



ASSESSMENT

Benefits and Challenges of using self and peer assessment

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Benefits and challenges of using self and peer assessment (adapted from Falchikov, 2005)

Benefits	Challenges: How to start?
<p><u>For students:</u></p> <ol style="list-style-type: none"> 1. High Quality Learning <ul style="list-style-type: none"> • encourages transfer of learning • encourages reflection • can enhance the students learning experience • allows students to internalise and understand better the assessment criteria • eliminates the mystery that often characterises the assessment process • facilitates better learning from seeing other students' successes and weaknesses 2. Skills development <ul style="list-style-type: none"> • can contribute to the development of desirable graduate attributes (negotiation skills, etc) • can develop students' ability to work cooperatively • promotes lifelong learning skills 3. Personal development <ul style="list-style-type: none"> • increases student responsibility • increases student autonomy/independence 4. Affective dispositions <ul style="list-style-type: none"> • increases student confidence • reduces stress • improves student motivation <p><u>For academics:</u></p>	<p><u>For academics:</u></p> <ol style="list-style-type: none"> 1. Give students training in self and peer assessment 2. Give explanations and provide evidence of benefits to students of participating in assessment 3. Use exemplars (excellent, average, poor) for students to get into the process of assessment 4. Involve students in discussing, negotiating and/or developing assessment criteria 5. Use multiple assessors to increase student confidence in assessment 6. Use anonymous peer assessment 7. Make explicit to students how are they going to be involved in assessment 8. Minimise bias, ask students to justify their decisions 9. If used summatively, have a trial practice first

1. Can be an efficient and effective way to monitor your students progress at regular intervals
2. Can reduce the time lecturers spend dealing with assessment
3. Can reduce the lecturer assessment workload
4. Provides students with more feedback than might be the case when feedback is only given by the lecturer