# Experiences with Peer Assessment


**WMSEE #2**
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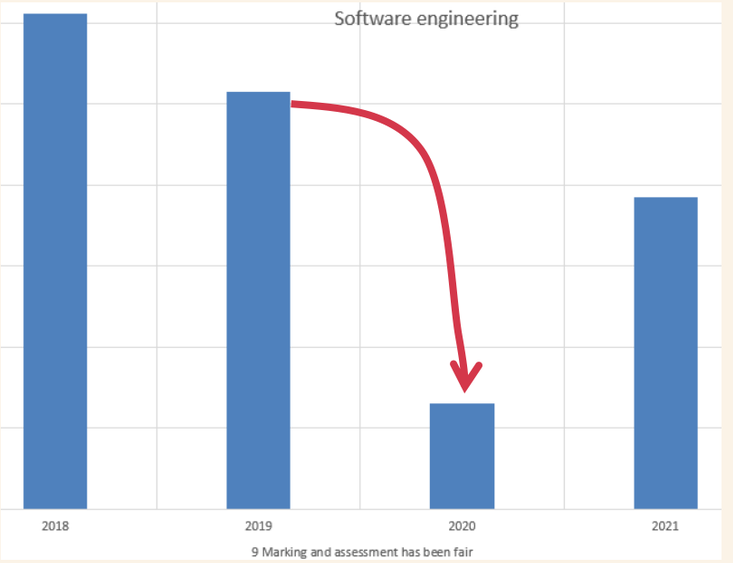
# Why are we interested in peer assessment?

- Our students do a lot of teamwork
  - From Year 1 Semester 1 (8 weeks in)
- Assessment evidence is gleaned from team project work
  - This can span modules

- “Fairness”  has been an issue since we started
  - Consistently mentioned in NSS
  - Most acute in NSS 2020.



# The main problem is…

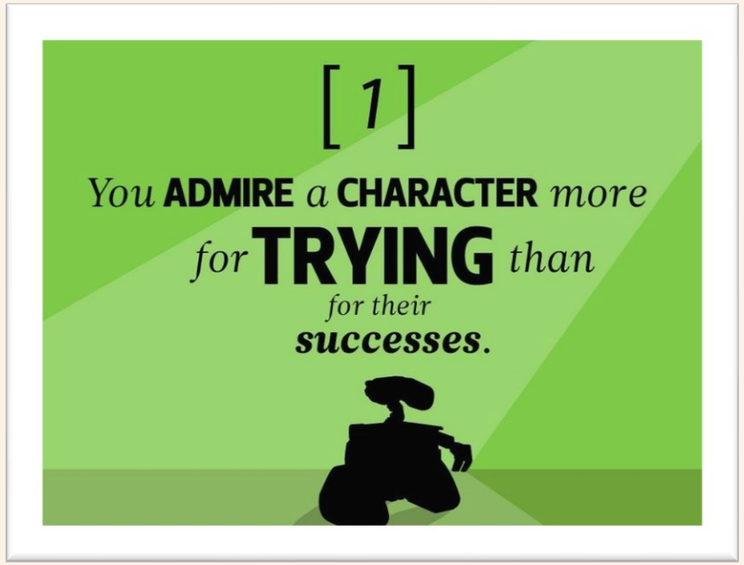
OK (ish) with my marks, but why did “workshy” get what they got?

Beyond the class sketch - British Comedy Guide

What do you mean by “workshy” ???

# Person trumps engineer

- Conversations suggest:
  - Most students will accept differences in knowledge and skill
  - Most are happy to help each other
- Less acceptable is not being a good person/team-worker
  - Those that don't do the things that require no talent
- We demand that students write & maintain a working agreement
  - Standards that they can be held accountable against



# Peer Assessment Questions (5-point Likert scale)

**To what extent do you agree that this team member…**

- attended scheduled meetings regularly and on time
- communicates well with the team and contributes positively to team discussions
- completes all assignments at the level of quality expected by the team
- promotes team cooperation and works cooperatively with others
- improves the ability of the entire team by continuously improving their shortcomings and helping others
- is willing to take additional responsibility beyond personal responsibility
- brings positive energy to the team and encourages the morale of the team, especially in difficult times
- accepts their fair share of work and reliably completes their work by the required time

Essentially, it's a proxy for engagement



Medical schools will exclude for lack of engagement.

# Using the data

| Group Name | Labels | Avg | Factor |
|---|---|---|---|
| 1 | | 4.19 | 1.02 |
| 1 | | 4.56 | 1.05 |
| 1 | High | 4.72 | 1.05 |
| 1 | | 2.75 | 0.67 |
| 1 | | 4.31 | 1.05 |

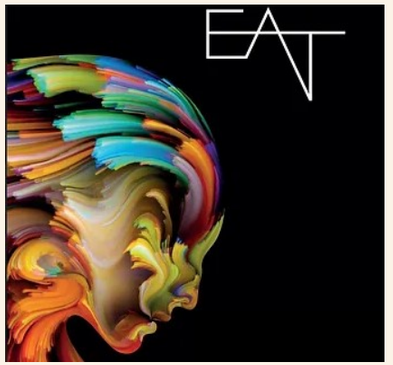
- Run the survey every week for 4 weeks
- Average the marks from the questions each week
- Highlight any issues each week

Module A: Use Buddycheck's algorithm (~Spater's) to adjust marks

Module B: Average the best 3 average marks
if below (a low) threshold,
lose ability to do an individual piece of work (worth 30%)

