

How I did it!

**The problem: 90-180 students doing
assessed practicals every week**

Ian Hughes

Professor of Pharmacology

Co-director LTSN Centre for Bioscience

University of Leeds

What helps?

- **Work in pairs, require joint report (half marking load; no individual monitor; nightmare partner; group skills)**
- **Run parallel alternative activities on alternate weeks (e.g. literature search; data handling; problem solving)(half marking load but plus additional)**
- **Dump half the practicals**
- **Get your post-grads to do the marking for you!**
- **Tight format on write-up - confine to essentials (no practice in writing up accounts; no initiative required)**
- **MCQ to test understanding/calculations (no write-up)**
- **Standard numbered comments/mistakes pre-printed (do the students read them?)(electronic system)**
- **Peer marking - a win-win scenario; critical skills**

Peer assessment of prac write-ups - How's it done?

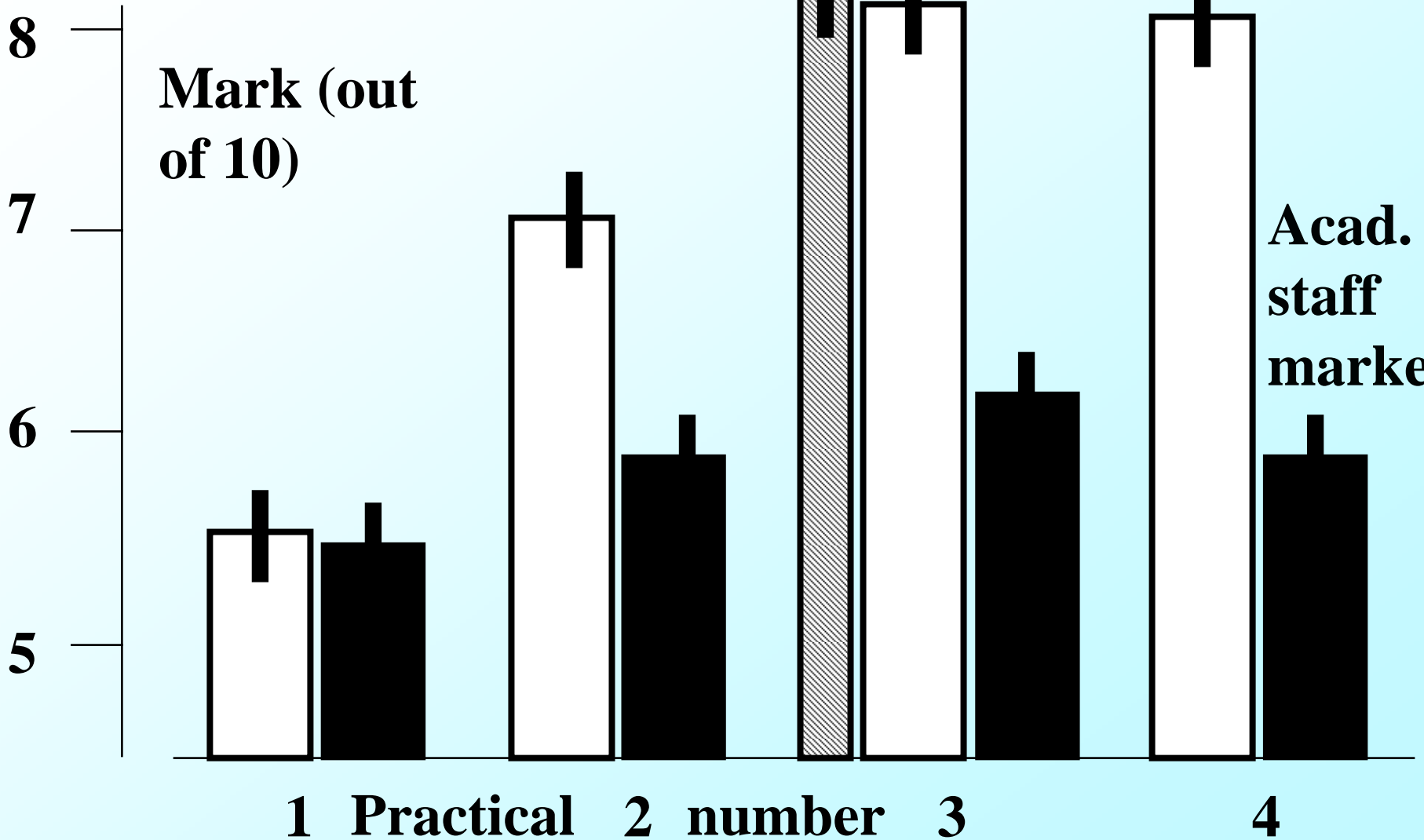
- explain purpose
- instructions on format; additional questions
- hand-in deadline (penalty)
- all in LT (350) (penalty) - distribute at random
- explicit marking schedule distributed
- prepared explanations + OHP; takes 50 minutes
- total marks and sign (10% checked)
- appeals procedure

Prac write-ups

Peer
marked

Mark (out
of 10)

Acad.
staff
marked



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

Why use peer assessment?

