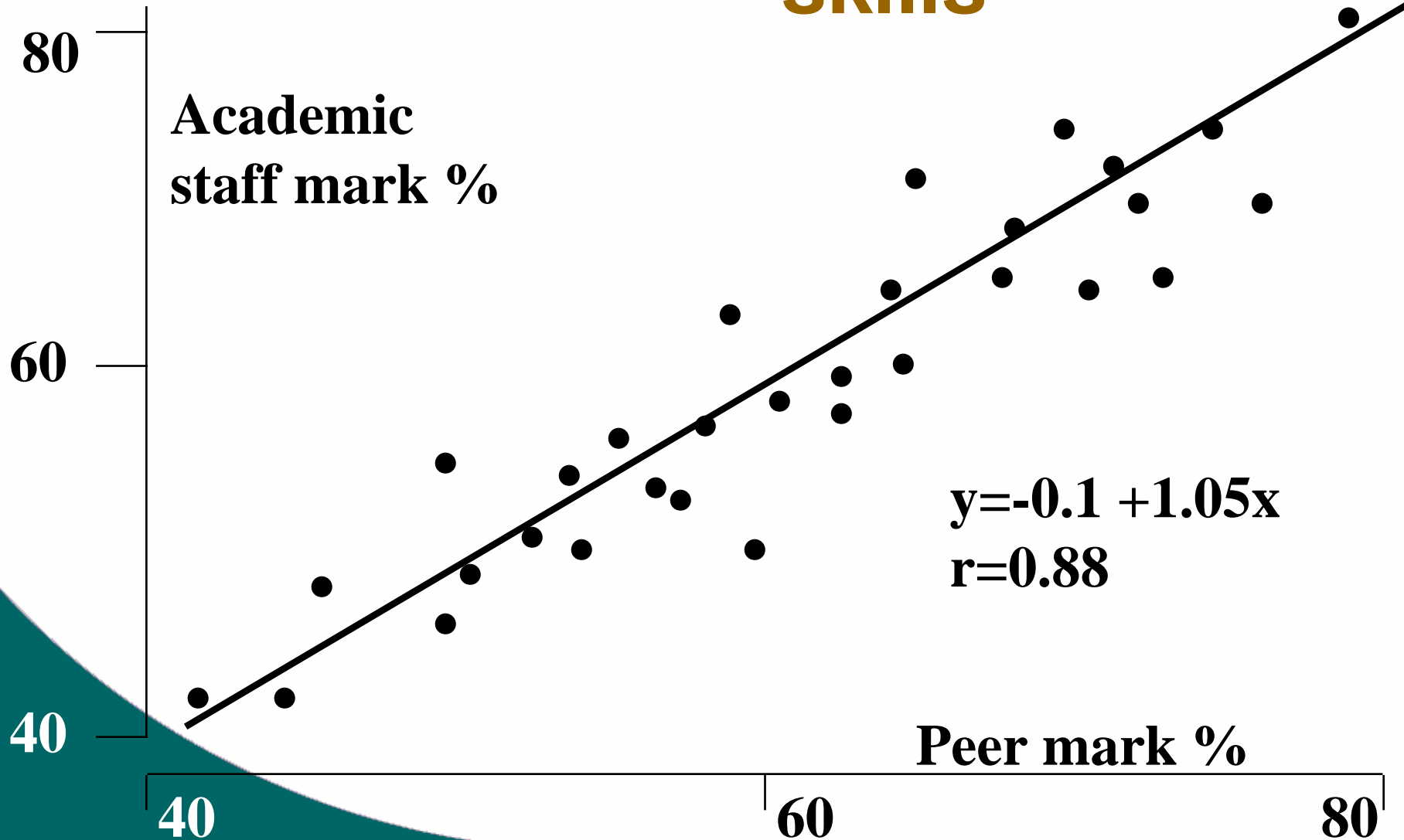
Does peer assessment make the grade?

- 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

What have we peer-assessed?

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

Verbal presentation skills



Coping strategies for lab report marking

- Work in groups; joint rather than individual report.
- Run parallel non-laboratory activities on some weeks.
- Abolish half the practicals and provide time for self-directed learning.
- Mark only some of the laboratory exercises.
- Get your post-graduate students to do the marking for you.
- Specify very tight format; reporting data recorded, processing, final result
- Use MCQ or EMSQ to test understanding of the practical/calculations.
- Pre-prepared comment sheets for feedback or assembled feedback via MLE
- Use peer- or self- marking of the write-ups.
- Offer practically intensive and practically non-intensive options.
- Separate the learning objectives of lab classes and teach each explicitly.

