

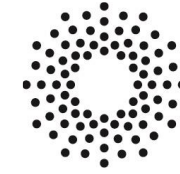
OSLOMET



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**LONDON
METROPOLITAN
UNIVERSITY**
GUILDHALL BUSINESS & LAW

Improving Engagement: Using Peer Assessment to Enhance the Student Learning Experience

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Overview

Definition of PA

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graph TD; A[Definition of PA] --> B[Advantages and challenges of PA]; B --> C[How to organize PA]; C --> D[Using PA for grading]; D --> E[Implications of using PA];
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Advantages and challenges of PA

How to organize PA

Using PA for grading

Implications of using PA



Can you define PA?



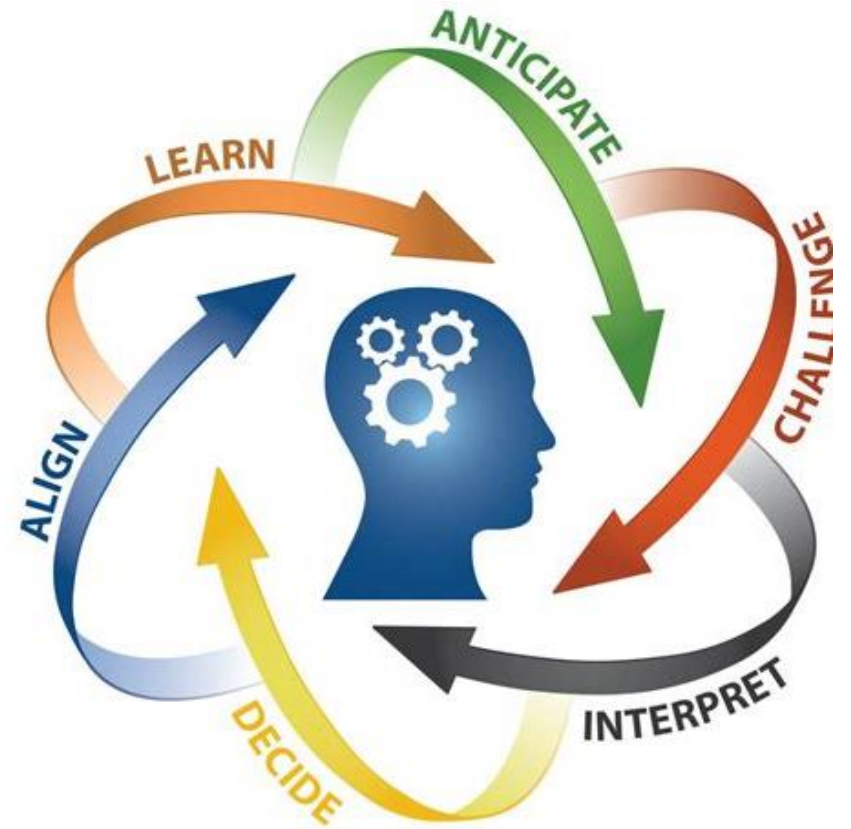


Can you define PA?

- PA - process of Ss giving formative or summative feedback to each other; which may or may not involve the provision of a grade (Topping, 1998)
- A shift from a 'testing to an assessment culture' that is from assessment "of learning" to assessment "for learning"
- PA is one of the most popular tools for 'assessment for learning' in education
- Strong justification for the use of PA is found in four theoretical stances: process writing, collaborative learning, Vygotskian learning theory (ZPD) and interactionist theories of L2 acquisition.

What do we mean by PA?

- peer tutoring/mentoring
- peer feedback (written and oral)
- peer grading of work
- peer grading and tutor modified



What is the purpose of PA?

