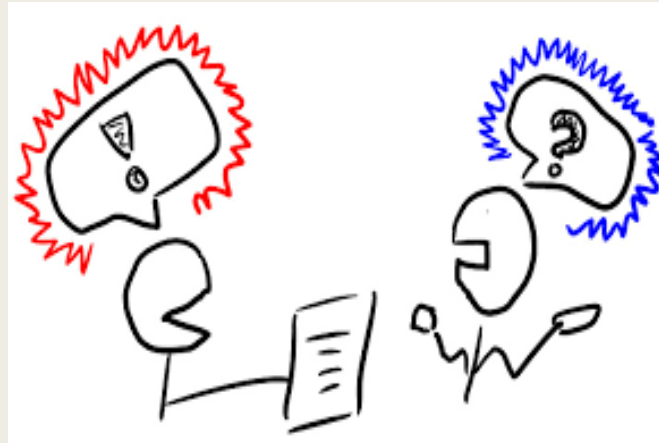# INSTRUCTIONAL DESIGN FOR FORMATIVE PEER ASSESSMENT

WORKSHOP

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Outline

Introduction

Formative peer assessment
- informs students/teachers about progress in relation to LOs
    - provides guidance for future learning/teaching

- involves assessment and feedback production
    - requires engagement with received feedback
        - encourages self-assessment

- improves assessment literacy
- develops lifelong skills (e.g. evaluation, self-regulation)

Assessment *for* learning
evaluation provides information to adjust teaching and learning

New Roles of Teachers and Students in Formative PA

STUDENTS
- produce work and are assessed **by peers**
- receive feedback **from their peers**
- **engage with feedback**
- **assess and self-assess**
- **provide feedback**

TEACHERS
support students in their new roles

HOW?

Guiding students in

- assessment and feedback provision
- self-assessment
- action on feedback

Template sections 1-3

Providing students with

- an answer to
Why should I do the teacher's job?
- rationale for peer assessment
- detailed guidelines

Template section 4

Developing

- common understanding of assessment criteria
- sts' confidence as assessors and feedback providers

