A review of Peer Assessment and Peer Review within Higher Education Institutions

Manish Malik, The Open University, U.K.
m.malik@open.ac.uk

1. **Introduction and background**

   Assessment can be carried out in several different ways, for example self, peer and tutor led assessment, yet a vast majority of academics continue to assess their students in mainly one way, i.e. tutor lead assessment. One of the innovative ways in which quick feedback can be provided to students is through Peer Assessment and Review, specially for large groups of students. This report investigates the current practices, related to Peer Assessment and review within Higher Education Institutions (HEIs) in the United Kingdom. The report draws upon the practice of peer assessment discovered in this work prevalent within various HEIs. More specifically it attempts to capture the trends related with the   use technology to support the implementation of peer assessment within blended and or online learning courses. In doing so the report also identifies some of the technologies and or platforms commonly used to support Peer assessment and review within HEIs.

2. **Scope of work**

   The work presented here reflects only a sample of HE institutions studied. Six institutions from the top and six from the bottom twenty institutions were randomly selected for this study from the Guardian University Ranking 2010-11[1]. The subject areas chosen to identify the institutions for this study were: Computers and Information technology, Electronic Engineering, Bio Science and Medicine.

   This work is limited by the information that is accessible to the public via online search engines. What this means is if there is an existing good practice within an HEI that is not published openly on that HEI's '.ac.uk' website, then it was not possible to include such practices. Also, some information found on the web was verified through interviews. The interview unearthed some new information that was not available on the public Internet. This should be kept in mind when drawing conclusions from this data.

3. **Method**
   The data collected during this investigation was mainly through desk based research using different search engines (Bing and Google)and the following search clauses:
   - 'Peer Assessment' Site:HEI.ac.uk
   - 'Peer Review' Site:HEI.ac.uk

   ---

   [1] Guardian University rankings 2010-11
   http://www.guardian.co.uk/education/table/2010/jun/04/university-league-table?INTCMP=ILCNETTXT3487

- ○ 'Learning and Teaching' Site HEI.ac.uk
- ○ 'Staff Development' Site:HEI.ac.uk
- ○ 'VLE' Peer Review Site HEI.ac.uk
- ○ 'VLE' Peer Review Site HEI.ac.uk
- ○ 'Case study' Peer Assessment Site HEI.ac.uk
- ○ 'Case study' Peer review Site HEI.ac.uk

Where the text 'HEI' was replaced by the corresponding part of the web address for each institution.

The search results from the searches made using the above clauses were studied and any relevant pages, articles, research outcomes or programme specification documents where peer assessment or review was mentioned were identified. A summary from such occurrences was recorded on a Google Document (see Appendix C). A Google Spreadsheet, See Appendix D, provides a birdseye view of the finding from this study.

Data was also collected by two personal interviews that helped to cross verify the information extracted from the desk research. The interview data, as expected, was rich and current than what was accessible online.

4. **Key findings from this study**

Peer Assessment activities and occurrences were far more prevalent than the same for Peer Review activities. It can be said that Peer Assessment is widely in use within face to face scenarios and to some extent within blended or online learning scenarios found in this work (See Appendix D). Examples of peer review were found nevertheless at Oxford, Gloucester, Leicester and Bolton universities. See appendix C for more details. Here too, the face to face scenarios related to Peer Review activities is more prevalent than that of technology supported Peer review. There was no or little difference in the number of occurrences of peer review related examples within the top 20 vs the bottom 20 HEIs investigated in this study. For peer assessment there were differences when comparing findings from these two sub groups. The following paragraphs highlights this and other trends at different levels of investigation.

Policy/Strategy Level: Amongst the institutions studied, see list in Appendix A, there appears to be minimal specific focus on the use of Peer Assessment or Review at an Institution's Teaching and Learning strategy level. However, some institutions had more information on Peer Assessment strategy within their Faculty or Departmental Learning and Teaching strategy documents. Even so, the focus on other types of assessments was certainly greater than the focus on peer assessment or review. Going by what was found, Peer Assessment ans review does not appear to be main stream choice for assessing students, be it through technology or face to face.

Staff Development and sharing good practice: All institutions studied promote peer assessment within face to face scenarios as examples of existing good practice through their staff development pages or equivalent. Appendix B and C have several examples from staff development pages from several institutions. These are in the form of workshops, development activities and/or case studies highlighting the benefits of peer assessment and review. However, interesting differences observed in the amount of staff development activity or case studies that were relevant to online peer assessment and review within the top and the bottom twenty institutions identified for this study. In that the top twenty institutions had examples of good practice within their staff development pages. These pages outlined the use of Peer Assessment within different modules and also the different tools used within the VLE or even specially developed tools (Such as WebPA and others) for this purpose. On the other hand the bottom 20 HEIs had no such information related with online peer assessment and or review (Appendix D).

Examples and Case studies: Assessment of seminars and presentations are by far the most common face to face summative assessment artifacts used in peer assessment and review. Next in line is essays and assignments (Appendix C). Online peer assessment examples, using mainly some essays or assignment work, on the other hand are more common in the top 20 institutions than they are in the bottom 20 institutions (Appendix D). Appendix C has a list of examples, case studies and links to other resources related to the use of Peer Assessment within UK HEIs.

Implementation at departmental level: Programme Specification Documents (PSD) and Unit Specifications (US) should provide an indication of what might be happening within modules and units within a department. It was found that many such documents mention peer assessment as part of the assessment strategy. Here too, a specific mention of peer assessment was more common than peer review. Almost all of the top 20 institution studied had examples of online peer assessment or mention of peer assessment in the PSDs or US documents. Some 16% of the institutions, mainly in the bottom 20 group, advertise the use of 'peer assessment' within their marketing documents/web pages. In one institution where this was the case there were case studies to back this up on the institutions website (Appendix C). From looking at the actual examples of good practice found within an institution it can be said that peer assessment (online and/or f2f) is used in all institutions but only 33% of the institution had Peer Review mentioned i used within departments.

Technology Solutions used for Peer Assessment: A recent report commissioned by the JISC titled "Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and feedback" highlights data from some other institutions that were not covered in this work. One tool that stands out, within this current work and the above report, both in what it affords for peer assessment and in terms of the number of institutions using it for this purpose is WebPA (Loddington, 2008). This tool was

developed at Loughborough University (Loddington, 2008). A case study from University of Hertfordshire that uses WebPA states, "Increase learners' capacity to self-assess through assessing each other's work – online tools such as WebPA have made peer assessment a more feasible option" (JISC, 2010). There are also other examples where an institution has developed a customised solution for the distribution of assignment for Peer assessment, for example in the case of Oxford and Greenwich Universities. Blackboard is being used at Bristol for managing Peer assessment. Likewise Moodle is being used at the University of Bath for the same purpose. At University of Portsmouth, where the authors works, both Blackboard (more precisely, WebCT Vista) and Google Apps are being used to manage Peer review as well as Peer Assessment.

The tools within Blackboard (WebCT Vista) or Google do not directly allow a completely automated peer assessment solution. More recent versions of Blackboard may provide some better features for Peer Assessment, as was found in the interview conducted at Bristol which is described later in the report. 'Turnitin' is also another solution that may be used for Peer Assessment but examples of this were not found at the time of this study but this is likely to change.

Programmatic control of Google Apps using Google App Engine Application programme Interface (API) access for randomised distribution of assignments for Peer Assessment and review is something that is being explored at Portsmouth. Google Apps now allow several different combinations of edit, read, comment with or without revealing the user's details. This provides a variety of possibilities, useful in different scenarios, for building a new system to achieve features not possible with other tools. Other tools that are used for this purpose include e-portfolios and Web 2.0 tools such as blogs and Wikis (JISC,2010). Google Docs are in some ways very similar to a Wiki and has similar potential as being explored at Portsmouth. Anonymity in providing feedback and in assessment to peer work is considered important as it ensure fairness in the marking and evaluation. Technology is seen to play a key role in achieving this easily as a quote from the JISC report suggests:

"Technology is used to facilitate enhancements previously difficult to achieve at scale such as peer assessment" , P. 55, JISC (2010)

Research Outcome: There are several links within Appendix C that lists the research outcomes detailing further cases and research where Peer Assessment and or reviews have been used witihn the UK HEIs chosen for this study. Publications are also seen as a good way to promote ideas that are innovative both within and outside HE institutions.

Interview Summary: The transcripts from the two interviews are in the research log, see Appendix C.

