

Aligning peer assessment with learning outcomes and a case study assignment in sport and exercise psychology

Dr Susan O'Neill
School of Psychology

Background

- ▶ Queen's new academic structure
- ▶ A 'progressive continuous assessment model'
- ▶ Sport and Exercise Psychology Module
- ▶ Review of academic literature



Teaching/Learning Philosophy

- ▶ **Constructive alignment** (Biggs, 1996; Biggs & Tang, 2007).
 - Learner constructs his/her own learning through relevant learning activities.
 - Alignment between intended learning outcomes, learning activities and assessment tasks.

- ▶ **Active participation facilitates productive learning** (Gibbs, 2006)

Active Participation is essential to promote learning in classrooms.

Active Participation



Module Format and Assessment

- ▶ Lecture presentations
 - ▶ Group readings (provided to students)
 - ▶ Group and class discussions (weekly)
 - ▶ Peer Assessment (20%)
 - ▶ Case study assignment (80%)
- 

Peer Assessment



- ▶ Clear peer assessment criteria
 - Linked to easily identified behaviours (Levi & Cadiz, 1998)
- ▶ Global scale rather than range of individual criteria (Lejk & Wyvill, 2002)
- ▶ Ongoing assessment (Crews & North, 2000)
- ▶ Anonymous allocation of marks
- ▶ Engagement and participation increases when linked to individual assessment.

Group Work

- ▶ Small group learning
 - Active participation
 - Improve student engagement
 - Increase student motivation for the topic
 - Improve grades
 - Facilitate learning (Gibbs, 2006).
- ▶ Total 58 students
- ▶ Group size – 6 (Gibbs, 2006)



Assessing Group Work

- ▶ *Design the group work and individual assessment in such a way that being totally involved in the group work is the best, or even the only, way for a student to prepare for the subsequent individual assessment* (Gibbs, 2006).
- ▶ The combination of informal tutor, peer and self-assessment will assist the students with their final assignment (Gibbs, 2006).



Outcomes: Peer Evaluation Mean Grades

	Mean	Standard Deviation
Week 1	7.63	3.18
Week 2	6.71	1.74
Week 3	5.68	3.27
Week 4	6.26	2.66

Outcomes: Student Module Evaluation

	Mean	% Responses Strongly Agree/Agree
The module was well-prepared and well organised	4.7	97.7%
The module learning resources (notes, web-based material, software, etc.) were accessible, clear and helpful	4.8	100%
The module was intellectually stimulating and Challenging	4.5	90.9%
The module content met my expectations	4.5	87.9%
The criteria used in marking have been made clear in advance	4.3	85.3%
Assessment arrangements and marking have been fair	4.3	83.7%

Outcomes:

Student Module Evaluation

- ▶ Please identify good practice on the module that could be adopted on other modules
 - ▶ *Peer assessments motivated students to keep engaged with reading throughout the module.*
 - ▶ *Being peer assessed was really effective as it made me do the readings and attend lectures.*
 - ▶ *The introduction of weekly peer assessments was massively beneficial.*
 - ▶ *High weighting for peer assessment: explained clearly and encouraged good quality participation.*
- 

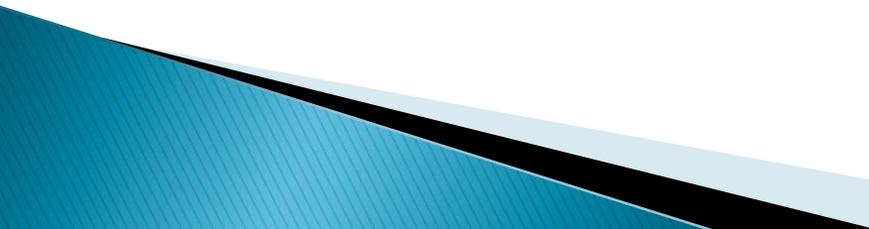
Outcomes:

Student Module Evaluation

- ▶ *Effective group work that encourages participation from all.*
 - ▶ *Interactive group discussions were very helpful and ensured we kept on top of work every week.*
 - ▶ *I liked the group work and the way peer assessments were done because it encouraged us all to work hard and have good discussions.*
 - ▶ *Group work – I done the readings for the first time ever.*
- 

Outcomes:

Student Module Evaluation

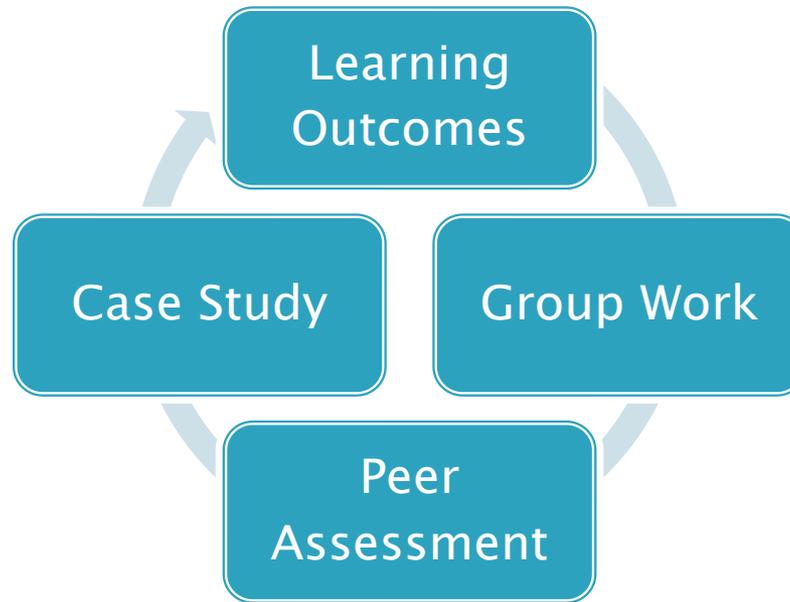
- ▶ *Having to do readings each week for the group work – helped consolidate info and gain perspectives from others.*
 - ▶ *Summarising journal article for following week's class helped to understand content covered and got me reading a wide range of journal articles.*
 - ▶ *Reading articles and applying to case study forces you to do work/review lecture.*
- 

Outcomes:

Student Module Evaluation

- ▶ *I did not like the peer assessment element of this course. I just feel that relying on others to attribute the correct and fair mark for 20% of our overall mark in third year is far too much.*

Summary



- ▶ Increased students' enjoyment, engagement, attendance, interest, learning, motivation, active participation, interaction, and quality discussions.

Questions?



References

- ▶ Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 47–364.
- ▶ Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university* (3rd Ed). Buckingham: SRHE and Open University Press.
- ▶ Crews, T.B. & North, A.B. (2000) Team evaluation (Part2 of 2). *Instructional Strategies*, 16 (2), 1–4.
- ▶ Gibbs, G. (2006). *The assessment of group work: Lessons from the literature*. Oxford Brookes University, Oxford: Assessment Standards Knowledge Exchange Pedagogy Research Centre. Retrieved from: http://owwww.brookes.ac.uk/services/ocslid/group_work/brookes_group_work_gibbs_dec09.pdf
- ▶ Lejk, M. & Wyvill, M. (2002). Peer assessment of contributions to a group project: student attitudes to holistic and category-based approaches. *Assessment and Evaluation in Higher Education*, 27(6), 569–577.