

The Ambivalent Tryst with Peer-Assessment.



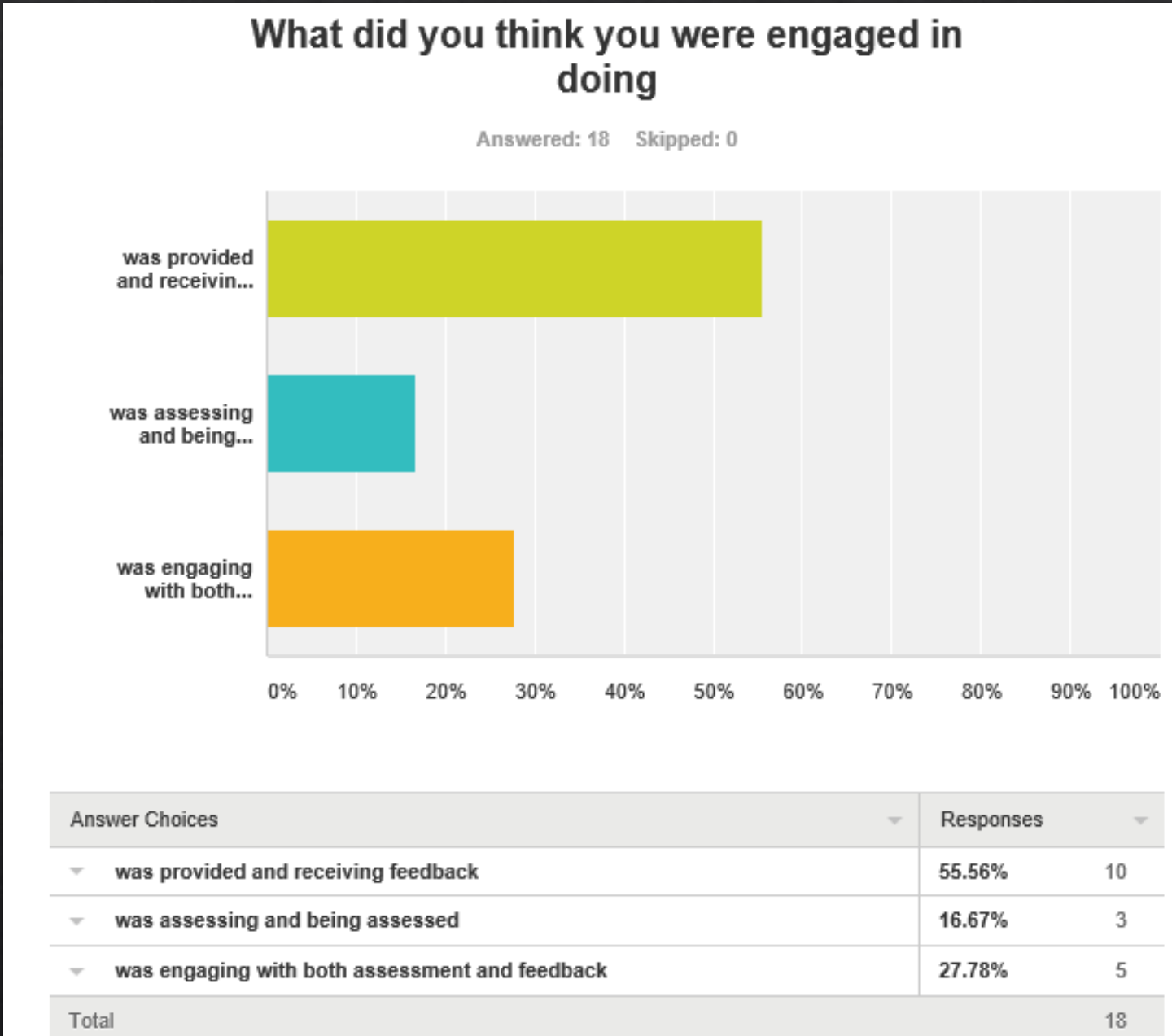
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Dr. Preeti Vivek Mishra

You don't
fatten
pigs
by
weighing
them!



Q. What did you think you were engaged in doing ?



Q. Based on your experience with it, how satisfied are you with it as..

	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied	Total	Weighted Average
▼ a feedback mechanism on work already done	20.00% 3	20.00% 3	13.33% 2	33.33% 5	13.33% 2	15	3.00
▼ a student-led assessment tool for work already done	13.33% 2	13.33% 2	20.00% 3	26.67% 4	26.67% 4	15	3.40
▼ a tool to promote future learning and academic work	13.33% 2	33.33% 5	13.33% 2	13.33% 2	26.67% 4	15	3.07
▼ a tool to enrich teaching quality	13.33% 2	13.33% 2	33.33% 5	20.00% 3	20.00% 3	15	3.20