Most of the work done at Bristol university in the area of Peer Assessment is necessity lead as opposed to strategic lead. This ties in well with the data from the desk research reported in previous sections of this report. There is a lot more going on at department level than there is at the institutional or strategic level. Staff development activities may help in bringing new and innovative ideas to academics wanting to change their practice and solve the problems within their practice. In Bristol the developments at the department level are often captured by their central education development unit that promotes excellence or good practice. This is then shared with others through seminars, case studied on web pages and staff development sessions. This helps the promotion of good practice and innovation within the institution.

Blackboard 8 is being used, with some difficulty however when distributing assignments to groups, for peer assessment at Bristol. In this particular case at Bristol, peer assessment is being used to enhance a careers unit within the school of Bio Sciences. The necessity for using peer assessment came from the fact that a large cohort was involved meaning a long return time on marked assignments. Besides, the nature of unit was such that students often complained about the content and its relevance to their degree. The tutor has beautifully turned things around using peer assessment and online tools. Around 10000 items of feedback from peers were collected using Blackboard during one running of a unit that the tutor described in the interview. There is possibility of take up, of the techniques developed by this tutor from the School of Bio Sciences, within other departments to run their careers unit in the same way. The tutor has also won an award for his innovative ways in making this unit a success and engaging students through Peer assessment.

5. **Conclusion**
Even-though face to face Peer Assessment can be found to be in use in all HEIs studied, the same cannot be said about Peer Review. Likewise, online Peer Assessment and Peer Review is far less prevalent as compared with face to face peer assessment and review. Nevertheless there are some really successful examples that outline the benefits of online Peer assessment and review. Online Peer Assessment is more prevalent in the top 20 institutions studied as compared with the bottom 20 institutions despite the availability of the tools and platform to implement the same. There is no such divide when considering Peer Review, which as mentioned is not very prevalent across the HEIs. Going by the examples found and by the interviews the initiative to use peer assessment originates at the departmental or even individual level as opposed to University level. This too is mostly necessity lead, as opposed to directive or strategy lead, where a particular need is being met by the use of a particular technology tool, as in the case of Bristol. However, a clear strategy on the use of peer assessment as a normal formative and or summative activity will never harm the situation. The promotion of ideas, within an institution, on how to use peer assessment is important and it may be facilitated through internal and external publications and/or through the work of a central staff development team. Some of the main tools that allow peer assessment and review

were highlighted in this report. Technology plays an important role in the ability of an individual academic to easily implement peer assessment within their teaching. In that, it enhances and eases the load, for the academic and students, related with the management of assignments for peer assessment and review purposes.

6. **References**

JISC (2010) Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and feedback, http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf [Last accessed 23 Sep 2011]

Loddington, S (2008) Peer Assessment of group work: a review of the literature, The WebPA project, eLearning Capital Programme, October 2006 – March 2009, http://webpaproject.lboro.ac.uk/files/WebPA_Literature%20review%20.pdf [Last accessed 23 Sep 2011]

7. **Appendix A - List of Institutions investigated for this study**

6 institutions randomly chosen from the top 20 HEIs as per Guardian rankings 2010-11
   a.   University of Bristol

    b. Oxford University
    c. Cambridge University
    d. University of Leicester
    e. University of Bath
    f. University of Loughborough

6 institutions randomly chosen from the bottom 20 HEIs as per Guardian rankings 2010-11

    a. University of Gloucestershire
    b. Southampton Solent University
    c. University of Greenwich
    d. University of Bolton
    e. Sheffield Hallam University
    f. Coventry University.

8. **Appendix B - List of Case studies and Examples of Peer Assessment and Review found in this study**
- Self and Peer Assessment, Department of Physiology and Pharmacology, Faculty of Medical and veterinary Sciences, University of Bristolhttp://www.bris.ac.uk/esu/e-learning/ideas/all/ex011.html (Blackboard)

- Teaching Transferable skills through online peer collaboration and assessment http://www.bris.ac.uk/esu/e-learning/ideas/all/ex016.html (Blackboard)
- http://www.bris.ac.uk/esu/assessment/peermarking.pdf
- *Harris, JR (2011)* Peer assessment in large undergraduate classes: an evaluation of a procedure for marking laboratory reports and a review of related practices. Advances in Physiology Education 35 (in press) Journal.
- Learning Technology Case studies: http://www.oucs.ox.ac.uk/ltg/teachingwithtechnology/casestudies/index.xml
- Elizabeth Baigent Editing as tutor, self and peer assessment: improving the academic performance of newcomers to Oxford, http://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearningins titute/documents/supportresources/lecturersteachingstaff/resources/resources/Editing_a s_Tutor,_Self_and_Peer_Assessment.pdf
- Case studies from Cambridge University, "Engaging students through peer and self assessment and more " http://www.admin.cam.ac.uk/offices/education/lts/examples/assessmentfeedback.pdf
- Case studies from Univeristy of Bath:
  - http://www.bath.ac.uk/learningandteaching/themes/e-learning/case_studies/self_directed_learning.php,
  - http://people.bath.ac.uk/ma0np/20061218MoodleWorkshopCaseStudy.pdf,
- Lougborough Univeristy Case studies and outcomes
  - Case study https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/1908/1/Davies03.pdf
  - Literature review: http://webpaproject.lboro.ac.uk/files/WebPA_Literature%20review%20.pdf
- Glouscestershire Case study/article
  - http://www2.glos.ac.uk/offload/tli/lets/lathe/issue1/articles/jenkins.pdf
  - Nick Robinson, Peer group review in design teaching, http://insight.glos.ac.uk/tli/resources/toolkit/resources/Documents/EngagingStude nts/a8.pdf
- Greenwich University
  - http://staffweb.cms.gre.ac.uk/~gm73/SPAT/SPAT.htm
- Sheffield University
  - Research Outcome: http://www.shu.ac.uk/research/prg/sp-ann-walker.html
  - Doctoral Thesis: **http://shura.shu.ac.uk/3823/**
- **Coventry Web PA and others**
  - http://cuba.coventry.ac.uk/empowerment/2010/05/15/webpa-is-an-open-source-online-peer-assessment-tool-that-enables-every-team-member-to-recognise-individual-contributions-to-group-work/
  - http://www.heacademy.ac.uk/projects/detail/DFLTEA2_Coventry

9. **Appendix C - Research Log**

S. No	Date and Description	Link
1	**CLE HEA (Legal Education)** Rob East of the University of Glamorgan provides ideas for the innovative use of group, self and peer assessment. Rob has also contributed advice on the principles of effective assessment and definitions of formative and summative assessment to the site. **Group assessment** A major advantage of group assessment is that the marking burden for staff can be significantly reduced. There are also strong educational benefits, including the development of a range of important skills such as team and leadership skills, communication skills and organisational skills. In addition, teams or groups can achieve more than individuals and tackle more complex issues. There is therefore a strong case to assess the performance of individual group members during the process formally, thereby providing the opportunity to produce different marks for individual members of the group. **Peer and self assessment** Students can perform a variety of assessment tasks in ways which both save the tutor's time and bring educational benefits, especially the development of their own judgement skills. — (Rust (2001) p10) Peer assessment Peer assessment involves students assessing the performance of other students. This is often appropriate in assessing group work, and is particularly valuable if both product and process are assessed. However, a major issue is that the 'process' is not visible to the teacher. This is particularly so where a large number of students undertake the assessment. Whilst steps, such as requiring groups to keep a diary of meetings, can make	HEA Link

	the process more transparent to the assessor, the process involved will be most visible to other group members. Allowing students to assess the performance of other group members may therefore provide a more justifiable means of assessment. If necessary the lecturer can determine the criteria of assessment or, alternatively, negotiate these with the students. **Advice:** For those starting out on peer assessment it may be appropriate to allocate only a small part of the overall assessment to the peer assessed 'process', perhaps 10% or 20%. This could be increased in due course as expertise and confidence improves. References and further reading ● Boud D (1995) *Enhancing learning through self assessment* London: Kogan Page ● Habeshaw S, Gibbs G & Habeshaw T (1992) *53 problems with large classes: making the best of a bad job* Bristol: Technical and Educational Services ● Quality Assurance Agency (2000) Policy statement on a progress file for higher education Gloucester: Quality Assurance Agency ● Race P & Brown S (2001) Inspiring learning about teaching and assessment [The ILTA Guide] York: Institute of Learning and Teaching ● Race P, Brown S & Smith B (2005) (2nd ed) *500 tips on assessment* London: Routledge Falmer ● Rust C (2001) A briefing on the assessment of large groups York:LTSN Generic Centre	
2	HEA Arts and Drama Peer Assessment (Goldsmith College event minutes from the event) **Institutional and Collegial Barriers (relates to regulations and QAA)**	HEA LINK

- how to frame the assessment regime (fears of being sued by students)
- students over-grading themselves in self evaluation (this is a continuing problem at King Alfred's college with teacher training where 25% of the student's overall course mark is through peer & self assessment)
- changes in assessment and teaching & learning procedures may result in courses needing re-validation which increases work load for lecturers.
- Asymmetrical development in institutions (e.g. between faculties and educational development unit)
- Staff need training & induction in new assessment and teaching & learning procedures and continuing support in implementing them (institution may not help ease the burden of increased work loads)
- Audit culture – focus on outcomes rather than process at the level of government/institution authorities puts pressure on lecturers to seek the most economical solutions at the expense of the students' developmental learning process.
- Lecturer 'fatigue' through unsupported effort may also result in resorting to quick/economical solutions.
- Disruption of established traditions - resistance to change at collegial level.