Peer marking copes with problem and has bonuses

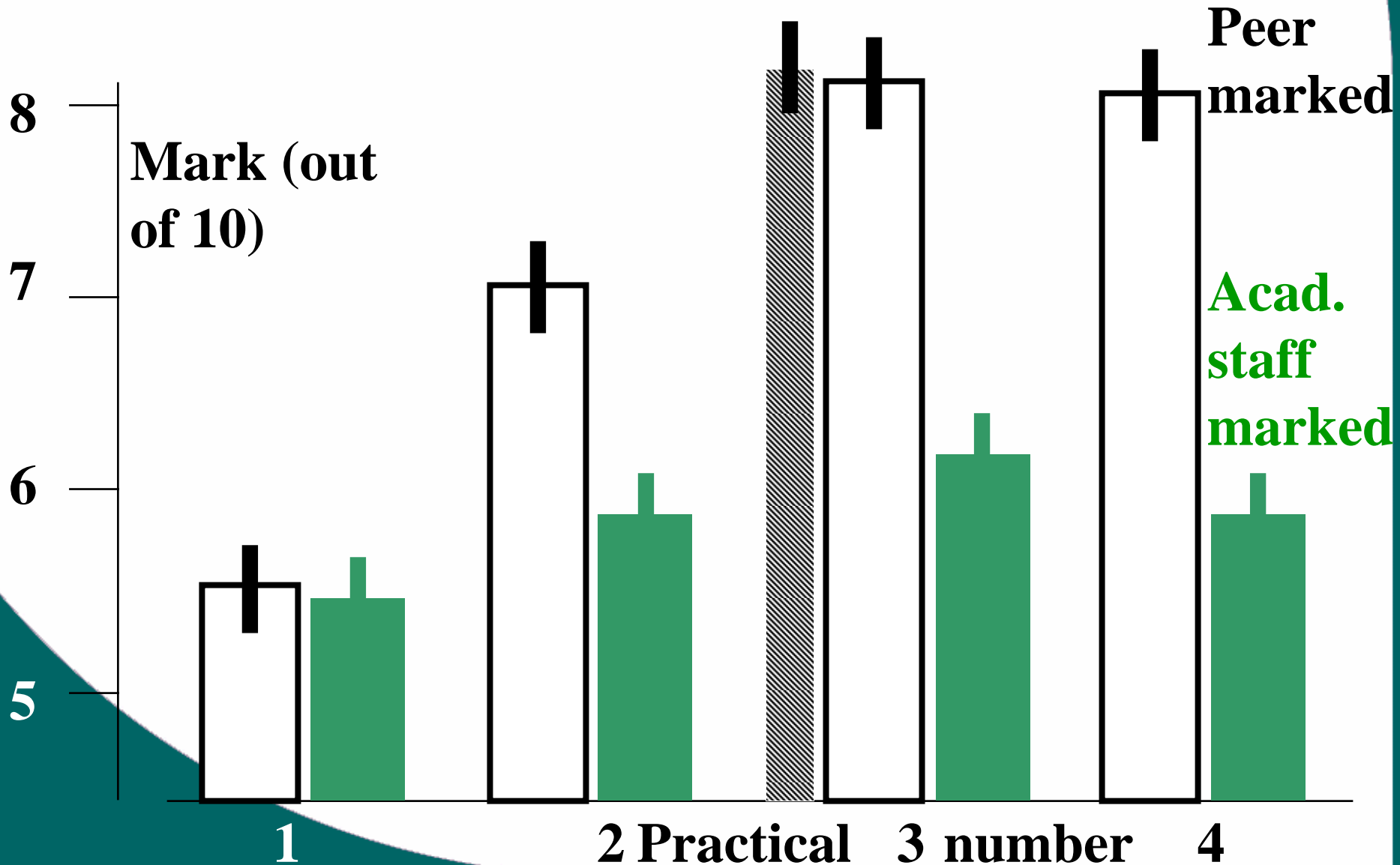
Why use peer assessment of lab write-ups?