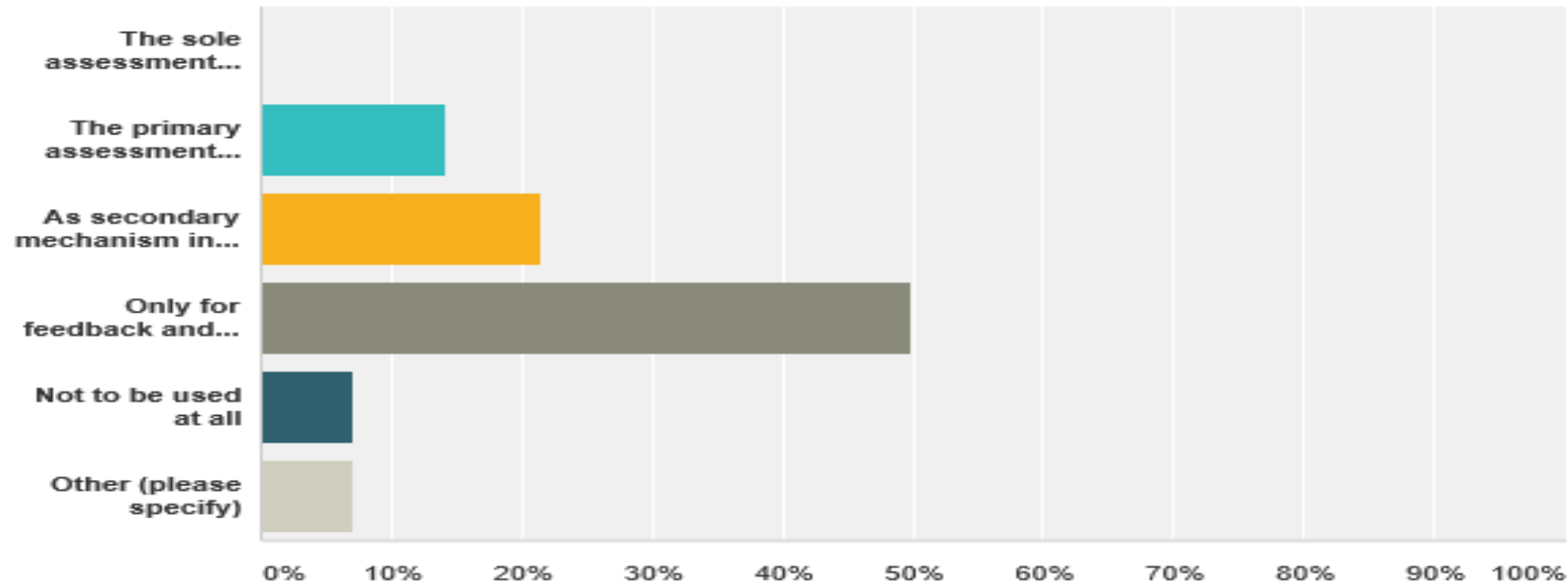
Q. Without considering your experience with it, how do you rate the potential of peer-assessment as...

	Very effective	Effective	Neutral	Ineffective	Very ineffective	Total	Weighted Average
a feedback mechanism for work already done	13.33% 2	40.00% 6	13.33% 2	33.33% 5	0.00% 0	15	2.67
a student led assessment mechanism for work already done	13.33% 2	40.00% 6	13.33% 2	33.33% 5	0.00% 0	15	2.67
a tool to promote future learning and academic work	20.00% 3	20.00% 3	26.67% 4	26.67% 4	6.67% 1	15	2.80
a tool to enrich quality of teaching	13.33% 2	26.67% 4	20.00% 3	26.67% 4	13.33% 2	15	3.00

Q. According to you, Peer-assessment should be used as...

According to you Peer-assessment should be used as

Answered: 14 Skipped: 4



Answer Choices	Responses
▼ The sole assessment mechanism	0.00% 0
▼ The primary assessment mechanism along with other mechanisms	14.29% 2
▼ As secondary mechanism in conjunction with another primary assessment mechanism	21.43% 3
▼ Only for feedback and not for formal assessment	50.00% 7
▼ Not to be used at all	7.14% 1
▼ Other (please specify)	7.14% 1

The Ambivalence Charted

ADVANTAGES

Non-threatening, relatable feedback

Diverse Cultural/theoretical perspectives, examples

Academic writing structuration, grammar, coherence

Cognitive Skills- Critical Thinking, Deconstruction

Soft-Skills : collaboration, peer-bonding, giving constructive feedbacks

Assessing as: Gaining knowledge

Ensures right steps are taken to ensure quality of the teaching-learning experience .

Helping the course leader with her/his workload

CHALLENGES

Constraints of breadth of content knowledge

Constraints on time for serious engagements

Lack of adequate orientation to assessment norms

Forced grouping and non-compatibility

The socio-emotional perils in Critiquing

The Lackadaisical approach of peers

Non-seriousness due to non-recognition in academy

Challenges, concerns and cautions...