Staff Barriers

- Insecurity through lack of knowledge/training, fear of responsibility.
- Concerns that new assessment procedures may fail to achieve their promise once implemented but it will then be too late to change them.
- May result in course content sacrifices because of time/space needed to induct students into peer assessment and to carry out the assessments.
- Impact of increasing student numbers in the performing arts (another problem encountered at King Alfred's apparently where multiple sessions are needed for students to conduct peer assessment).
- Home-life sacrifices. Again this relates to increases in work-load (a recurring theme of the discussion)

Student Barriers

- Involving students in assessment practices may increase obsession with grades over other benefits of the learning process.
- 'rules of the game' – student's quickly learn the best ways to get the best assessment results, involving them in the process of assessment may therefore provide them with greater power to manipulate assessment criteria/procedures to their own advantage.
- students may not take their assessment responsibilities seriously; this may result in insensitive application of the assessment criteria/processes and/or complicity between students to obtain good grades.
- potential discrepancy in student/lecturer values. Students may gear their approach to a peer agenda (e.g. may feel the need to show humour to get positive feedback from their peers) which may not match the lecturer values in terms of the assessment criteria.
- group maintenance – forming cliques, effect of personal relationships on assessment.
- commodity culture – student's buying into a hierarchy where they expect to be passively 'taught' rather than actively learn (e.g. deference of student 'novice' to 'expert' lecturers).

Ways forward to implementing peer assessment

Institutional and regulatory
- Introduce PA as part of course validation process
- PA develops key skills and is now required for QA Benchmarking, validation etc..
- Introduce SA and PA at induction (enlist support from central services e.g. staff development, careers advice, personnel etc.)
- Could there be a supplementary module on assessment? (or include in key / transferable skills modules as effective PA develops many skills?)
- Create a transparent system ("covering your back")
- Cultivate support of external examiner
- Dissemination of what's going on in other institutions (FDTL & LTSNs)
- Get PA recognised as a norm
- Use existing or produce your own case studies

- Document informal processes as evidence of utility of PA
- Evidence of links with student-centred learning
- Have students give written feedback for mark as further evidence
- For second marking issue a) PA mark b) lecturer's mark
- Administrative support to enable staff training

Staff

Tutors are accountable and must ultimately take the overall responsibility for student assessment. However, there are still many ways of using PA to enhance the student learning experience.

- Build elements of PA and SA into course (rather than treating assessment as an activity apart)
- Integrate SA and PA into taught hours (no need for additional assessment times)
- SA prior to tutorials maximises efficiency of tutorial time
- Identify and secure champions of change (internal) i.e. staff developers; like-minded colleagues
- Identify and secure champions of change (external) i.e. ILT; LTSNs; SEDA; HAN; FDTL and colleagues in other institutions
- Go for small wins (you can't change everything at once)
- Get involved in institutional development
- Build on and trumpet your successes
- Seek allies to support and assist you with the "failures"
- Devise clear criteria including levels
- Emphasise process
- Allow for intuitive (vs. analytical) processes & products
- Mark students on the quality of their assessment and reflection
- Do not use PA exclusively - mix and match modes of assessment to support learning outcomes
- Consider reducing number of assessments
- Customise / contextualise modes of PA (one size does NOT fit all)
- Negotiate and review (constantly revisit learning objectives)
- Introduce SA and PA from day one (change the culture)
- Incorporate peer feedback whenever appropriate to

- develop critical skills
- Move from "easy" non threatening feedback to formative, then summative grades and comments (if appropriate)
- Tutor grades performance but can be informed by student commentary
- Qualifying system - tutor to override and moderate if necessary
- Create a safe environment in which "mistakes" are instrumental to learning process
- Teach students how to listen, observe, provide constructive feedback etc.
- Demonstrate that you listen to and value student feedback
- Devise appropriate assessment criteria *with* students so they gain inside knowledge of the process

Students

- Use anonymous feedback to begin with (overcomes problems of feeling like "betraying" friendships)
- Devising criteria familiarises students with language of assessment and ensures that plain English is used
- Actively explore case studies to overcome anxiety and lack of confidence in assessing peers.
- Clarify notion of formative assessment and importance of feedback - PA will provide them with more feedback than exclusively tutor marked work
- Use PA in vertical groups (e.g. first years assess third years and vice versa) to depersonalise the process and to establish culture of consultation, assessing and group work
- Use written feedback (with or without grades) and reflect on value of PA
- Ask for feedback on your feedback! (assessing the assessors)
- Ask for and value the 'training' to participate in assessment (useful for staff appraisal and other situations requiring critical judgement and the application of assessment criteria)
- SA and PA can make tutorials and vivas more exciting and relevant

Thanks to Tracy Crossley for minuting the first session on

	<mark>challenges to peer assessment.</mark> **Cordelia Bryan**	
3	Peer – „someone of the same social standing" (Falchikov 2001) • Peer assessment – formative or summative feedback • Assessment of product or process? • PROCESS is better indicator of group collaborations • Peer assessment can be one to one or one to many – such as group work Marks submitted anonymously <mark>using WebPA peer</mark> assessment software	HEA Link
4	List of papers http://www.ljmu.ac.uk/lid/ltweb/88253.htm More docs from LJM http://www.ljmu.ac.uk/lid/ltweb/84069.htm	Liverpool Johnmoore Uni
5	WebPA Project Loughborough University and Univeristy of Hull http://webpaproject.lboro.ac.uk/ Video Outcome: http://www.jisc.ac.uk/media/avfiles/programmes/elearning/assessment/JISCassessmentLoughboroughHullQT.mov PDF Outcome http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx in above: Davies. P. (2000) Computerised Peer-Assessment, Innovations in Education and Training International (IETI), 37,4, pp. 346–35 JISC Project Page http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess/assessresource.aspx 17 institutions using it and probably embedded in their teaching and learning, its opensource.	

6	HEA BioSciences Peer and Self assessment ftp://www.bioscience.heacademy.ac.uk/TeachingGuides/fulltext.pdf	HEA Link
7	Univeristy of Exeter Enhancement unit pages Peer and Self Assessment in Student Work TQA Manual - Introduction and Contents 1 PRINCIPLES Principles and Criteria 1.1 The purpose for using self and peer assessment should be explicit for staff and students. A major reason for using self and peer assessment is for its role in student skill development, in improving learning and in helping students to improve their performance on assessed work. Additionally, it has a place as a means of summative assessment. 1.2 There is no reason why peer and self assessment should not contribute to summative assessment. In many such cases such assessment will not contribute a major proportion of the mark until it has been well tried and tested. However, in a well-regulated scheme, there is no reason to limit the proportion of the marks involved. It is particularly important that the principles below are noted. 1.3 Moderation. For any situation in which the mark from peer or self assessment contributes towards the final mark of the module, the tutor should maintain the right to moderate student-allocated marks. The initial step in alteration of a student-allocated mark may be negotiation with the student(s) concerned. 1.4 Instances of unfair or inappropriate marking need to be dealt with sensitively. Any instances of collusive ('friendship') marking need to be dealt	Exeter TQA Manual

