

WRITTEN ASSIGNMENT UNIT 4

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UNIVERSITY OF THE PEOPLE

UNIV 1001-01 – ONLINE EDUCATION STRATEGIES

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30-APR-23

What is peer assessment, and why do we use it at the University of the People?

“Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners”. (Topping, 2009). This can take many forms, but typically involves students grading or providing feedback on assignments, projects, or presentations completed by their peers.

Peer assessment is used at the University of the People for several reasons. One of the main reasons is to promote active learning and engagement among students. By giving students the responsibility of assessing the work of their peers, they become more invested in their own learning, and they develop critical thinking skills that are essential for success in academic and professional contexts. Additionally, peer assessment allows students to receive feedback from multiple perspectives, which can help them identify areas of strength and weakness in their work.

Another benefit of peer assessment is that it can reduce the workload for instructors, who can use the data generated by peer evaluations to inform their grading and feedback. This can be particularly useful in large classes where it may not be feasible for instructors to provide individualized feedback to every student.

Overall, peer assessment is a valuable tool for promoting active learning, developing critical thinking skills, and providing multiple perspectives on student work.

What are the benefits of peer assessment?

Peer assessment is a valuable tool for promoting active learning, fairness, and the development of assessment skills among students. “When students are involved in the assessment

process, they gain an understanding of the standards they are expected to achieve.” (McConlogue, 2020).

Peer assessment engages students in the learning process by making them responsible for evaluating the work of their peers. This encourages them to think critically about their own work and the work of others. Peer assessment can help students develop their assessment skills, which are valuable in both academic and professional contexts. Peer assessment provides students with feedback from multiple perspectives, which can help them identify areas for improvement and gain a deeper understanding of the material.

What are the challenges of giving peer feedback in peer assessment?

Feedback can be subjective, depending on the individual's opinions and beliefs. The feedback given by one person might not match the feedback given by another. Peers may not have the same level of expertise as the instructor, which could limit the quality of the feedback they provide. Peers may be hesitant to provide negative feedback that could offend the recipient. This could lead to feedback that is overly positive or vague.

What are the challenges of receiving peer feedback in peer assessment?

Receiving negative feedback can be difficult and may cause the recipient to feel discouraged or demotivated. Peers may have limited time to provide feedback, resulting in incomplete or superficial feedback. Peers may provide feedback that is too general or lacks specific examples, making it challenging to act upon.

What strategies will you use to peer assess written assignments? How will you assess discussion assignments?

I will follow Rubric provided by the instructor in which the assessment strategies and criteria are clearly mentioned and it also provides us with a clear framework for evaluation, making it easier for peers to assess written assignments consistently. I will consider using anonymous peer assessment to reduce the potential for bias or personal relationships to influence feedback. I will assess the assignment with clear expectations for the type of feedback that should be provided. For example, feedback should be specific, constructive, and focused on the assignment's evaluation criteria.

For assessing the quality and quantity of a student's participation in the discussion, I will consider a few factors such as the frequency of participation, the depth of the contributions, and the relevance of the comments. The student's level of engagement with the discussion topic, the extent to which they contribute original ideas, and the quality of their questions are other aspects of the assessment.

References:

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Uopeople undergraduate catalog: 2022/23

(URL https://catalog.uopeople.edu/ug_term1_item/uopeoples-study-process/components-of-the-study-process)

Word count: 601