Template section 5

Instructional design template

1. The Task	2. Assessment and Feedback Provision	3. Self-assessment and Action on Feedback

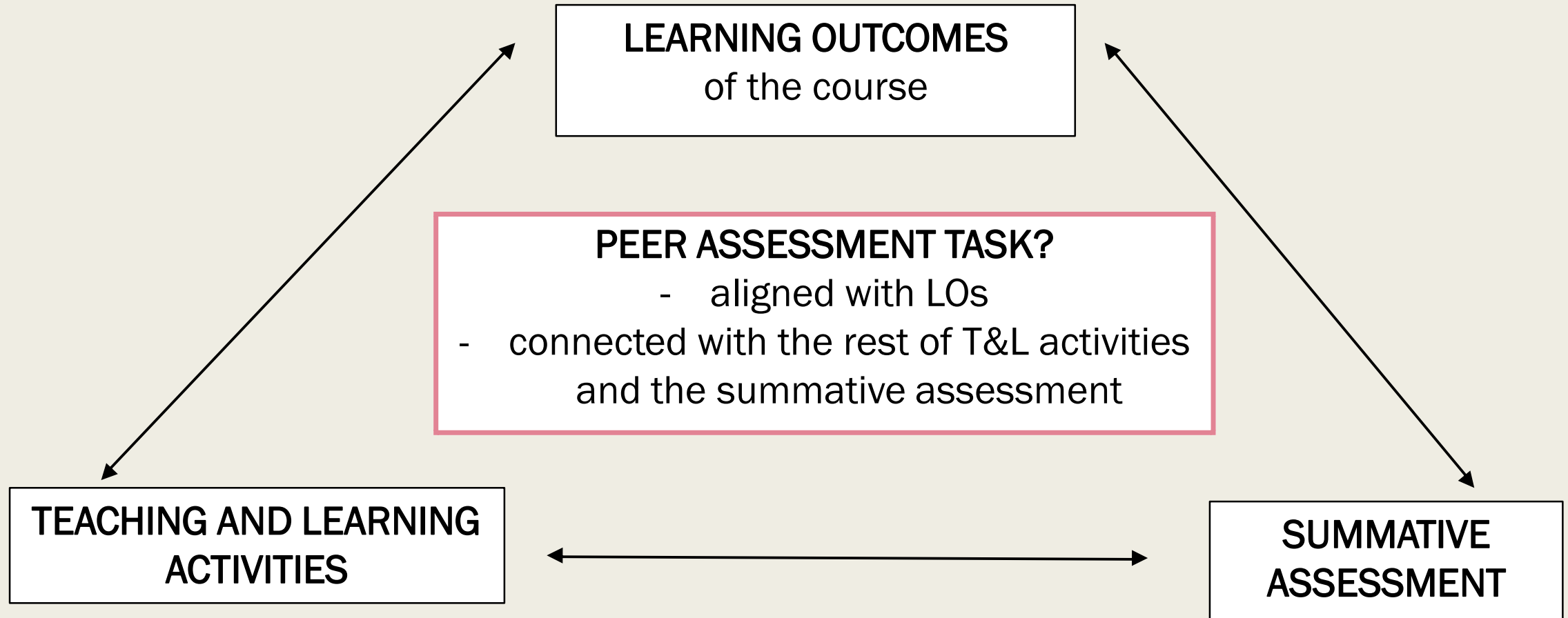| 4. Engagement and Communication – *Why should I do the teacher's job?*	5. Students' Acquisition of Evaluation and Feedback Provision Skills

1. The task

LEARNING OUTCOMES
of the course

PEER ASSESSMENT TASK?
- aligned with LOs
- connected with the rest of T&L activities and the summative assessment

TEACHING AND LEARNING ACTIVITIES

SUMMATIVE ASSESSMENT

Other considerations

Individual or group assignment?
Timeframe between submission and review?
Feedback on feedback (back evaluation)?

Number of reviews?
Anonymous?
Graded participation?

2. Assessment and feedback provision

Fair assessment

- Careful selection of criteria

- Differentiates levels of performance

Constructive feedback

- Comments on learning progress

- Specific suggestions for improvement

Tools
analytic rubrics/guiding questions
guided feedback questions

3. Self-assessment and action on feedback

Self-assessment

- Explicitly included in the task

  - From preparation stage

Action on feedback

- Explicitly included in the task

  - Engagement and forward

Tools
assessment criteria
self-assessment guided questions

Tools
discussion/response
action plan for improvement
corrections/resubmission

4. Engagement and communication

Students' lack of engagement

- unfamiliar with PA and its benefits
- mistrust motivation
- not confident about assessing and providing feedback
- unsure about peers' capability to assess and provide feedback
- concerned about sharing ideas with peers (risk of plagiarism)

"Harnessing <u>engagement</u> is essentially about sparking someone's <u>interest</u> in an issue, which involves that person <u>understanding</u> the issue, what it means for them, and <u>why it is worth</u> their while engaging with it" (Price et al., 2012).

4. Engagement and communication

Communication

- What is PA

- Rationale and learning benefits

- Clear guidelines on how to complete the task

Tools
pre-task classroom discussion
detailed written and oral information

5. Students' confidence as assessors/feedback providers

Role of assessors and feedback providers

- Language used in criteria

- Common understanding of criteria

- Awareness of constructive feedback

Tools
class discussion
samples of assessment/feedback
pre-task practice
criteria selection/writing

Conclusion

The instructional design of formative peer assessment tasks should focus on:

- the *formative* nature of the exercise
- the *new roles* of the students

This means that the task must:

- provide students with *opportunities to monitor and enhance* their learning
- support them in the *acquisition of the necessary skills* to do so