	with sensitively and firmly.	
	1.5 The quality of feedback on student work must be maintained. In situations of self and peer assessment, students are usually in a position to learn more than from situations of tutor-marked work. They learn from their engagement in assessing and frequently from oral, in addition to written feedback. However, the tutor should monitor the feedback and, where appropriate, elaborate it to ensure that students receive fair and equal treatment.1.6 Assessment procedures should always involve use of well-defined, publiclyavailable assessment criteria. While this is true of all assessment, it is particularly true where inexperienced assessors (students) are involved. The assessment criteria may be developed by the tutor, but greater value is gained from the procedure if students are involved in developing the criteria themselves. 1.7 Involvement of students in assessment needs careful planning. Many students see assessment as a job for staff, but at a later stage they are likely to recognise the benefits to their academic learning and skill development. Initial efforts will take time and tutor support. For these reasons, it is preferable that the use of peer and self assessment is seen as a strategy to improve learning and assessment across a whole programme. The common situation is for these assessment procedures to appear in isolated modules, often not at level 1. 1.8 Self and peer assessment procedures should be subject to particularly careful monitoring and evaluation from the tutor and students' point of view. It can take time for such procedures to run smoothly and for this reason, the initial involvement of relatively few marks - or solely formative	

	assessment is wise. Student	
	feedback to the tutor on the procedure will be important.	
	1.9 The use of peer and self assessment should be recognised as skill development in	
	itself.	
	Such procedures are not just another means of assessment but represent the	
	development of self-appraisal/evaluative, analytical, critical and reflective skills.	
	These are important as employability skills and can be recognised in the learning	
	outcomes of a module.	
	2 ASSESSMENT CRITERIA	
	2.1	
	The following is a list of ideas for criteria for assessment of an oral presentation. The	
	criteria may require more description in order to be better and more consistently	
	understood by markers and in order to meet the expectations of the achievement at	
	different levels.	
	Sample Assessment Criteria for an Oral Presentation	
	• Does the content relate to the title and/or purpose of the presentation?	
	• Is the breadth of the content sufficient?	
	• Is the depth of the content sufficient?	
	• Is the message clear?	
	• Is the argument consistent?	
	• Is sufficient evidence given to support arguments?	
	• Is there evidence of appropriate critical thinking?	
	• Are conclusions drawn appropriately?	
	• Is the focus sharp?• Does the presenter put her/his own point of view?	
	• Is the class engaged - is their attention maintained?	
	• Is the response to questions and comment competent?	
	• Organisation and management:	
	Timekeeping	
	Management of questions or comments	
	General management of whole presentation	
	• Presentation:	
	Audibility	
	Clarity of articulation	
	Presence	

	Posture, eye contact, etc Management of notes or props Pace Confidence • Use of resources (quality, fitness for purpose, etc): Overhead transparencies Handouts Use of board or flipchart, etc Use of other resources • Overall structure: Coherency, appropriateness of structure Identity of beginning (summary), middle and end (conclusion) 'Signposting' of structure • Creativity: Use of imagination in content or presentation Originality Alongside criteria it can be useful to ask for identification of strengths and weaknesses and areas for improvement. 2.2 The actual criteria picked for team or group work will depend on the purpose of the assessment. Sometimes the reason for assessment is to check that all of those involved in the group are contributing to the project in hand. Sometimes the focus is the ability of individuals to operate within a team as a specific skill. Sample Criteria for Assessment of Team Functioning The student: • is engaged in the group and with the group • can show qualities of leadership • is able to provide direction for group activity (eg project planning) • is involved in the execution of the project work • can play a supporting role of others in group activity • can suggest solutions • is involved in the presentation of the group's work • demonstrates interest in the maintenance of the group functioning as well as the project3 FURTHER INFORMATION 3.1 For further information and advice, please contact Education Enhancement.	

	Last updated August 2007 Last reviewed September 2010 Top	
8	Results from Google "peer assessment site:.bris.ac.uk" Bristol Education Support unit Self and peer assessment What is it? "Self assessment means the process of having the learners critically reflect upon, record the progress of and perhaps suggest grades for, their own learning." "The term peer assessment refers to the process of having the learners critically reflect upon, and perhaps suggest grades for, the learning of their peers." (Roberts,T. *Self, peer, and group assessment in e-learning*, Information Science, 2006) Why use it? **Self assessment** - Encourage reflection - Help lecturers focus their feedback (e.g. not telling students what they are already aware of) - An important skill in itself – helping students become more autonomous learners **Peer assessment** - Students practice softer skills e.g. constructive criticism - Help students learn from each other and place their own work - Students naturally compare themselves with their peers - Encourage engagement with marking criteria - Promote deep learning e.g. evaluation - More efficient & timely feedback for large groups Race, P.(2006) *The lecturer's toolkit – a practical guide to*	Bristol (SDP)

*assessment, learning and teaching* Routledge

Examples

[Self and peer assessment case studies](#)
PDF: http://www.bris.ac.uk/esu/e-learning/ideas/all/ex011.html

How do I start using self and peer assessment?

Planning

If you are considering introducing peer and/or self assessment then firstly please refer to the workflow below (Paul Orsmond, 2004) which provides a useful planning framework. Further information is provided in our planning pages.
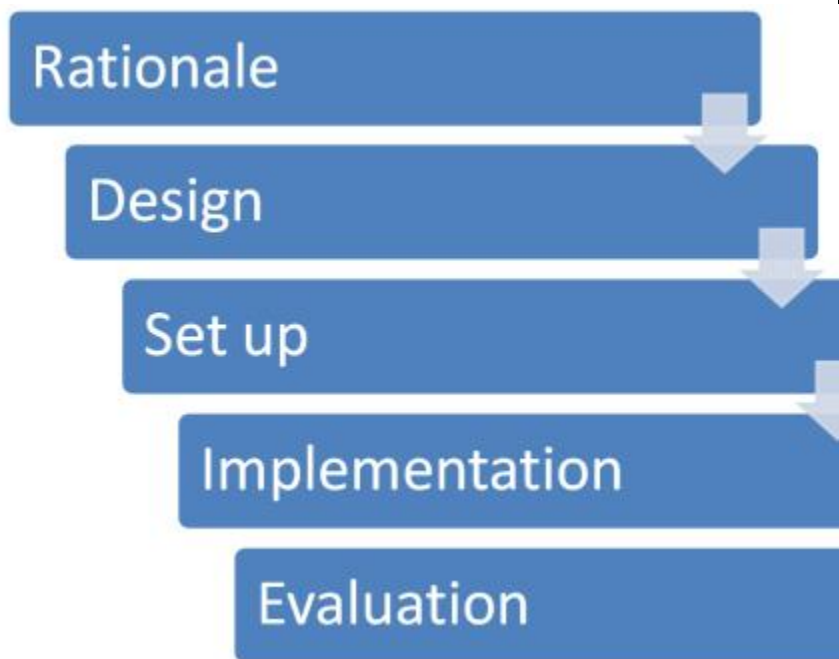

Tools

A range of tools can be used for self and peer assessment. Blackboard has a [self and peer assessment activity](#) which provides a means to manage the workflow associated with:

- Electronic submission of student work

- Distribution of anonymised student work to one or more peers
- Provision of criteria for evaluation of submitted work
- Provision for commented feedback and mark allocation
- Self-evaluation by the student of their own work (optional)
- Tailored permissions for users to see the grades and comments assigned by their peers

These activities are grouped into two phases; 1. Submission and 2. Assessment, each of which are time-managed, as shown in the flowchart below.

