Towards Self-Regulation: Breaking the Deadlock

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A continuum of self-regulation

Tutor ⟶ Peer ⟶ Self ⟶

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 Engagment 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

Found it difficult to be critical when work was not anonymous
Wanted to give original and positive feedback

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

What they said: Peers as Learning Resources

Developed skills in providing 'constructive' criticism

Saw how they could help others to progress

Needed reassurance about quality of own work to feel secure in helping others

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**

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