Challenging Tradition

Involving the student in ownership of assessment

Responding to the changing pedagogical landscape of Higher Education (Nicol & MacFarlane-Dick, 2006) innovations to assessments need to ensure assessment both *of* and *for* learning. Self and peer assessment are student led and positively impact on their learning experience. Combining self and peer assessment increases student confidence and performance, and encourages enhanced discussion between students, and student and lecturer (Race, 2001; Orsmond, 2004).

Pedagogy

Combining the approaches encourages higher cognitive demands of the students (Bloom, 1956) through using rubric to refine their critical judgements and space to express their comments (Andrade, 2012; Gielen et al, 2010).

Our innovation opens multiple dialogues for students to receive formative feedback. It assists students to become self-reflective by judging their own work and that of others. The peer voice also helps understanding of academic language (Higgins et al, 2002).

Peer Assessment

Peer-assessment is a developmental process allowing students to learn how to make judgements about their own and others' work, and how to communicate these comments (Nulty, 2011). Benefits of peer assessment include: developing self-control, responsibility and motivation (Nicol & McFarlane-Dick, 2006)

Feedback is effective when dialogic (Laurillard, 2002)

Promotes helping others (Nulty, 2001)

Implementation

Modified Web Peer Assessment, an online tool, enables the individual to recognise contributions of others to the group, and assists with self-reflection (Wilkinson & Lamb, 2010). It enables students to truly collaborate with the marker by self and peer assessing work not seen by the tutor.

Effective Collaboration enables validity (Bloxham & Boyd, 2007)

Self Assessment

Self-assessment is a central driver in developing students for lifelong learning (Tan, 2007). Pedagogically it promotes a self-reflective opportunity for students to show both their conceptual understanding of course content and their awareness of their own learning preferences (Race, 2001).

Promotes self-reflective opportunities (Race, 2001)

Innovation

Peer assessment feeds into self-assessment to assist with the development of students' self-conceptualisation

Combining self and peer assessment creates comprehensive assessment practice and enhances student interaction with the learning process. Students, through self-reflection, not only construct their own knowledge and skills (Nicol & MacFarlane-Dick, 2006), but by collaborating with peers create their own learning community. Our proposal works across all levels and class sizes, has pedagogical benefits and meets QAA standards.

Conclusion

While initially setting up this practice can be time consuming, once running the benefits outweigh the initial costs as it permits a collaborative approach to learning, both between students, and student and lecturer. Explicitly combining these assessment methods promotes deeper learning to establish a conscientious learner. It is because of the enhanced dialogue created that assessment can become both assessment *of* and *for* learning.

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For further information scan here

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