Title: **Engaging New Staff in Peer Assessment**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Evaluate the efficacy of peer assessment
- Reflect on the peer review process as a learning tool
- Discuss key lessons for future practice

Session Outline

Using the concept of modelling good practice (Bandura, 2011), a peer assessment learning activity was designed for our continuing professional development (CPD) module. The module is aimed at new lecturing staff (the participants), who are required to undertake the module as part of their probationary requirements. The module aims to introduce staff to the theories of learning and teaching, whilst relating this to their teaching practice. One outcome from the module is to develop skills in assessment and feedback, whilst using technology.

The learning activity consisted of staff peer assessing an online multimedia presentation involving a voice over and was uploaded onto the virtual learning environment (Moodle). Given that these staff are new to the university, and are unlikely to have used technology from a pedagogic perspective, a technology-enhanced approach was used in order to encourage staff to reflect on the application and appropriateness of technology to teaching.

Another pedagogic rationale for this process was to embed the use of peer assessment as a standard practice, whilst encouraging the notion of students being involved as co-producers of the assessment and feedback. This also embeds Biggs (2011) three stages of assessment, setting the criteria for the submission, selecting the evidence and making a judgement.

The learning activity focussed upon the experiential learning of our participants (Kolb 1984), where they actively immersed themselves with the assessment process and the use of the technology. The participants were then expected to reflect upon this experience.

The main focus of the paper is to share our findings from using peer assessment with new members of academic staff. The discussion will focus upon engaging delegates in a discussion relating to peer assessment methods and how to encourage new members of staff to adopt a variety of assessment methods.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

The intention is to briefly present our main findings in the first 20 minutes, and then to get feedback and engage in discussion for the following 25 minutes. Some of the proposed questions for discussion are as follows:

- Is there a waterfall effect to modelling a practice?
- What other methods can be utilized to enhance peer assessment?
- Are there any other forms/types of technology/innovations that can enhance peer assessment?
- What additional assessment enhancement strategies are used on PGCert modules

Should there be a technology related competency standard for teachers, or are we to assume that all our lecturers are technology literate

References

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