- to enhance learning (for assessor and assessee)
- to encourage student autonomy
- to develop critical judgement

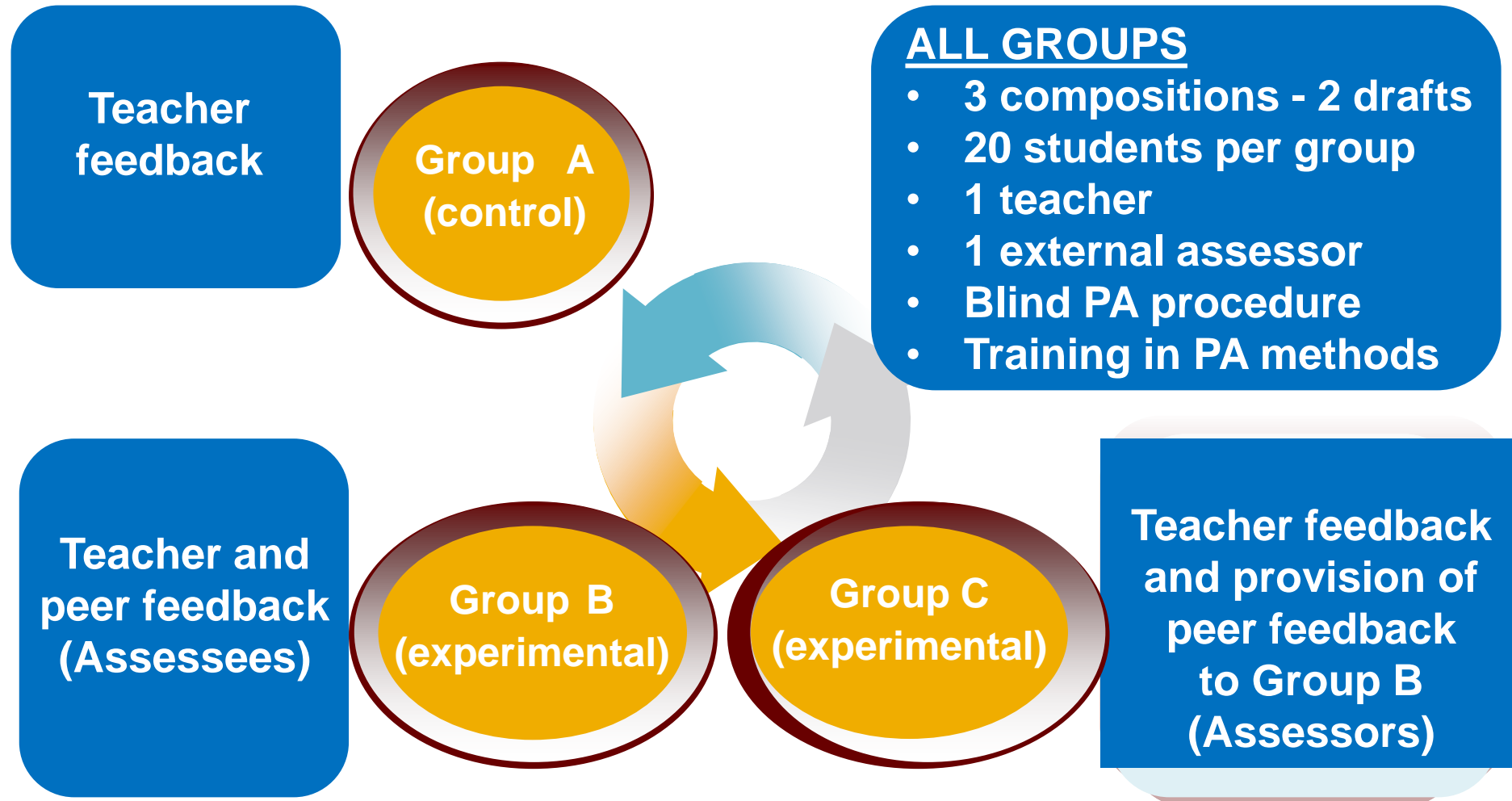


Why should we use PA?