Peer assessment process
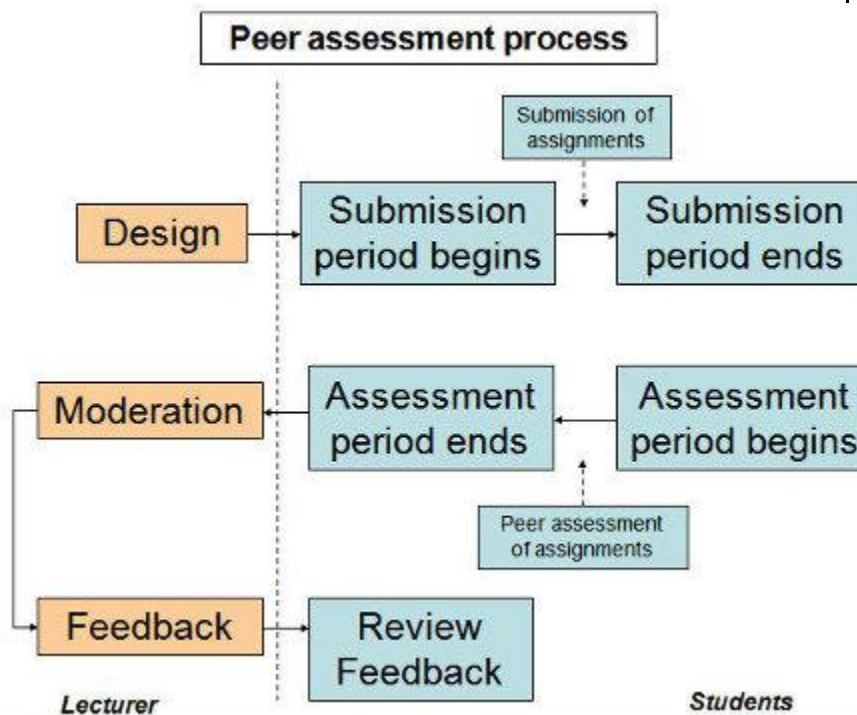
What support is available?

If you would like to discuss your plans for Self and Peer assessment or need any advice please contact the e-learning team e-learning@bristol.ac.uk

If you require practical guidance, e.g. Guides to using both self and peer assessment and wikis in Blackboard then please refer to the Blackboard **Help** tab. To access this log in to

Blackboard and click on **Help** at the top right of the page.

Further information and useful links

Self and Peer Assessment, guidance on Practice in the Biosciences, Paul Orsmond, 2004 (.pdf - opens in a new window)

The lecturer's toolkit – a practical guide to assessment, learning and teaching, Phil Race, 2006

Self, peer, and group assessment in e-learning, Tim Roberts, 2006

Bristol Assessment Cop (2 related occurances of 'Peer" in the CoP)
http://www.bristol.ac.uk/esu/assessment/codeonline.html#types
"Detailed marking criteria for: assessed group work; the assessment of class presentations; and self/peer (student) assessment, must be established and made available to students and examiners. In respect of group work, it is often desirable to award both a group and individual mark, to ensure individuals' contributions to the task are acknowledged. The weighting of the group and individual mark and how the marks are combined should be made clear to the students."
also
"**Students should receive feedback that is appropriate to different activities and assessment tasks while also recognising the effective use of staff time**. Students should receive feedback on their knowledge and understanding of different subjects covered in the programme; so clearly there must be some form of feedback given in every unit. They should also receive feedback on the different subject-specific and transferable skills involved in their programme; this need not be delivered separately in every unit. Students may be resistant to less standard forms of feedback (e.g. peer assessment), and may not recognise as 'feedback' comments made, for example, during a practical class. This highlights the importance of communicating the school's policy on feedback clearly to all students (and see 13.8 below); it is also advisable to introduce

students to as many different forms of assessment and feedback as possible at the outset of their programme of study."

Advice to staff on feedback: (Acknowledges Peer feedback or review)
http://www.bristol.ac.uk/esu/assessment/fback/
Following NSS and PTES results on feedback the National Union of Students has been working on this issue and produced ten principles for good feedback practice which the University of Bristol endorses:
8. **Should include self-assessment and peer-to-peer feedback:** Feedback from peers and self-assessment practices can play a powerful role in learning by encouraging reassessment of personal beliefs and interpretations.

ALso in SDP on eAssment

"e-Assessment

What is it?

e-Assessment refers to the use of technology to manage and deliver assessment. e-Assessment can be used in a blended assessment model to deliver diagnostic, formative and summative assessment. This can vary from being an online objective test (i.e. multiple choice questionnaire) where students download the test and subsequently upload their answers to a self & peer assessment exercise, underpinned by specific technology, in which students are required to assess each other's work on the basis of given criteria. e-Assessment can be used across a range of subjects particularly popular the in engineering, science, medical sciences and language disciplines."

Also on SDP:

Planning your online assessment

The first stage of the assessment lifecycle involves deciding on

the aims and objectives of the assessment and identifying roles and responsibilities throughout the process and drawing up a project plan.

- Assessment objectives: Which type of assessment will be suitable, e.g. summative, formative or diagnostic assessment? How will you select or design questions so that the assessment matches the learning objectives
- E-Assessment system. Which system will you use? This can be decided after consulting with the e-Learning team about your assessment needs.
- Level of support. What level of support is needed, when and who is available to provide it? The department may be supported locally, by the faculty e-learning officer, or centrally by support staff.
- Training needs. Specific training may be required for the use of the e-Assessment system, for designing new questions, administering users, or converting questions from paper-based to online formats.
- Infrastructure. Do you have suitable PC labs in your department? Would local IT support be available at critical events?
- Identifying roles and responsibilities during the lifecycle.

Roles and responsibilities

It is recommended that a core team take responsibility for organising the assessment. The entire team should be involved as early as possible in the planning process. The team should contain at least the following roles:

- Academic Lead. Responsible for: agreeing the objectives (ensuring that questions/criteria are of a high standard, are peer-reviewed, and are revised at the end of the course/unit), coordinating activities as outlined in the project plan and liaising with the other members of the team.
- Administration Lead. Responsible for: ensuring administrative staff are aware of any task they have to undertake and received any necessary training for managing data on the system.
- Technical Lead. Responsible for: ensuring PCs are working and to coordinate software installations or upgrades or local custom set up.

Other members of staff will be needed to support the activities of these teams. This may include faculty support (e.g. e-learning officers), central support (e.g. Education Support Unit, and Information Services).

At this stage the department should identify who will be involved in the implementation of online assessment and who will be responsible for carrying out the following activities; (not all these may apply)

- Managing questions/criteria. Creating new banks/pools or managing existing banks, designing new marking criteria if the exercise is a peer or self assessment, converting existing paper-based questions into an online format, setting up question security, peer reviewing, managing the environment with multiple question designers, testing questions.
- Setting up the assessment. Selecting questions from the banks according to the learning objectives, deciding setting (score, feedback, and timing) and the layout (question by question delivery or template setting), publishing the assessment for testing.
- Preparation for the critical assessment event. Booking PC labs, coordinating access if outside the department, coordinating invigilators, organising mock test, ensuring availability of support staff (local IT and administration), enrolling students, scheduling assessment, providing students with information, agreeing and preparing contingency plans.
- Exporting and managing results. Deciding which results are needed and in what format, generating reports, saving/exporting reports, archiving results, clearing data (schedules) after they are no longer needed
- Evaluation. Setting up and delivering surveys, allowing external examiners to access the system, preparing and reviewing student feedback, planning for continuation or an exit strategy and reviewing the project plan.

Bristol Case study 1

Theme

Collaboration and group work

Origin

School of Biological Sciences

Faculty of Science

University of Bristol

Tools used

Blackboard, Excel

Contact

Marc Holderied, Marc.Holderied@bristol.ac.uk

Objectives

Marc has led the re-development of a compulsory second year unit "Science and Success: Writing, Speaking and Communicating Science". 18 months ago Marc switched from a paper-based system to e-learning. All aspects including submissions, peer collaboration, feedback, and marking happen online.

e-Learning was introduced in this unit in order to improve learner experience and independence, and reduce staff workload.

Background

This unit delivers a range of transferable skills (particularly writing and oral presentation in a biological context) to 130 students. This is achieved by a range of authentic peer-group activities and work including role play, including:

1. Students write and anonymously peer review scientific papers

2. Students all give a presentation
3. They apply for a job in biology and then shortlist and interview each other in peer panels.
4. Because many Bristol students are interested in science journalism they then write texts for ARKive - the audio-visual record of life on Earth. Science journalists annotate and mark these student texts and most get published online.
5. By the end of week five each student receives an extensive 10 page feedback package on their performance so far. They then use this feedback to write a Personal development plan.

All elements have a strong peer component (mostly online), so computer-supported collaborative learning, or e-learning 2.0, is at the core of this unit.

What was done

Blackboard is used in a number of ways:
1. Course administration, including successive information disclosure, communication, individual student and peer group management and timetabling e.g. of interviews, presentations, and submission deadlines.
2. Online group collaboration with repeated peer review and marking of submitted work, using the group file exchange tool
3. Providing anonymity in a separate Blackboard site with alias logins, allowing students to mutually peer-review in small groups (much as is standard practice in the academic community)
4. Distribution of students' work to academic tutors and science journalists for marking.
5. Individual return of annotated and marked digital copies of student submissions.
6. Online tests and grading including collation of peer assessment and tutor marks.
7. Providing data for generation (via Excel and mailmerge) of individual 'feedback packages' consisting of generic and individual feedback

Outcomes

Marc has been awarded the University e-learning prize 2010-11 for his work on this unit. Students themselves consider it a "great unit", and one said "I went into it thinking it was a waste of time but [it is] VERY helpful!" Another commented: "you will be guided through the process and come out a better, more confident person".