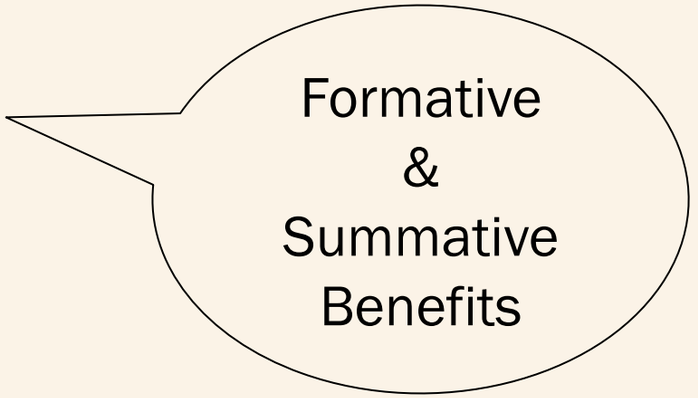
All of this is explained up-front (EAT Framework influential here)

EAT FRAMEWORK | EAT Framework



# Results – Module B

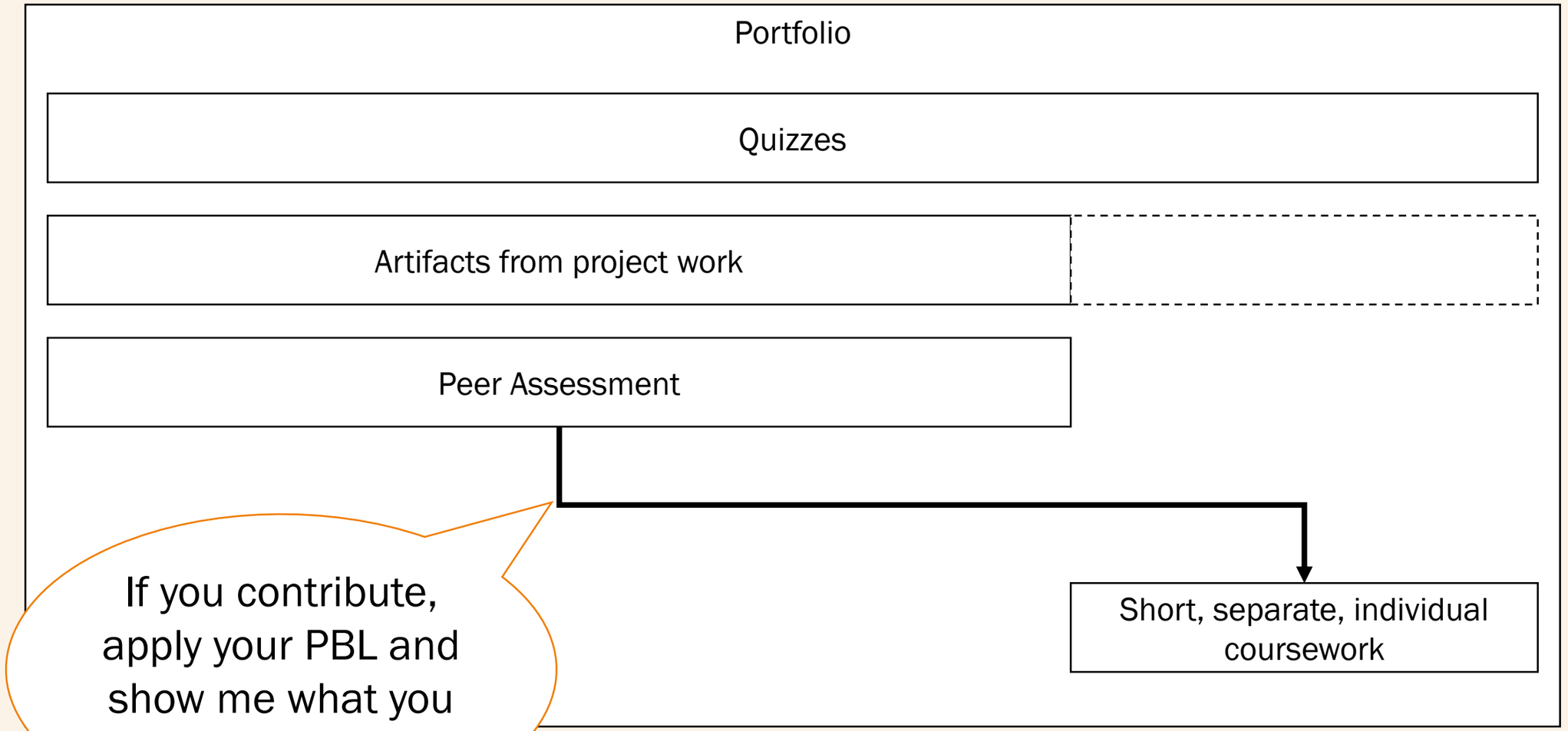
- Very few students don't make threshold
  - And there are typically pastoral reasons if they don't.
- Doing the "free" things
  - Means others are more likely to help you
  - Means that you will learn tacitly from the work of others
  - Keeps the individual section available
- Improvements in NSS
- Looking to widen use
  - Both models are possible
  - Possible to combine them

# Lessons and issues

- Students see each other more than we do
  - Peer Assessment gets around the “MOTION LIGHT” personality
- Students respect those that are trying their best (even if not that good)
  - and most are pretty lenient…maybe too lenient?
- Mixed-ability teams will compromise, but individuals will want to show their best work
  - e.g. provide opportunity to fork and extend/rework
  - Give that individual work some summative weighting (carrot)
- Failure has a consequence which generates ‘sufficient’ good behaviour.
- Take time to explain the process to students and reserve time to deal with issues.

# Thinking ahead



# Thanks