Towards Self-Regulation: Breaking the Deadlock

Rita Headington, Iain Kitchener, Robert Morgan & Sarah Newman
A continuum of self-regulation
What the literature says…

“Peer assessment stimulates students to share responsibility, reflect, discuss and collaborate”

Stribos and Sluijsmans (2010)

“two main classes of feature... benefits to the learner and reliability and validity issues”

Falchikov (2007)

“...considerable benefits for the students in terms of use of criteria, awareness of their achievements and ability to understand assessment feedback”

Bloxham and West (2003)
Our Context:

- BA QTS in Primary Education
- 120-130 Year 1 students
- New degree since September 2008
- Education and Professional Studies
  - 30 credits in Year 1
  - 15 credits in Year 2
  - 15 credits in Year 3
What we did mid-EPS1

- Students reviewed portfolios and developed success criteria
- Tutors matched students’ success criteria to the course’s assessment criteria
- Students selected 24 pieces of work across cohort, to be formatively marked in detail against criteria
- Tutor marked work and students shared feedback
- Generic feedback provided for whole cohort
What we did towards the end of EPS1

The peer assessment process:

- Students in pairs
- Each pair allotted one of five criteria
- Students reviewed portfolios against this criterion and provided feedback
- 10 students commented on each portfolio
- Students tasked to evaluate experience
What they said: **Student Engagement with Learning**

- Seeing other students’ work acted as motivator
- Gave insight into other approaches and outcomes
- Enabled comparison with own work
- Increased personal reflection
What they said: **Validity, Reliability and Manageability**

- Questioned their right to judge the work of other students
- **Saw value of criteria to provide objective approach**

- Found it difficult not to compare portfolios with each other
- **Saw importance of going back regularly to the criteria**

- Concerned that criteria might not be interpreted with equity by all
- **Saw value of engaging in development of success criteria**

- Concerned that tutors had not looked at all portfolios
- **Recognised value of ‘many heads’ and paired discussion**
What they said: **Validity, Reliability and Manageability**

- Became tired of repetitive nature of assessment
  - Knew exactly what to look for

- Wanted to spend longer on each file
  - Identified the process as a means of assessing 30 files in less than 2 hours

- Found it difficult to be critical when work was not anonymous
  - Wanted to give original and positive feedback
What they said: **Peers as Learning Resources**

- Developed skills in providing ‘constructive’ criticism
- Needed reassurance about quality of own work to feel secure in helping others
- Saw how they could help others to progress
- Recognised importance of receiving and using constructive feedback
A Student’s Perspective

...of criteria
...of feedback
...of the emotional impact of peer assessment
Conclusions and Next Steps

Conclusions

• Engagement leading to deeper understanding
• Students experienced the roles of the assessor and the assessed
• Enabled students to empathise with children using peer assessment

Next Steps:

• Developing ‘Peer Assessment’ across the course
• Ensuring varied experiences of peer assessment
• Developing students’ understanding of peer assessment in the classroom through the literature
Towards Self Regulation: Breaking the Deadlock.

Rita Headington, Iain Kitchener, Robert Morgan & Sarah Newman