

ASSESSMENT FEEDBACK

AF 3 Prepare students for meaningful dialogue / peer engagement



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Lecturer / Teacher Focused (LT)

- LT1 Make expectations regarding student participation clear from the outset.
- LT2 Justify if and why collaborative learning is important in relation to learning outcomes / preparation for professions etc.
- LT3 In setting up peer groups ensure opportunities for students to work with both the same and different groups; support lone working and collaborative activity.
- LT4 Be clear about the remit of groups (contribution to teaching sessions; peer feedback; summative assessment; study group; roles within groups).
- LT5 Ensure that group activities (wiki; blog; etc) are purposeful and relevant to learning outcomes and beyond.
- LT6 Be clear about exactly what type of feedback you want students to give to each other.
- LT7 Provide students with training in how to give and use feedback.
- LT8 Ensure assessment encourages cooperation rather than competition (e.g. individual students' marks and group activity comprise the collective score for all in the group to ensure each student supports others in the group or a nominated person in the group).
- LT9 Use pre-tasks to ensure students have prepared in order to be ready to have meaningful discussions with peers.
- LT10 Build collaborative requirements into formative assessment (e.g. each student needs to give feedback to three peers).
- LT11 If using peer assessment: be very specific about what criteria is being assessed and keep this very narrow; ensure multiple markers; ensure training in the allocation of marks; and that the mark allocated by peers is a small component of the student's overall mark.

Student Focused (S)

- S1 Encourage student groups to set up their own informal meetings / ways of working.
- S2 Encourage student groups to manage session feedback to feed into following lectures.
- S3 Ask students to prepare resources and questions for each other.
- S4 Get students to use materials pre-lecture to develop reciprocal questioning on key themes.
- S5 Ask students to generate assessment criteria for group projects.

Programme / Director Questions (PD)

- PD1 How are you defining peer engagement (formative peer support vs summative peer judgements)?
- PD2 How are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?
- PD3 How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)?
- PD4 How are you ensuring that peer engagement activities are authentic and relevant?
- PD5 What are the most effective peer engagement activities within disciplines?
- PD6 How is technology supporting interaction and dialogue?