**Transforming Your Course with Student Peer Assessment**

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At the end of this session, participants will be able to:

1. Describe at least 4 requirements for student peer assessment to work well (i.e. improving both student learning and perceptions of peer assessment)

2. imagine the disruptions to their course that would occur as a consequence of adding student peer assessment and consider how these disruptions could lead to improved course design overall

3. Integrate lessons learned from a case study into their own plan to successfully incorporate student peer assessment into a course.

**Student Peer Assessment**

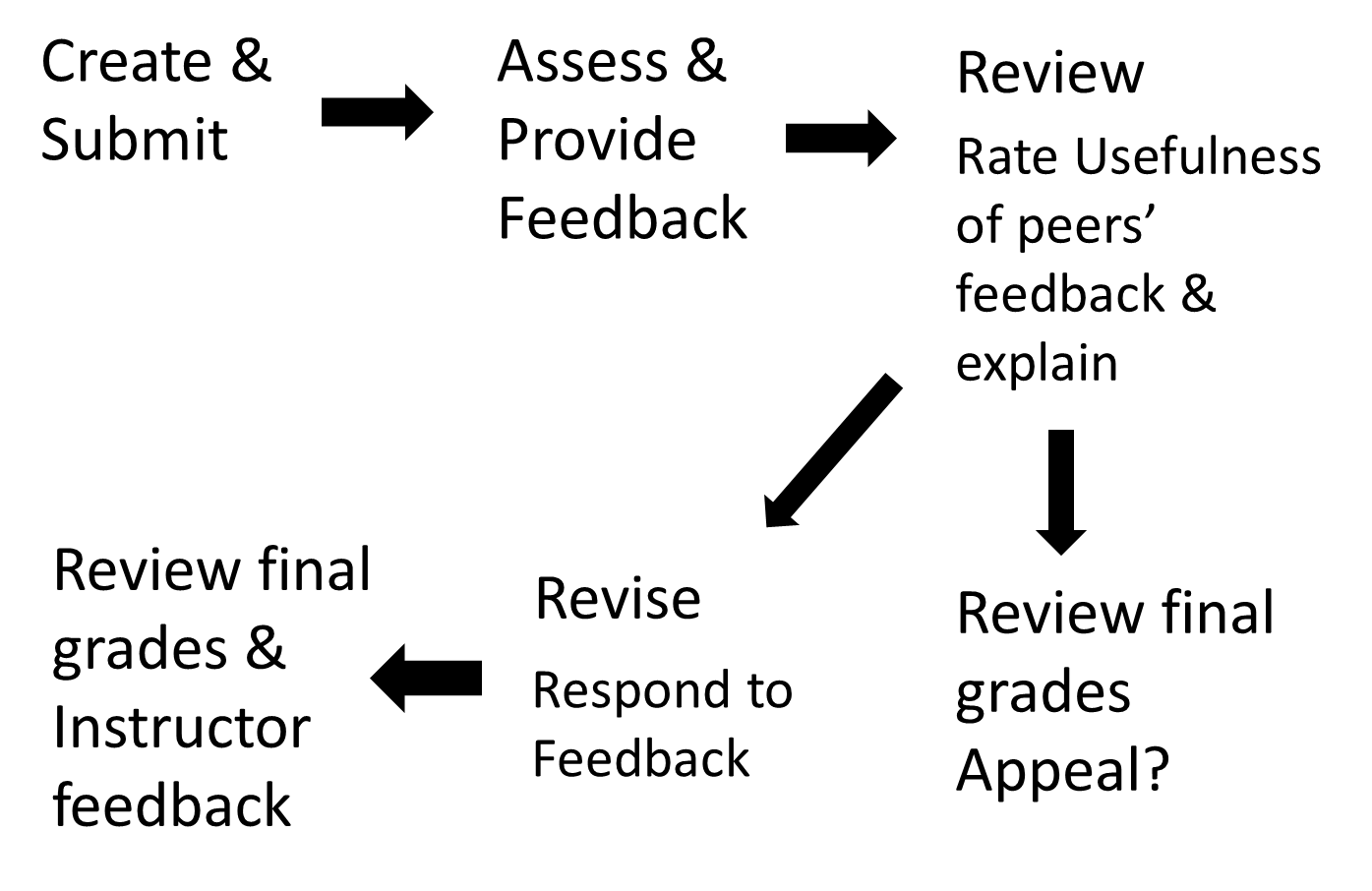
**Definition:** “the quantitative or qualitative evaluation of a learner’s performance by another learner of the same status” (Patchan & Schunn, 2015)

What are you trying to achieve by having students assess & provide feedback on one another’s work?

When peer assessment requires significant student time and effort, what should we consider for the course?

How can we support & motivate students? How could we further address “fairness”?

**Peer Assessment Process**



**Peer Assessment Tool**

There are many ways to implement student peer assessment in your teaching. The tool I chose for my course was PeerScholar <https://www.utsc.utoronto.ca/technology/peerscholar>

**Benefits**

Student peer assessment may help students:

* Develop their analytical skills
* Enhance their self-assessment skills
* Augment their reflective abilities
* Increase their level of responsibility and engagement
* Improve the quality of their writing

(Baker, 2016; Burgess & Mellis, 2015, Harland, Wald, & Randhawa, 2016)

**Challenges**

Some challenges of using student peer assessment:

* Can involve large investment of time up front for instructor
* Students do not consistently respond to the feedback
* Students may award higher marks than instructor
* Students feel poorly equipped to undertake the assessment
* Student frustration: they want marks assigned by instructor
* Students may be reluctant to make judgements regarding their peers

(Baker, 2016; Major, Harris & Zakrajsek, 2016; Schneider, 2015)

**Which 1 or 2 ideas will you focus on when you implement or refresh student peer assessment in your course?**

**Project Team & Funding:**

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**References:**

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