Creative use of Blackboard tools tremendously improved learner experience as well as detail and timeliness of individual feedback. The same unit or its elements but 'flavoured' with a different subject could easily be used in any Department.

Further information

Text Transcript of video case study on initiative led by Dr Marc Holderied's entitled 'Teaching transferable skills through online peer collaboration and assessment'

I am a Senior Lecturer in Biological Sciences and my research is on bioacoustics and biological sonar.

I will tell you how I use e-learning in a course called Science and Success: Writing, Speaking and Communicating Science. This compulsory 6-week course teaches transferable skills to about 130 Biology students in their 2nd year. In this course students embark on five peer-group activities. All are within a biological context and often include role play. So first, students write and anonymously peer review scientific papers. Second, they all give a presentation.

Third, they apply for a job in biology and then shortlist and interview each other in peer panels.

Because many Bristol students are interested in science journalism we then let them write texts for ARKive.com - the audio-visual record of life on Earth. Science journalists annotate and mark these student texts and most get published online.

All these elements are peer assesses. By the end of week five each student receives an extensive 10 page feedback package on their performance so far. They then use this feedback to write a Personal development plan.

18 months ago I switched from a paper-based system to e-learning. All aspects including submissions, peer collaboration, feedback, and marking happen online now. This year we had 14 deadlines in 6 weeks, including 390 manuscript submissions, 130 job interviews, 50 presentations and students worked in 70 different peer groups. Over 10000 individual marks and

feedback items were collected online that went into 130 personal feedback packages.

In short, e-learning in this unit greatly improves learner experience and independence, and massively reduces staff workload allowing us to run the unit in all its complexity in the first place.

I will now give two brief examples of how exactly we use e-learning:

We teach scientific writing skills through online peer collaboration.

Students submit early manuscript drafts to small anonymous groups on Blackboard and there they provide detailed mutual comments. That way, students see good and bad examples and learn from teaching others. The final manuscripts are then peer marked online. Students take refereeing seriously because their helpfulness is also peer marked.

Online peer collaboration is an incredibly powerful learning tool that our students really like.

The National Student Survey shows that students want more individual feedback. We use Blackboard surveys to collect incredibly detailed feedback including 1,700 marks and 5,500 comments on individual performance. Feedback is exported to excel and a mail merge is used to print individual feedback packages with 80 items of individual and 3 pages of generic feedback.

This is a very important part of the School's work to further improve "Assessment and Feedback" scores in the National Student Survey.

Students themselves consider this a "great unit", and one said "I went into it thinking it was a waste of time but [it is] VERY helpful!"

Another commented: "you will be guided through the process and come out a better, more confident person"

To conclude: Creative use of Blackboard tools tremendously improved learner experience as well as detail and timeliness of individual feedback. The same unit or its elements but 'flavoured' with a different subject could easily be used in any Department. I think that we will see many more examples of computer-supported collaborative learning - or elearning 2.0 - in our future teaching.

For advice on effective use of Blackboard, email bb-help@bristol.ac.uk.

Themes
- [Assessment and feedback](#)
- [e-Administration](#)

Origin

Department of Physiology and Pharmacology

Faculty of Medical and veterinary Sciences

University of Bristol

Tools used

[Blackboard](#)

Contact

Dr Phil Langton, Phil.Langton@bristol.ac.uk

Objective

Reduce the administrative burden of conducting peer and self assessment exercises

Background

In the final year of our programmes in the Faculty of Medical and Veterinary Science summative assessments are almost exclusively free text with emphasis on critical evaluative skills and Scientific Method. Although didactic sessions can provide advice on effective strategies and demonstrate using anonymised examples, the benefit of timely and detailed feedback on formative work should be evident.

Occurring in the first four weeks of the year and jointly taught by the departments of Physiology & Pharmacology and Anatomy, Concepts and Skills (C&S) is a mandatory element of final year teaching for all (~140) students registered on five degree programmes. In addition to advanced library skills, numeracy, problem solving and statistics, Concept &Skills also provides guidance and training in research skills including critical (paper) review, abstracting (summarisation) and the construction of scientific argument.

'Paper Review' is a key research skill, highly valued by employers. Well developed skills of paper review enable one to make outwardly subjective assessments of published scientific work that is supported by a series of careful objective evaluations of such things as the:

- Scope and bias of the background information
- Definition of the outstanding questions or paradoxes that remain
- Clarity and falsibility of the hypotheses
- Suitability of the experimental approach
- Rigor of the methodology employed
- Data presentation and associated analysis
- Interpretation – does the data support the interpretation(s)?
- Conclusions – does the extant literature permit/support the author's conclusion(s)?

Such a complex skill must be practiced and we [C&S coordinators] have chosen peer assessment to provide students with a formative opportunity to practice the skills of paper review.

What was done

The exercise we constructed required students to critically review two related scientific articles which were chosen to have conflicting (irreconcilable) conclusions. The overall aim required the students to be able to defend their choice of which (perhaps neither) of the papers they would cite as relevant evidence in a piece of course work.

Students were obliged to demonstrate understanding of the process, including tallying the time allocated to the submission and evaluation phases, by making access to the materials contingent (via 'adaptive release') on achieving a minimum score in a quiz, which contained MCQs such as "When do you need to complete the first 'submission phase' of the exercise?". Emails were also used to flag approaching deadlines and to encourage self-evaluation.

Students submitted their reviews during the submission window. After the deadline, assessment questions & marking criteria were provided. Students evaluated their own and 3 of their peers' reviews anonymously against the criteria. Evaluation involved assigning marks and feedback comments. Once all evaluations had been done, the Instructor made the feedback available to students via the Blackboard Grade Centre.

Also a summary, produced by the academic responsible for the two seminars that preceded the on-line assessment, was released at the end of the evaluation process. This outlined the key strengths and/or weakness of each paper – a legitimate version of the intended outcome.

Outcomes

The majority of students complied with the exercise although both submission and evaluation deadlines were extended to allow technical queries to be resolved.

A review of work submitted reveals the expected spectrum, from poor to excellent. The evaluations are similar although there is evidence from the feedback comments that students were reflecting on their own attempts.

The real benefits were the ease of administration (staff) and timeliness of feedback (student).

Despite some shortcomings described, the Blackboard S&PA tool does a good job of structuring a self- and peer-assessed exercise and is certainly very effective at managing the

administration that could otherwise be very time consuming.

There are a number of glitches in the software, particularly around timings. However there are ways to design the exercise so as to avoid these. The e-learning team (e-learning@bristol.ac.uk) can advise you on how to set up a peer and self assessment exercise, and support you whilst it is live.

Internal document: Summary of Assessment methods
http://www.google.co.uk/url?sa=t&source=web&cd=18&ved=0CFgQFjAHOAo&url=http%3A%2F%2Fwww.bris.ac.uk%2Fmedical-school%2Fstaff%2Fpolicies%2Fassessment%2Fmethodsummary.xls&ei=mpb8TfSnK8mp8QOM-ei-Bg&usg=AFQjCNFL0mjFLg2dZf-u9qdx0k5EyzP8kg
Research Outcome:
http://www.bris.ac.uk/esu/assessment/peermarking.pdf
(Not online)
SDP Document
http://www.bris.ac.uk/esu/educationmatters/esunewslettersept2010.pdf
Gloria Visintini, Modern Languages, 'Electronically-mediated Peer Assessment: A Case Study'
Peer and self assessment works: even for final year work, Phil Langton, Medical and Veterinary Sciences.

Harris, JR (2011)
Peer assessment in large undergraduate classes: an evaluation of a procedure for marking laboratory reports and a review of related practices.
Advances in Physiology Education 35 (in press) **Journal**

Dr John Davis, Academic Director of e-Learning, "Scoping a Vision for e-Assessment".
This seminar will include case studies presented by Academic staff who are using online methods:
  ● To cope with high-stakes assessment of growing student numbers.
  ● To help students derive maximum benefit from face-to-face and laboratory teaching
  ● To create tests that automatically adapt to the student's level of knowledge
  ● To assess collaborative group work via peer assessment

| 9 | Oxford university: Peer Review

 ● Examples and suggestions of how to use Word for peer review using the commenting feature.
 ● Promotion of Turnitin but no mention of use yet
 ● Range of technologies listed that allow peer review
 ● Case studies some peer learning examples not review / assessment
 ● Example of Peer evaluation and review (lancaster uni not oxford.)