- ◆ Assessment as

Judgemental activity at the end of a learning process **OR** a Pedagogic tool (Smith, K. 2016:740)

- ◆ Assessment becomes Hidden Curriculum

- ◆ Assessment for learning:

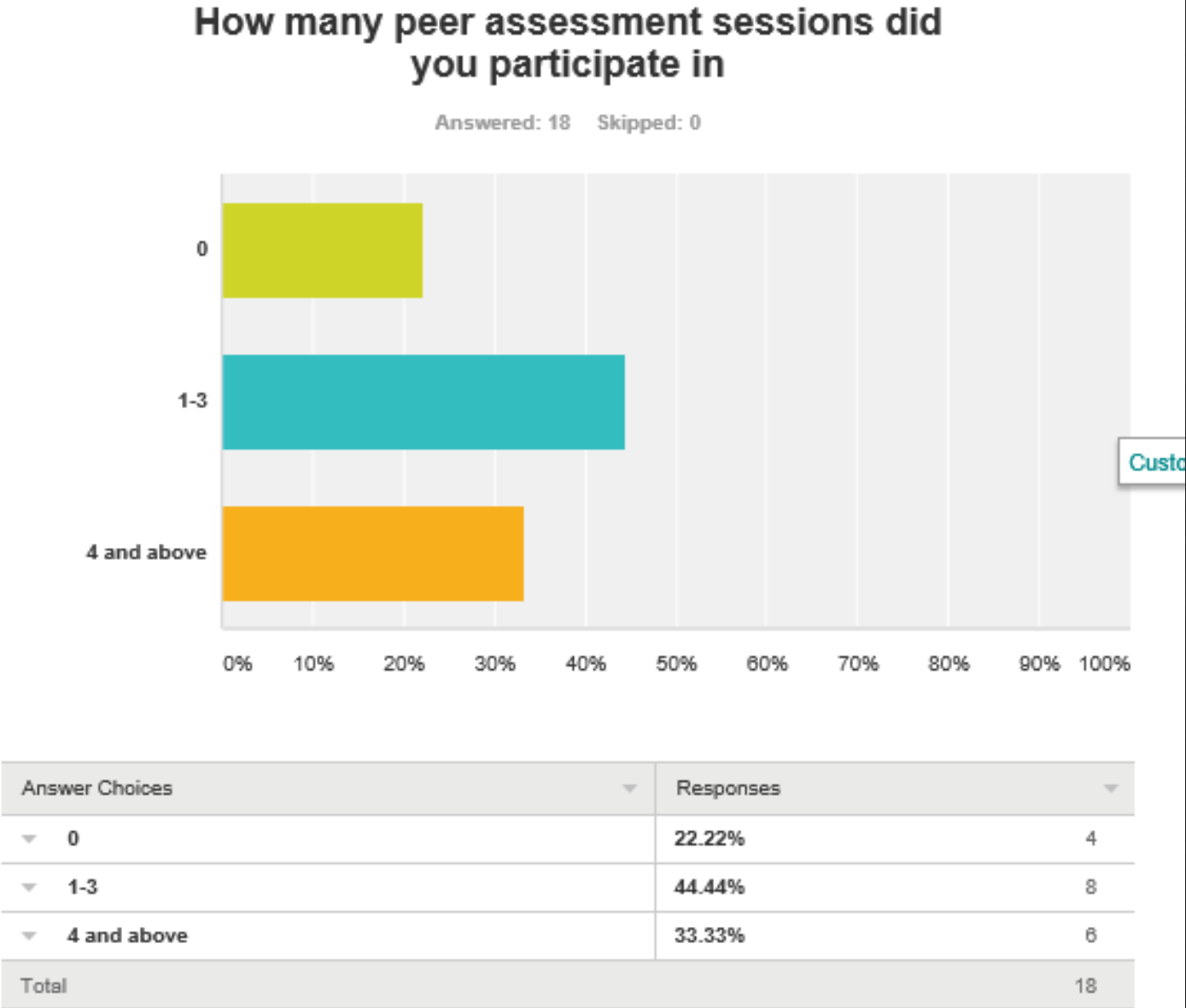
Pre-requires understanding of theoretical bases of assessment as a pedagogical tool is built.

- ◆ Are Assessment of Learning [AoL] and Assessment for Learning [AfL] contradictory?

- ◆ The advent of Assessment as learning [AsL] Who the learner is ? (Boud, 2001.2007)?



Q.1 How many peer assessment sessions did you participate in ?



Peer-advise on how to effectively use Peer-assessment

- ◆ Adequate Time to engage, to reflect, to incorporate .
- ◆ Constructive attitude : for the recipient and the provider
- ◆ Yet, being authentic and honest-
- ◆ Proactive involvement of the academic staff