

Professional Development Programme

Assessment for Learning

Wednesday 13th April, 2005

University of Reading

This, the third of a series of meetings to promote assessment for learning was attended by thirty-eight delegates. As with the first two meetings the day focused on peer- and self-assessment but other aspects were also considered. The content of the day was as follows:

- [Introduction to Assessment for Learning](#) Ian Hughes
- [Self- and Peer- Assessment; can it influence student learning outcomes?](#) Paul Orsmond
- [Peer-Assessed Problem-Based Case Studies](#) Liz Folland
- [Peer Assessment of Laboratory Reports](#) Ian Hughes
- [Assessment Activity](#) facilitated by Paul Orsmond
- [Assessment of Work-Based Learning](#) Stephen Gomez
- [Peer and Self Assessment of Oral Presentations; Effects of Learner Attributes](#) Mark Langan

Introduction to Assessment for Learning
Professor Ian Hughes, Centre for Bioscience

Ian opened the day with a presentation outlining the key components of assessment for learning. He defined some of the purposes of assessment and highlighted some of the pressures that may affect it. He noted that assessment isn't just there to find out what students have learned but to aid their learning. Ian then focused thoughts for the day by asking delegates to consider if the assessment in their courses was assessment of learning or assessment for learning.

[View Ian's 'Introduction to Assessment for Learning' slides](#)

Self- and Peer-Assessment; can it influence student learning outcomes?
Paul Orsmond, Staffordshire University

Paul's talk described how self and peer assessment may affect how students learn and use the knowledge and skills they acquire, outlining the potential role that self- and peer-assessment have for a student-centred approach to assessment and learning. He pointed out the reasons for, and benefits from, using self- and/or peer-assessment before describing how peer and self assessment can be used in particular areas of learning and teaching.

[View Paul's 'Self- and Peer-Assessment; can it influence student learning outcomes?' slides](#)

Peer Assessed Problem-Based Case Studies Liz Folland, University of Plymouth

Liz's presentation described how she has used peer-assessment in a Food Science module. She described the process by which the students were introduced to, and prepared for, the peer assessment process and the details on how the assessment was conducted. Liz also gave recommendations for how to conduct peer-assessment and pointed out some of the advantages of that she had seen in using peer-assessment with students.

[View Liz's 'Peer Assessed Problem-Based Case studies' slides](#)
[Example peer-assessment mark sheets](#)

Peer Assessment of Laboratory Reports Professor Ian Hughes, University of Leeds

Ian's talk described the successes and failures of peer-assessment in the marking of lab write-ups, posters, verbal presentations and long essays. The main focus of his talk was on the data collected during the peer-assessment process, comparing peer-assessed and staff marks, demonstrating that in many cases peer-assessment can improve students marks through increased understanding.

[View Ian's 'Peer Assessment of Laboratory reports' slides](#)
[BEE-j paper - Coping strategies for staff involved in assessment of laboratory write-ups](#)

Ian has donated copies of the following practical schedules and peer and self marking schemes used at the University of Leeds:

Standard text often included in each peer marked practical to explain the purpose of peer assessment as: [Word file](#) or [pdf](#)

Practical schedule and peer assessment schedule during a practical for Year 1 pharmacology students as: [Word file](#) or [pdf](#)

Practical schedule and self marking scheme used during a pharmacokinetics simulation with Year 2 Medical Students as: [Word file](#) or [pdf](#)

Assessment Activity Facilitated by Paul Orsmond

Delegates split into groups and were asked to consider and discuss the following in relation to one of their modules

1. Where do you publish the assessment criteria?
2. How do these criteria line up with the Learning Outcomes?
3. How do you ensure that students use and understand these criteria?

4. If students engage differently with the criteria for different tasks (lab report vs. essay vs. poster)

[View a summary of the discussion points raised](#)

Assessment of Work-Based Learning

Dr Stephen Gomez, University of the West of England

Work-Based Learning (WBL), such as that which occurs in a work placement is often an important component of some degrees. Unfortunately the work conducted during this year can be difficult to track and the learning that occurs may not be properly credited. As a placement tutor who frequently visits students while they are out on placement, Stephen is acutely aware of these problems. He was awarded some money by the Fund for the Development of Teaching and Learning Phase IV (FDTL 4) to develop Profile, a web-based system to capture WBL during a placement year. Stephen demonstrated Profile, highlighting educational aspects such as the student learning agreements as well as practical ones such as the ability to restrict certain sections of the forms to specific users e.g. student, work supervisor or tutor. Profile has been successfully used to monitor students' WBL and is now in the process of being adapted for use in Personal Development Planning (PDP). Further details can be found at the [Profile web site](#).

[View Stephen's 'Assessment of Work-Based Learning' slides](#)

Peer and Self Assessment of Oral Presentations; Effects of Learner Attributes

Dr Mark Langan, Manchester Metropolitan University

Mark's talk presented the results of a study on how peer and self assessment can be affected by factors such as gender and institution. In this study assessment was in the form of a short talk on original research conducted by students whilst on a field trip in Calahonda, Spain. Peer and self assessment marks were compared with those given by tutors and the possible implications of bias in peer and self assessment considered.

[View Mark's 'Peer and Self Assessment of oral presentations; Effects of Learner Attributes' slides](#)

[Abstract of Langan et al paper: 'Peer assessment of oral presentations: effects of student gender, university affiliation and participation in the development of assessment criteria'](#)

View reports from related events

[Assessment for Learning](#)
[Cardiff University](#)

Also

Self- and Peer-Assessment: Guidance on Practice in the Biosciences

Assessment Audit Tool

Event outline: This event will provide you with the opportunity to hear and learn from research projects investigating assessment practices that promote learning. You will also be able to discuss your assessment practice and learn from the experience of bioscience colleagues who have tried peer-, self- and other forms of assessment.

Having attended you will take away:

- practical suggestions for improving assessment
 - examples of a range of peer- and self-assessment practices from bioscience departments
 - a copy of 'Peer and Self Assessment: Guidance on Practice in the Biosciences'
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