- Excessive testing negatively impacts on motivation, PA counters these forces through involving Ss in A, and improving Ss' subsequent performance in summative assessments.
- As regards TESOL writing instruction, PA seems to develop Ls' writing ability, writing performance and autonomy in learning.



First study (Meletiadou, 2010)



Second study (Meletiadou, 2013-2014)

Teacher
feedback

10
control
groups



Teacher
and peer
feedback

10
experimental
groups

SAMPLE

- 20 teachers at State Language Schools
- 200 Greek-Cypriot intermediate EFL Ss
- 41 boys and 59 girls (15-16 years old)
- One school year (October-May)

ALL STUDENTS

- 1 essay as pre- and post-test
- 3 essays (story, article & description)
(2 drafts for the experimental groups)
- Blind PA procedure and PA checklist
- Training in PA for Ss & Ts

Task 1 – Benefits of PA

| | |
|-------------------|---|
| Cognitive | <ul style="list-style-type: none">❖ .❖ . |
| Social | <ul style="list-style-type: none">❖ .❖ . |
| Linguistic | <ul style="list-style-type: none">❖ .❖ . |
| Practical | <ul style="list-style-type: none">❖ .❖ . |



Task 1 – Benefits of PA

| | |
|-------------------|---|
| Cognitive | <ul style="list-style-type: none">• Take an active role in learning by exercising thinking• Engage in exploratory talk and build critical skills and awareness of audience |
| Social | <ul style="list-style-type: none">• Enhance communicative power and receive authentic feedback• Gain confidence and reduce apprehension• Establish collegial ties and friendships |
| Linguistic | <ul style="list-style-type: none">• Explore and enhance linguistic and meta-linguistic knowledge• Gain additional language skill practice• Enhance participation and improves discourse |
| Practical | <ul style="list-style-type: none">• Applicable across proficiency levels• Flexible at different stages of the writing process• Time-efficient and reinforces process writing |



Benefits of PA

- By judging work of others, Ss gain insight into their own performance (improved self-reflection)
- They gain a sense of ownership of the assessment process, thus improving motivation (self-confidence)
- They learn to evaluate their own and their peers' achievements realistically (lifelong learning)
- Employers look for team working skills (Curriculum Development Council, 2001, 2004)





Benefits for the teacher

Ss use each other to discuss, prepare and assess their work. They become independent learners.

Free time for the teacher to observe student learning.

Relaxing – the Ss do the work, we manage/overview.

Quicker assessment, immediate feedback.

Ss learn assessment criteria in an interesting way, so they remember it and use it automatically.

Task 2 – Challenges of PA

| | |
|-------------------|---|
| Cognitive | <ul style="list-style-type: none">❖ .❖ . |
| Social | <ul style="list-style-type: none">❖ .❖ . |
| Linguistic | <ul style="list-style-type: none">❖ .❖ . |
| Practical | <ul style="list-style-type: none">❖ .❖ . |



Task 2 – Challenges of PA

| | |
|-------------------|--|
| Cognitive | <ul style="list-style-type: none">• Uncertainty concerning peer comments and lack of learner investment |
| Social | <ul style="list-style-type: none">• Discomfort, uneasiness and lack of security in negotiating meaning• Commentary may be overly critical |
| Linguistic | <ul style="list-style-type: none">• Too much focus on surface structure• Lack of formal schemata (background knowledge)• Difficulty understanding foreign accent |
| Practical | <ul style="list-style-type: none">• Time constraints, counter-productive feedback and lack of student preparation |





Potential problems

- reluctance of one or more Ss to participate in process
- general dislike of assessing/judging friends
- character conflicts
- lack of evaluative/assessment skills
- lack of accuracy of peer grading