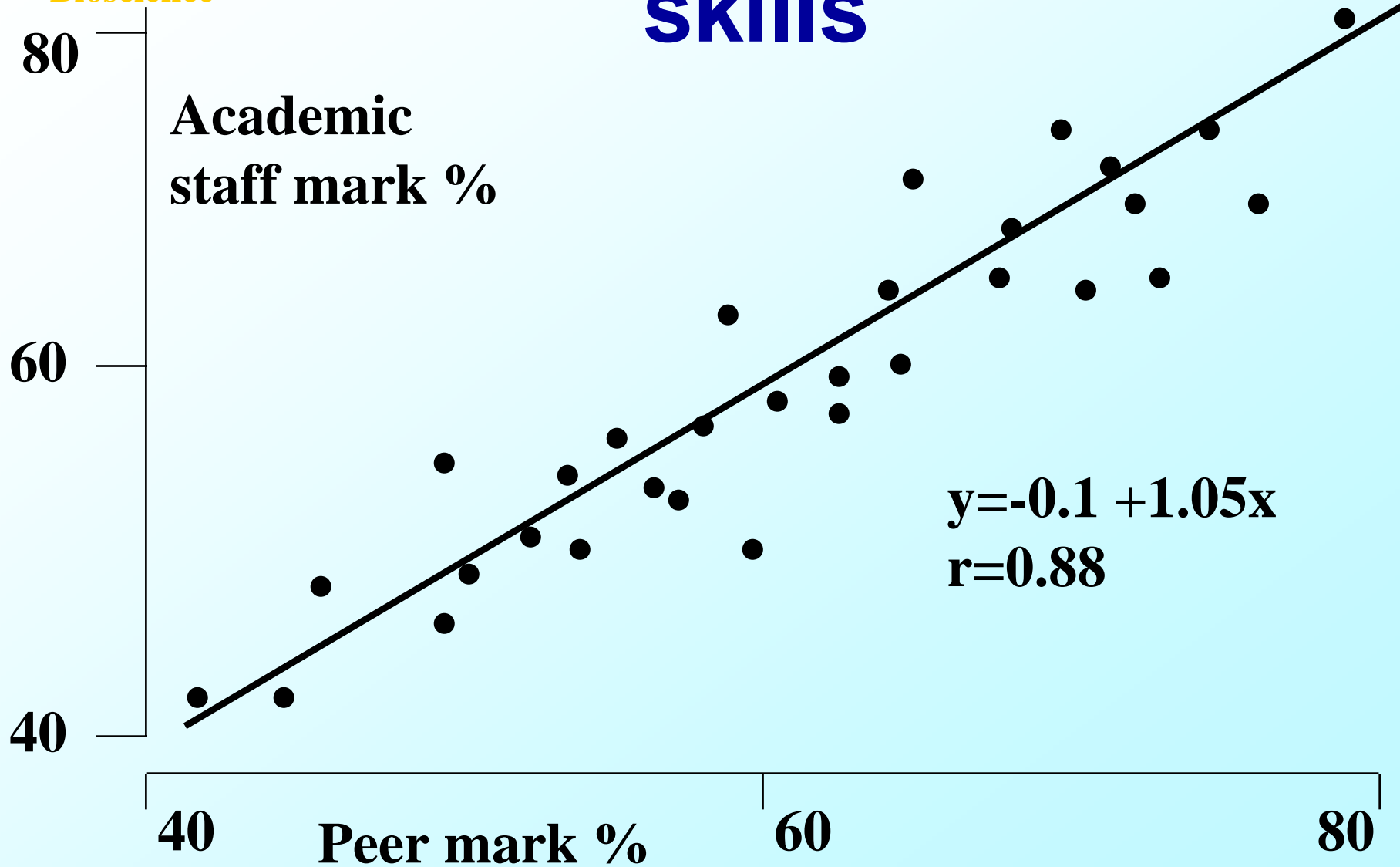
- provides full explanation
- requires better understanding
- all get the information
- develops critical evaluation
- see other's mistakes and standards
- saves staff time and effort
- improves learning
- saves staff time



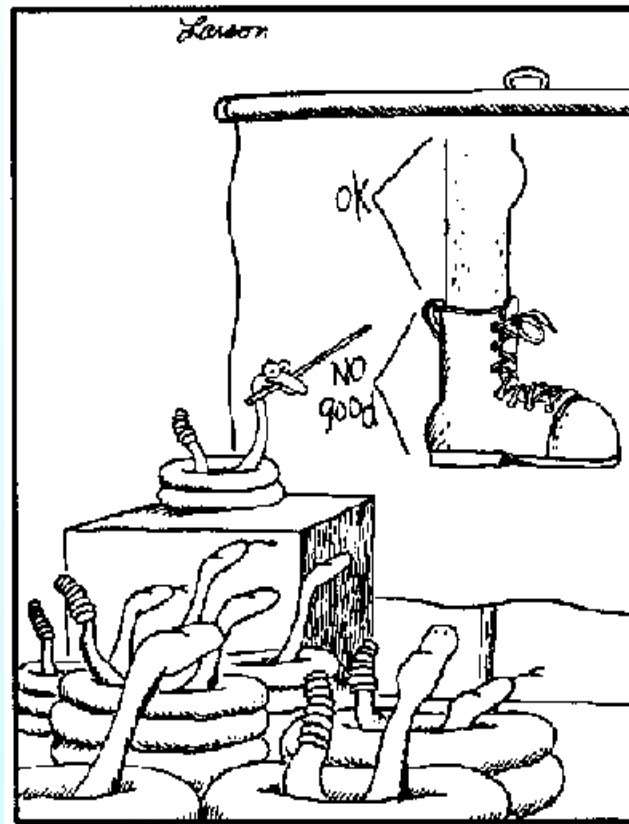
ltsn
Learning and Teaching
Support Network

Bioscience

Communication skills



Let's share good practice!



Communication skills

MARKING

n=44	ACADEMIC	PEER
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

Peer poster assessment

	Group A	Group B
	n=4	n=4
	staff	peer
first poster	56 _± 4	59 _± 3
	staff	staff
second poster	67 _± 3	78 _± 3

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; $P > 0.7$



LTSN¹⁰⁰
Learning and Teaching
Support Network

Bioscience

Peer (self)
mark %