- **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**
- **exposes bias/fairness/integrity issues**

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	peer
first poster	56 _{±4}	55 _{±4} →	59 _{±3}
	staff	staff	staff
second poster	67 _{±4}	83 _{±4}	78 _{±5}

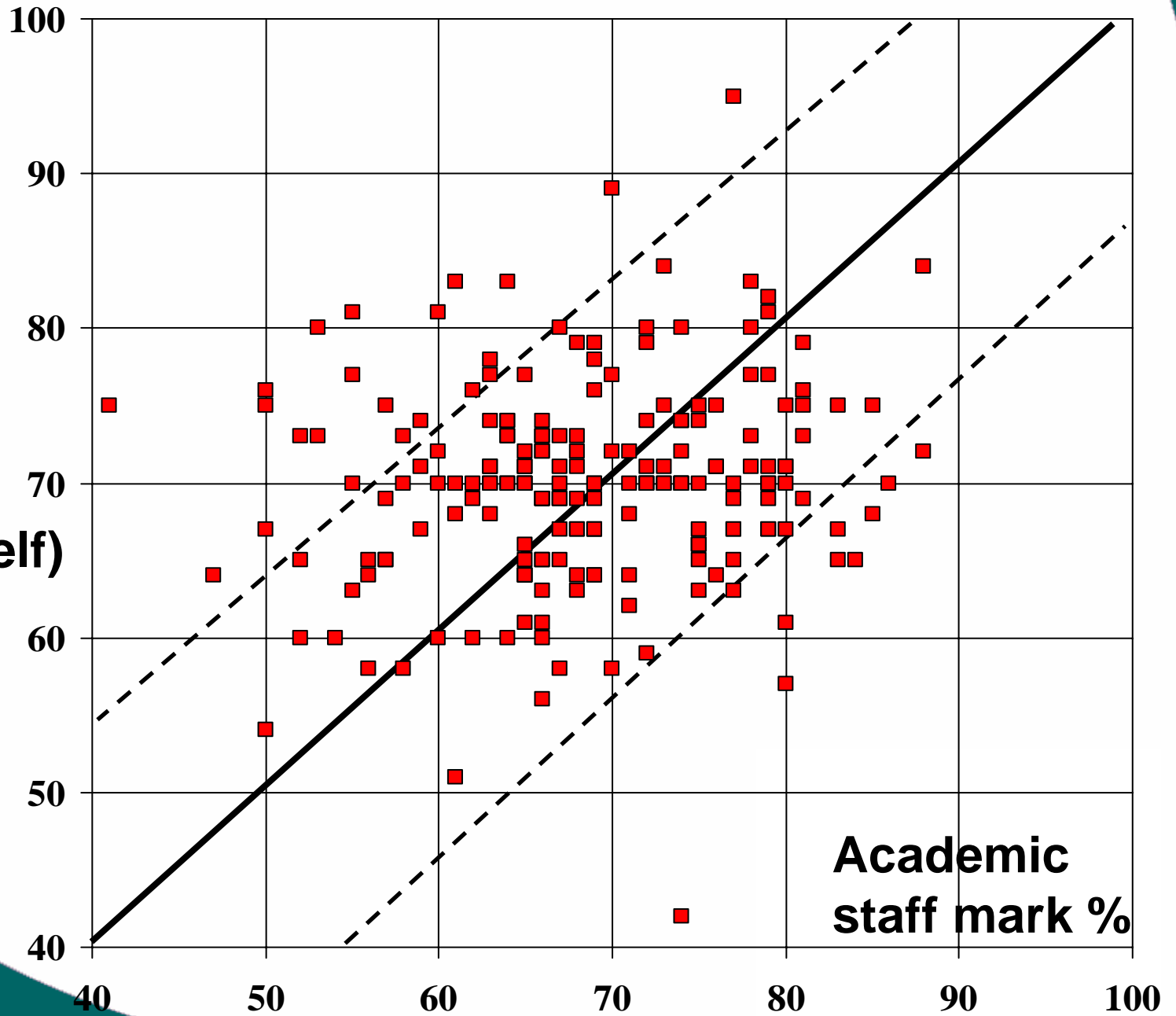
NOTE: peer process took significantly longer; small numbers; groups not isolated; 6 weeks between posters; rest of course ongoing; self selection of groups; new method effect

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; $P > 0.7$**

**Med
student
long
essays**

**Peer (self)
mark %**



**Academic
staff mark %**

Take home messages

PEER ASSESSMENT

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