

## Group Activity Responses from:

*An introduction to educational (pedagogic) research in the sciences*  
11<sup>th</sup> October 2007

# Scenario 1

## Sheet 1

### To Test Understanding?

- Instant anonymous responses to questions

### Questions Designed To

- Test common misunderstanding
- Test Degree of confidence
- Test previous knowledge and background

## Sheet 2

### Start Peer Observation

#### Questions:-

- Does teaching fit assessment?
- Means of assessment
- Is topic intrinsically too hard?
- Test understanding of the topic in a different way-e.g. verbal, graphically, visual
- Assess same material in a different way e.g. interview vs written, to gauge if the problem is understanding or expression
- Interview representative groups
- Ongoing monitoring by formative assessment
- Break topic down to see where the problem is
- Test knowledge vs. ability to synthesise
- Questionnaire
- Analysis of answers

## Sheet 3

- Analyse scripts (last yrs)
- Propose root of the problem
- Q/ interview students to see if the problem appears to be the same(could be developing on-line)
- Change based on the problem with current/next cohort- see what difference it makes
- (ask students how it could be better presented)
- (What one thing.....)

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## Scenerio 2

Sheet1  
Baseline

Work Plan  
(+lit review)

- Previous 2 yrs cohorts
- Profile(demographics, and background)
- Skills audit (before and after for this yr & a baseline 'after' for this yr + a baseline 'after' for the previous yr).

### Measurement

- Change in skills audits
- Focus groups
- Module performance
- Module evaluation

### Track future progress

- Staff workload/demonstrator workload-compare costs?

### Intervention

- Introductory session
- 3 sessions peer assessed(not #1 or#11, others traditional marking)

## Sheet 2

### Study to show Colleagues that Peer Assessment Benefits students

- Search literature and find someone who has done it already
- Focus groups to ask about assessment experience & their feelings about peer assessment. Before & after
- Questionnaire to see if they understand or have improved confidence before & after peer review

To also do it with cohort Before to see any changes

- Strategy for lab report
- 1<sup>st</sup> couple marked by academic & give 'training' seminar
- Comparison of marks at the end, (Peer assessed/academic markers & cohort before)
- Focus groups with departmental changes

## Sheet 3

### Assess the Change!

By the following means :-

- Double check the peer assessment by double marking for a while to get confidence (sampling?)
- Find someone who has done something similar and take on board the answers& publications
- Convince colleagues by assessing learning
- Have learning outcomes by peer assessment
- Where are we? Target year above to find baseline, timescale 1yr or 2yr
- Qualitative focus group- to find out what their perception is on feedback
- Inbuilt control group( Does peer assessed group know how to improve their work, now that they have seen others? Have they improved their work?)

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## **Scenario 3**

- **Assess Creative approach**
- **Content vs. creativity**
- **Reflective log**
- **Regular peer assessment**
- **Defining creativity**
- **Pre-filming process**
- **Provide examples?**
- **Target audience**