

Selbst- und Peer-Assessment (-Feedback) in der Hochschullehre



Kathrin Futter | 19. Juni 2014

Übersicht

1	Situierung von Leistungsnachweisen im Lehr-Lern-Kontext, „Constructive alignment“ und „Assessment for Learning“	Ca. 40'
2	Most cited, most relevant: Zentrale Erkenntnisse zu Selbst-, Peer- und Co-Assessment-Feedback aus der Literatur	Ca. 30'
3	What works? Umsetzungsbeispiele	Ca. 20'

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Track 1 und Track 2

Folien mit **orangenen Titeln** werde ich in diesen 90 Minuten erläutern, damit arbeiten wir heute.

Folien mit **grünen Titeln** sind zusätzliche Materialien. Auf diese Folien werde ich nicht näher eingehen.



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19.6.2014

Beurteilen und Prüfen: Bedeutung des Themas

- Drei Funktionen von Bildungssystemen (Fend, 1974, 1981, 2006)
 - Qualifikationsfunktion
 - Legitimations- Integrationsfunktion
 - Selektionsfunktion
- Lernunterstützung vs. Lernnormierung
 - Wie können wir Leistungsnachweise gestalten, damit sie für das Lernen der Studierenden förderlich sind?
- Funktionen von Prüfungen (Flechsigt, 1976)
 - Herrschafts- und Sozialisierungsfunktion
 - Rekrutierungsfunktion
 - Didaktische Funktion

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Leitfragen zu Beurteilung

- Welches ist die adäquate **Bezugsnorm**?
- Wie soll der Leistungsnachweis bewertet werden? Wo liegt die **Pass/Fail-Grenze**?
- Erhalten die Studierenden ein **Feedback** bezüglich ihrer Leistung? Falls ja, wie? Wann?



From a testing culture to an assessment culture

«In the past two decades a **conceptual shift** has occurred in the practice of assessment, from a teacher-directed perspective to one that involves students in the assessment process (Boud, 1995), or in other words the **shift from a testing culture to an assessment culture** (Birenbaum, 2003).

However, the effectiveness of any assessment depends on the quality of assessment and how it is incorporated by students in subsequent performance, or more specifically: **why, what, when, how and who should (be) assess(ed)** (Segers, Dochy, & Cascallar, 2003)» (Strijbos & Sluijsmans; 2010, S. 265).

Eine grundlegende Unterscheidung

Summatives Assessment
(Assessment **of** Learning)



Formatives Assessment
(Assessment **for** Learning)

The importance of formative assessment (Higgins, Hartley & Skelton, 2002, S.54)

There is plenty of evidence of the benefits of formative assessment. For example, Black & William's (1998) **meta-analysis of 250 research studies** relevant to the subject of classroom formative assessment **concluded that formative assessment does make a positive difference to student learning.**

So, by understanding teaching, assessment and learning as social practices, which involve the active construction of meaning, we can see that formative assessment is vital for the kind of learning valued so highly in higher education.

Eine grundlegende Unterscheidung

Summatives Assessment
(Assessment **of** Learning)



Formatives Assessment
(Assessment **for** Learning)

Kein Selektionscharakter, sondern integraler Bestandteil des Lernprozesses. Um eine Bewertung nicht beliebig erscheinen zu lassen, müssen auch für das Assessment for Learning **gewisse Standards** gelten.

Hinweise zur Qualitätssicherung im Assessment (Baartman, Bastiens, Kirschner & van der Vleuten, 2007, S. 120 f.)

- Authenticity
- Cognitive complexity
- Fairness
- Meaningfulness
- Directness
- Transparency
- Educational consequences
- Reproducibility of decisions
- Comparability
- Costs and efficiency

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Hinweise zur Qualitätssicherung im Assessment (Baartman, Bastiens, Kirschner & van der Vleuten, 2007, S. 120 f.)

- **Transparenz = entscheidende Grösse**
- Kernaufgabe für Dozierende ist es, Kriterien zu entwickeln, anhand derer die Aufgabenlösungen bewertet werden können.
- Diese Kriterien müssen explizit gemacht (schriftlich) und allen kommuniziert werden. Nur so wird einer Beliebigkeit bei der Bewertung entgegengewirkt und das Assessment dient tatsächlich der **Förderung des Lernprozesses** und nicht der Selektion (Irons, 2008, S. 19).

Die Rolle des Feedbacks im Assessment

Neben der Definition von Kriterien ist es aber vor allem das **Feedback**, welches den Unterschied zwischen Förderung und Selektion macht, denn: „Giving students explicit assessment criteria alone is unlikely to result in them producing better work“ (Rust, 2002, S. 151).

→ Gerade beim Lernen komplexer Inhalte und beim Aufbau von Kompetenzen macht nicht allein „Übung den Meister“, sondern auch eine Rückmeldung darüber, wo die eigenen Stärken und Schwächen liegen (Knight & Yorke, 2003, S. 126).