Using PA in the EFL/ESL classroom

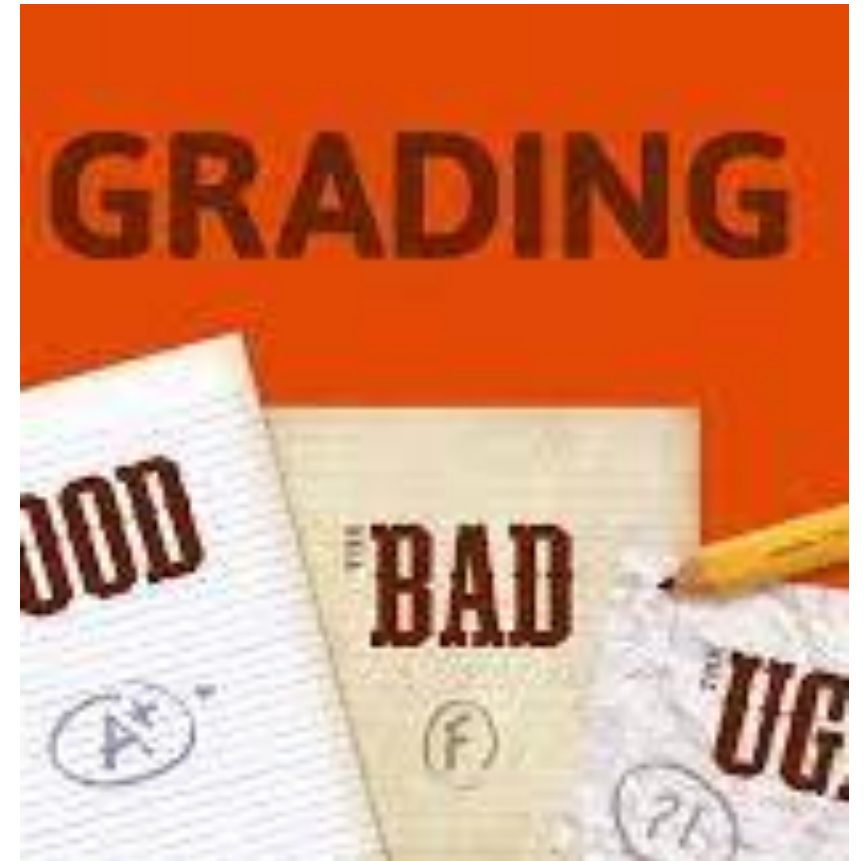
Use formatively with
SA

Peer feedback without
summative elements

PA with a summative
flavour used carefully
otherwise it can inhibit
the very learning it
seeks to promote

PA may be used for grading when:

- There is a high trust, high integrity learning environment
- Ss are rewarded for high integrity marking
- Marks are moderated by T so that deviations must be justified
- Blind peer marking is used as a check
- Random T marking is used as a check
- Ss have had ample opportunity to practice and develop their skills
- Criteria have been sufficiently unambiguously defined to minimise misinterpretation of grade boundaries
- Effort is explicitly excluded as a criterion





Task 3

How to organize PA?

Planning is essential to ensure successful PA

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



How to organise PA

Planning is essential to ensure successful PA

- Collaborate with peers when developing the initiative
- Consult the Ss – seek their advice and approval of the scheme
- Discuss the process with Ss; clarify the purpose, rationale and expectations
- Involve the participants in developing assessment criteria
- Generally, aim for same-ability peer matching
- Provide training, examples and practice – show them how to do it
- Give feedback and coaching
- Examine the quality




Any
questions?


A quick and easy strategy for PA

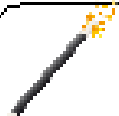
Two Stars and a Wish

Name: _____

Subject: _____







Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Exercise in PA

You should –

- i) **Identify** *what* has been done well
- ii) **Explain** *why* it has been done well



Then...

- iii) **Identify** *what* could be improved
- iv) **Explain** *how* it could be improved



Assessment is not enough

- We can't consider assessment separately from teaching and learning processes. All are about informing judgment.
- Alignment between and integration of learning activities is needed.
- When choosing assessment practices, we choose what Ss will learn.