 Oxford university: Peer Assessment
 ● Informal peer assessment and review goes on..."Instead of imposing a system of peer assessment against the students' misgivings or inclination, I decided to encourage students to edit each other's work (as well as requiring them to edit their own). This peer editing is in effect peer assessment, but seems different for three main reasons: it is not compulsory; it takes place before and independent of submission to the tutor, so it seems part of the iterative process of sorting out ideas and trying out arguments in conversation; and it takes place in an informal atmosphere among friends, so it induces none of the foreboding occasioned by formal assessment by peers or anyone else." Paper Oxford
 ● Guide for people wanting to use peer assessment using GDocs
 ● Sakai's own peer marking tool - guide for how to use it.
 ● PSDs that mention use of peer assessment
 ● Nothing found in policy/strategy level.
 ● Contact the OUCS for Learning technologists for any interviews | Teaching with tech pages

 OUCS BLOG |
| 10 | **Cambridge**:Policy on Peer assessment or review
 NONE

 Cambridge: Peer Assessment
 ● PSDs, PSDs with mention of Peer Assessment
 ● From Case studies and examples pages: "**Engaging students through peer and self assessment:** Peer and self assessment shifts the responsibility for learning to students, forcing them to think about how they | |

	present, receive and act upon feedback. Facilitating peer assessed work requires considerable preparation by the supervisor/teaching officer and is not a soft option."	
11	Liecester: Policy assessment review NONE Peer Assessment practice ● Some PSDs 1	

Intervie w:	**Interview @ Bristol** 15/7/11 Notes:
	Questions to ask individuals : Roger and Roberta.
	
	What is your role in the organization?
	    a. ESU – Acade. Staff dev; QA and Enhance Elearning (Both interviewees)
	    b. ILRT – BOS – 500 customers, 500 Pound per institutions.
	How does it relate to support of and or assessment of students?
	    a. T&H Learning Higher education PgCert – elearning unit taught by Roger Gardner.
	    b. Promotion by the ESU through exhibition and seminar – cross pollination.
	    c. A lot of academic freedom for staff to write UDs and deliver as they want their unit.
	What sort of experience you have of Peer Assessment/Evalutaion?
	    a. Support and develop staff in way of doing so.
	Are there institutional policies or strategies on peer assessment and or evaluation?
	    a. Not strategic lead, necessity lead (large cohort) pedagogical and logistical drive
	    b. ESU developed a code (http://www.bristol.ac.uk/esu/assessment/annex/2formsofassessment.html) annex 2.
	    c.
	Are there any good practice examples? Which schools? Which technologies?
	    a. Without technology examples: presentations are peer reviewed
	    b. Marc (whom I meet later on)– online peer assessment.
	    c. Blackboard 8 (2 years ago), the peer assessment package came form Dundee who	

developed a building block . Demand and possibilities of technology was an issue with blackboard – peer assessment within groups not allowed. Submission or not, blackboard allocates all students within a unit. This creates problem for students who are allocated people who have no work submitted, hence no assessment to peer assess.

Anonymous vs non anonymous peer assessment.

      a.   Above.

WebPA was mentioned so was peerwise free tool form NZ. Peer Assessment – Concordia Canada based company. Moodle (in Bath).

Marc:

What is your role in the organization?

      a.   Senior Lect. in School of Bio Sci.

How does it relate to supporting/and or assessment?

      a.   UC and CL

      b.   Winner of University wide elearning Award

Where does the activities take place?

      A 6 week unit called Science and success. Yr 2 BSc

What sort of experience you have of Peer Assessment/Evaluation?

      a.   Where - see above

      b.   Why/Inspiration/necessity

            i.

          Complex unit , transferable skills, role play etc, paper based before, compulsory, 130 students – too much paperwork difficult to handle – switched to blackboard 2010- Oct- Jan 2011.

            ii.

          Collected 10,000 items of feedback using blackboard.

            iii.   Used survey tools, file exchanges. Discussion forums.

      c.   What do you use? What is the task?

            i.   See above.

        ii.   5 tasks,

        iii.   **sci paper**, peer review of that. Groups of 4 – two stage process – review improves. Final submission, each paper refered by 3 others as per the marking scheme. Plus feedback.. Tutors also evaluate this separately. Refrees are also assessed for their work by each author.

        iv.   **Presentation**: audience of 32 who listen and fill in a feedback sheet and give top and bottom three qualities of the work they see. In groups of 3, five such groups who present: mark.

        v.   **Interview:** 7-student panel plus a demonstrator, annotation of CV annotate cover letter. This happens in first hour, second hour is for interview after shortlist. Best two CV/application get more marks. Interview questions are different. Tutor is the head of the panel and moderates marks and feedback. Tutor also assess. ten page feedback given on job applications

        vi.   **Media article:** assessed and marked by real journals.

        vii.   **Skills portfolio:** PDP, based on the ten page feedback given on job applications

        viii.

d.   Reflections

        i.   Motivated to do this for my students, enthusiastic, life skill, sure I am changing life of the students…

        ii.   Perceptions by the students, overwhelmingly positive feedback, initially

	they though it's waste of time and hard work - 14 deadlines in 5 weeks.
	  e. What do students say? - see above.
	
	Anonymous vs non-anonymous peer assessment.
	  a. Sci writing is anonymous rest is not as it has face to face element.
	Have you heard of any other tools that may be useful for your purpose? Would you consider using these?
	
	 WebPA was mentioned so was "peerwise" free tool form NZ. Peer Assessment – Concordia Canada based company. Moodle (in Bath).	

11	Leicester contd... Peer Assessment examples PSD [1] , [2], [3]	
12	U of Bath Peer Assessment and Review examples Research outcome/Blog [1], [2] Staff dev activities / pages: [1], [2] . [3] Case study: [1], [2], [3] Moodle: http://people.bath.ac.uk/ma0np/20061218MoodleWorkshopCaseStudy.pdf Some QA statements on Peer assessment: [1], [2]	
13	Loughborough Uni Peer Assessment and Review examples Research outcome/Blog: http://webpaproject.lboro.ac.uk/files/WebPA_Literature%20review%20.pdf nice litt. review for Peer review and assessment within HE "Paper-based peer assessment has been used for decades however a number of drawbacks with paper-based peer assessment have been noted. These include problems with data collection, collation and calculation in large classes/groups on the lecturers' part, anonymity, limited time for reflection and action on the students' part,	

etc (Freeman et al. n.d)
"

"

At Loughborough University, several departments have created their own
assessment policies. The Department of Civil Engineering states that if an academic
carries out group work they must use some form of peer assessment as a method of Page 15 of 45 © Loughborough University
marking it. This is one way in which peer assessment could become more widely
used if it was written into departmental policies and also wider institutional strategies.
One example is the University of the West of England (UWE) Bristol (2007) who have
a detailed assessment policy which encourages the implementation of a variety of
assessment practices with peer assessment being one of these
"

https://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/1908/1/Davies03.pdf

Peer Assessment using online tools of Essays etc.

