

PEER AND SELF-ASSESSMENT

Learning Activity

Description	Course title: Learning activity: Peer and self-assessment
Task type	Tutorial activity
Timing	30 mins
Level	(Dependent on course)
Class size	(Dependent on course)
Learning outcomes	At the end of this activity students should be able to: <ol style="list-style-type: none"> 1. Demonstrate ability to assess peers and self, and give constructive feedback. 2. Identify elements of group work that contribute to a productive and positive collaboration.
Method / Instructions	<ol style="list-style-type: none"> 1. Introduce the peer and self-assessment form, making clear reference to the instructions (5 mins). 2. Link to the RMIT Learning Lab/Assessment Tasks/Group Work/Giving Feedback. Instruct students to link to it also (2 mins). 3. Instruct students to read and discuss the 'Giving Feedback' section of the tutorial. Allow time for questions (15 mins). 4. Instruct students regarding submission of the evaluations (3 mins) 5. Conclude by briefly reviewing the task, the criteria & the learning outcomes (5 mins).
Rationale	This activity supports the pedagogy relating to using assessment for learning and to peer and self-assessment. It offers students the opportunity to reflect on how individual contributions impact on the overall productivity of the group, developing understanding of group dynamics. It also allows them to clarify the task, and practise giving feedback, an important skill in group work.

Potential issues	Students may be unfamiliar with peer and self-assessment and may be resistant to the idea of evaluating performance of other students, requiring discussion of the rationale and learning outcomes.
Handouts/ resources for students	<p>Upload the peer and self-assessment form and instructions on Blackboard in preparation for the class.</p> <p>Provide on Blackboard a link to the Group Work tutorial section 'Giving Feedback' on the RMIT Learning Lab.</p>

Appendix: Peer and Self-assessment Tool

[x]% of group mark. ([x]% will be the average mark from your peers; the other [x]% will be for your engagement in the peer and self evaluation.)

Due:

Background

Group work is an important component of this course. It develops your professional communication skills and your ability to collaborate with your peers. These are highly desirable employability skills that you will inevitably need in your future career.

This questionnaire is to be used by you to provide feedback to group members, and to reflect on your own group skills.

This part of your assessment is worth [x]%. Both peer and self-assessment will be considered together in awarding a mark out of [x].

There are seven criteria and each describes elements essential to a productive group. Using the 4-point scale provided, consider each category separately and rate group members and yourself.

Instructions

1. Please think hard and honestly about each of the criteria and how you and each group member performed. It is not necessary that everyone get the highest score on each item. Different people will have different strengths and different contributions.
2. Write explanations and examples that support your ratings in the space beside each rating item.

The feedback provided to group members should reflect your independent views based on your own experiences of the group. It does not require group discussion and should not reflect a collective group decision. This assessment is an opportunity for people to learn where their strengths lie and where they could perhaps improve their communication and collaborative skills. Your rating should be based on your individually considered perceptions and experiences.

3. Complete one form for each person, including yourself, with your name and the assessed person's name on each form.
4. Submit all forms.

Rater's Name: _____ **Assessment of:** _____

Rating		Comments, Examples, Explanations, etc.
Group Participation Attends meetings regularly and on time.		
Time Management & Responsibility Accepts fair share of work and reliably completes it by the required time.		
Adaptability Displays or tries to develop a wide range of skills in service of the project; readily accepts changed approach or constructive criticism.		
Creativity/Originality Problem-solves when faced with impasses or challenges; originates new ideas, initiates team decisions.		
Communication Skills Effective in discussions, good listener, capable presenter, proficient at diagramming, representing, and documenting work.		
General Team Skills Positive attitude, encourages and motivates team, supports team decisions, helps team reach consensus, helps resolve conflicts in the group.		
Technical Skills Ability to create and develop materials on own initiative, provide technical solutions to problems.		
Scoring For each category, award yourself and each member of your team a score out of 21 using this scale	3 – High level of contribution in this respect 2 – About average for the group in this respect 1 – Not as good as most of the group in this respect 0 – No help at all to the group in this respect	

(Adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)