Implications for using PA

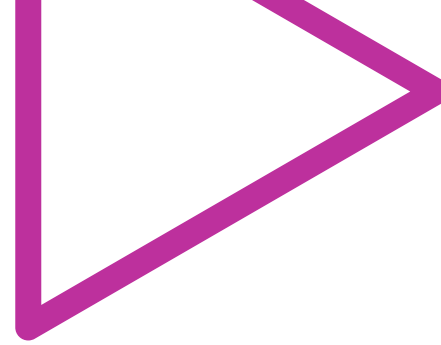
To develop PA, teachers need to ...

- ▣ **Train Ss** over time to assess their work and the work of others
- ▣ **Plan** for PA opportunities in their lessons
- ▣ **Systematically explain** the learning objectives, outcomes and contributing success criteria behind each task
- ▣ **Guide** Ss to identify their next steps
- ▣ Frequently and consistently **encourage** students' **self-reflection** on their own learning
- ▣ **Plan opportunities and time to allow Ss to do it!**

What did you enjoy about the PA process?

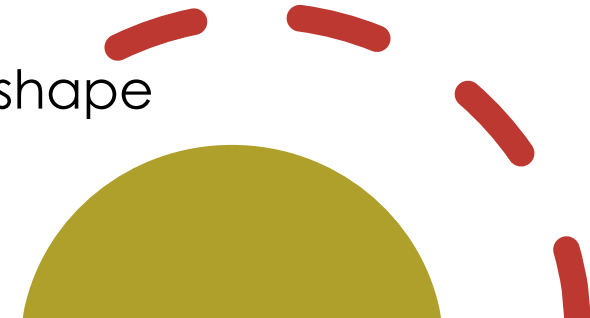
- *“Giving the others exactly what they deserved based on what they did.”*
- *“Being able to anonymously comment on the work that others performed.”*
- *“Having a say in the marks”*
- *“Interesting insights into your own and others’ work. Learn from others’ mistakes.”*

Conclusion



PA is valuable because it:

- Facilitates the development of reflection in learning.
- Helps clarify what good performance is (goals, criteria, expected standards).
- Provides opportunities to close the gap between current and desired performance.
- Encourages positive motivational beliefs and self-esteem.
- Provides information to T that can be used to help shape teaching.



Implementing PA - Teachers

- Need for the right climate in the classroom
- Need to establish rules
- Need to have clear goal in mind
- Students need to be engaged with process
- Involve them in developing/understanding criteria
- Understand how to peer assess. Skills need to be taught, modelled and scaffolded by the T first.





Key takeaway!

**“Student learning relies not only on
assessment for quality but on the quality
of the assessment”**

(Hinett, 1995)

The principles and practical strategies for implementing effective peer assessment

1. Principles of effective peer assessment

Peer assessment has been found to be most effective when:

- Students are made aware of the learning objectives and expected learning outcomes.
- Objectives and outcomes are a regular feature of lessons and become an integral part of reviewing learning rather than a 'bolt on' activity.
- Students are put at the centre of the process of identifying what their peers have achieved and what they could improve upon.
- Students are taught the skills of collaboration in peer assessment.
- Students are taught an evaluative language for peer assessment.
- Skills of evaluation are well developed orally before written assessment is introduced.
- A range of techniques are systematically used by teachers to enable students to take increasing responsibility for their own learning and progress.



Strategies for using PA

Students reflecting on their work and working out how to improve it

What it isn't

- It isn't just marking each other's work
- It doesn't have to take loads of planning
- It's not a special thing to do every now and then

What it is

- Students judging how well their peers have done and what they need to do to improve
- Getting students to think about their learning and progress
- Helping students to become independent learners
- A part of every lesson

Nice idea, but not with these students

It is a difficult skill for most students,
but it will save you time and effort as well as raising achievement.



Thank you for your attention
and participation!



**Do You Have
Any Questions?**

For further details please contact:

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