Staff Dev activities / pages: non

Case study: several in the above publication

WebPA community at different stages of implementation or interest in the WebPA project:

http://webpaproject.lboro.ac.uk/?q=node/34

- Loughborough University
- University of Hull
  -
- University of Birmingham
- University of Liverpool
- Cardiff University
- Coventry University
- University of Huddersfield
- Manchester Metropolitan University
- Northumbria University
- Queen Margaret University Edinburgh

	- University of East Anglia - University of Wales, Newport - Staffordshire University - University of Leeds - St Andrews University - University of Sheffield - University of Wales Institute, Cardiff - Nottingham Trent University - University of Queensland, Australia - University of New South Wales, Australia - School of Medicine, Tulane University , USA	
14	Gloucester uni: Evidence of work related to Peer assessment Several examples of face to face peer assessment present. LTAS:"*Learning Communities* Students will be encouraged to participate in and contribute learning communities, whether face-to-face or virtual. Lear communities generate a sense of identity, belonging collaborative purpose, and are particularly valuable during time transition. Learning communities can be fostered in many including induction, mentoring, team projects, peer assessment, related learning opportunities and volunteering." Good resources that highlight practice of online peer assessr from the litt. on the university's L&T pages. Case studies: Online peer assessment: first one, small mention in http://www2.glos.ac.uk/offload/tli/lets/lathe/issue1/articles/jenkins. 2004-05. "At the University of Gloucestershire, the module 'Collaborating w Communities' practises community development in its delivery 1 . A group online assignment forms part of the assessment for module and students work in small groups on a negotiated assignment to produce a short report. This requires the students to share ideas, resources and information. Whilst the final report forms part of the overall summative assessment, the process provides a forum for students to collaborate and give each other feedback on their	

	contributions to the completed project" Same for Peer Review: http://insight.glos.ac.uk/tli/resources/toolkit/resources/Documents/ agingStudents/a8.pdf by Nick Robinson, School of Environm University of Gloucestershire; 01242 532923; nrobinson@glos.ac.uk But this is also f2f example.	
15	Southampton solent "Peer assessment" SDP: http://mycourse.solent.ac.uk/mod/book/print.php?id=182826 **Peer assessment:** Peer assessment has proven to have a positive impact on student engagement. You could design an idividual or group project where students can respond by creating a view, with the outcomes requested, to be submitted for feedback. As long as a weblink is submitted to *my***Course,** private feedback can be left by other students in that course. Marketing: http://www.solent.ac.uk/courses/undergraduate/accountancy_and_fin ance_ba/course_details-11.aspx # "Teaching and Assessment Most units are assessed using course work and exams. Accounting units are weighted 50% coursework and 50% exams in order to fulfil exemption requirements. Some non-accounting options may be 40%/60% weighted and possibly 100% coursework based. Coursework varies from traditional essay format through to reflective journals, debates, presentations, peer assessment, spreadsheets and multi-media submissions. You will be required to attend lectures and classroom or IT based seminars during your studies. Students are timetabled for an average of 12 contact hours per week." Assessment policy:	

" **Student peer assessment**

Where student peer assessment is part of the summative assessment strategy, the criteria used to allocate marks must be clearly articulated and the referral arrangements must be clearly stated on the unit descriptor "

Good practice/case studies: Paper based!

Polistina	Kim	Dr	BA (Hons) Outdoor Adventure Management; BA (Hons) Watersports Studies Management	FBSE	Peer assessment through the use of indicator forms

advice on group work and peer assessment
http://portal.solent.ac.uk/mobile/support/faculties/fbse/staff/lecturers/resources/icon3groupwork.pdf

face to face example 2

	http://portal.solent.ac.uk/mobile/support/faculties/fbse/staff/lecturers/sfp-patsy-morgan.aspx "Peer Review"	
16	Greenwich Uni Peer Assessment? Own tool developed: SPAT (compared with WebPA and others) (http://staffweb.cms.gre.ac.uk/~gm73/SPAT/Student%20Peer%20Assessment%20Tool.pdf and http://staffweb.cms.gre.ac.uk/~gm73/SPAT/SPAT-8-06-11.pdf) http://staffweb.cms.gre.ac.uk/~gm73/SPAT/spat-survey2010&2011.pdf Some more history and outcomes http://staffweb.cms.gre.ac.uk/~gm73/SPAT/SPAT.htm There are other examples where the tool is not used but paper forms are being used. No mention in LTAS. Nothing of SDPs. Peer Review; NULL	
17	PEER assessment at WMin Research Outcome: (general) http://westminsterresearch.wmin.ac.uk/1418/	

	http://westminsterresearch.wmin.ac.uk/7647/ Most of the other stuff is behind username/password so discount this item.	
18	She. Hallam Uni. Peer Assessment Doct. Theisis: **http://shura.shu.ac.uk/3823/** Module docs/PSDs: http://www3.shu.ac.uk/HWB/placements/Sport/documents/Level%205%20Module%20Descriptor%20SES%20for%20Employment.pdf Marketing: "Continuous assessment and examination in roughly equal proportions. Continuous assessment includes • case studies • projects • group, self- and peer-assessment • presentations." http://www.shu.ac.uk/prospectus/course/349/further/ under assessmnet for the course. Student guide on how to use feedback: "Peers - Peer assessment is becoming more common within the University, and therefore you may be giving feedback to, and receiving formal feedback from, your peers – for example on a presentation, how you worked in a group, tests marked in class time. You may also choose to discuss work informally with your peers – this is then classed as informal feedback and may help you pick up ideas on how they do things. " Mainly face to face, no elearning example yet. Research Outcome: http://www.shu.ac.uk/research/prg/sp-ann-walker.html (face to face?) Doct. Theisis: **http://shura.shu.ac.uk/3823/** Peer Review Mainly hits Journal entries. ect.	
19	Coventry	

		Peer Assessment	
		WebPA used. (http://cuba.coventry.ac.uk/empowerment/2010/05/15/webpa-is-an-open-source-online-peer-assessment-tool-that-enables-every-team-member-to-recognise-individual-contributions-to-group-work/)	
		The project (http://www.heacademy.ac.uk/projects/detail/DFLTEA2_Coventry) involves embedding the use of WebPA, and hence peer assessment in all group project work in the Department of the Built Environment, and promote its use to the Faculty and to the wider University.	
		Some help also on Moodle pages: https://moodle.coventry.ac.uk/uni/help.php?module=workshop&file=managing2.html	
		SDP: http://www.google.co.uk/url?sa=t&source=web&cd=3&ved=0CCoQFjAC&url=http%3A%2F%2Fcurve.coventry.ac.uk%2Fopen%2Fitems%2Fb4c1cf73-80cd-8a5f-8f1f-2a9d29bda8e8%2F1%2FReducing%2520Assessment%2520Load.docx&rct=j&q=%22Peer%20Assessment%22%20site%3Acoventry.ac.uk&ei=PKBrToCrGYah8QPCpdkx&usg=AFQjCNGL9k71P907Ana_2w3uIcwuCp6vpA	
		Marketing: http://www.google.co.uk/url?sa=t&source=web&cd=10&ved=0CFgQFjAJ&url=http%3A%2F%2Fwwwm.coventry.ac.uk%2Fcourse%2Fug2012%2FPages%2FBuilding_Surveying_BSc_Hons_degree.aspx&ei=PKBrToCrGYah8QPCpdkx&usg=AFQjCNEDaFhzMAFyUKeuHxxU-cOFsfvM6A	
20		Bolton	
		SDP/Internal L&T presentations: July 2010 fairly recent report. http://www.bolton.ac.uk/LEPDU/LearningEnhancement/AssessingtheAssessatUoB.pdf	
		Suggests examples of peer assessment and review in paper/f2f format. But it also states " No examples of peer assessment were uncovered suggesting assessment is almost entirely tutor–led "	

It is reinforced that there is a general lack of peer assessed written work in the following text.

"As listed as the highest assessment weighting on the module database, individual
presentations including peer assessed poster and seminar papers account for only 79 entries.
Looking at the content of the modules against the learning outcomes, much seminar work
complements essay writing. Whilst clearly there are significant presentation skills in a seminar
the chances are the essay following will cover much of the same ground
"

"Within the module database there is evidence of a small amount of peer assessment but in
terms of the assessment profile it is insignificant"

There is also evidence form units that peer assessment is in pratice for summative and formative purposes in certain courses

http://www.google.co.uk/url?sa=t&source=web&cd=4&ved=0CDQQFjAD&url=http%3A%2F%2Fdata.bolton.ac.uk%2Fstaff%2Fadw1%2F2011_Feb_W%2FGAD3500%2FTeam%2520Final%2520Report%2520May%25202011v2.docx&rct=j&q=%22Peer%20assessment%22%20site%3Abolton.ac.uk&ei=luhxTrPjHpGz8QOQmbiCCg&usg=AFQjCNH4bOPJHjDfFxNGvKMSfeGecNj-dw

http://data.bolton.ac.uk/academicaffairs/viewmodulestyle.asp?code=FPD3005

No Mention in LTAS.

10. **Appendix D - Spreadsheet providing a birdseye view of the data collected.**
    https://docs.google.com/a/myport.ac.uk/spreadsheet/ccc?key=0AsV5o_ttFyfKdDRtS2N0dW02U3d6NXhTdG1IWVh4QXc&hl=en_GB#gid=0