Handlungsempfehlungen für die Umsetzung von Feedback im Assessment for Learning (Sippel, 2009, S. 10 ff.)

- Günstige Rahmenbedingungen schaffen
 - Feedback als feste Größe in den Lernprozess integrieren
 - Ein positives Feedback-Klima schaffen
 - **Feedback an Learning Outcomes und Assessment-Kriterien anbinden**
 - **Studierende in den Feedback-Prozess einbinden**
- Empfehlungen für die inhaltliche Gestaltung von Feedback
 - Passung zur Form und zu den Inhalten des Assessments
 - **Summative Assessments lernförderlich gestalten**
 - Feedback und Noten
 - Mehrdimensionales Feedback
 - Auf die Sache beziehen
 - Umfang des Feedbacks: Klasse statt Masse

Handlungsempfehlungen für die Umsetzung von Feedback im Assessment for Learning (Sippel, 2009, S. 10 ff.)

- Angemessene Formulierung von Feedback
 - Feedback sollte einfach sein
 - Feedback sollte keine Urteile fällen
 - ... sachlich bleiben
 - ... konstruktiv sein



Feedback or feed-forward?

«The greater potential of feed-forward compared to feedback is highlighted in the work of De Nisi and Kluger (2000) in their exploration of the relative lack of effectiveness of feedback. [...] They argued the need for feedback to **focus on the task and task performance only**, not on the person or any part of the person's self-concept, a concept built on by Hattie and Timperley (2007).

Feedback should be presented in ways that do not threaten the ego of the recipient, **include information about how to improve performance**, include a formal goal setting plan along with the feedback, and maximize information relating to performance improvements and minimize information concerning the relative performance of others» (Evans, 2013, S. 79).

Key principles of effective feedback practice (Evans, 2013, S. 80ff.) → vgl. Kopie

1. Feedback is ongoing and an integral part of assessment
2. Assessment feedback guidance is explicit
3. Greater emphasis is placed on feed-forward compared to feedback activities
4. Students are engaged in and with the process
5. The technicalities of feedback are attended to in order to support learning
6. Training in assessment feedback/forward is an integral part of assessment desing

Bitte diskutiert kurz zu zweit, welche Prinzipien ihr für besonders wichtig haltet, auch im Hinblick auf studentisches Selbst- und Peer-Feedback.

Seven principles of good feedback practice (Nicol & Macfarlane-Dick, 2007, S. 205)

Good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching.

Assessment-Feedback als letztes Glied?

Wie realistisch ist es, dass Assessment-Feedback einen festen Platz im Lehr-Lern-Prozess erhält?

1. Entwicklung didaktischer Designs, die Studierenden einen aktiven Part im Lernprozess zusprechen. (✓)
2. Entwicklung von Assessment-Formen, die nicht nur dekontextualisiertes Faktenwissen prüfen, sondern gleichermaßen der Entwicklung und Diagnose von Kompetenzen dienen. (✓)
3. **Auf der Basis dieser Vorarbeiten können/müssen Überlegungen zu den jeweils passenden Assessment-Feedbacks getroffen werden.**

Übersicht

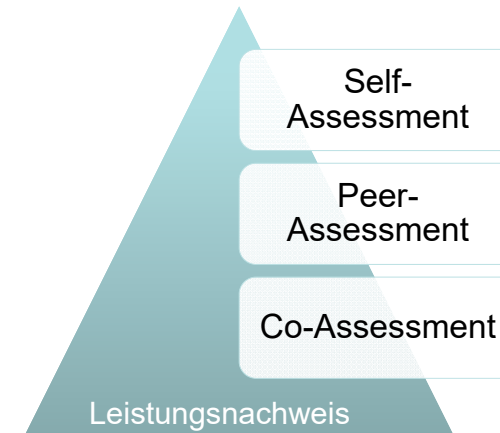
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- Erhalten die Studierenden ein **Feedback** bezüglich ihrer Leistung? Falls ja, wie? Wann?
- Können **Selbst- resp. Fremdbeurteilungen** (durch andere Studierende) zum Zuge kommen?



Verschiedene Formen des Assessments



Self-assessment AND peer-assessment AND teacher (SCOPUS search, 14.6.2014)



Effectiveness of self-assessment (Evans, 2013, S. 87ff.)

- There is support for self-assessment as a mechanism for lifelong learning (Boud & Falchikov, 2007; Carless et al., 2006; Taras, 2003); however, **doubts have been raised regarding the ability of individuals to interpret the results accurately** (Galbraith, Hawkins, & Holmboe, 2008).
- Archer (2010) has argued that there is no evidence for the effectiveness of self-assessment and has recommended the need to move from individualized, internalized self-assessment **to self-directed assessment utilizing and filtering external feedback with support**.
- To implement such a model, **careful organization of training for students and supervisors is seen as essential** to ensure that students are an integral part of the assessment process.

Self-assessment: Key themes

(Evans, 2013, S. 87ff.)

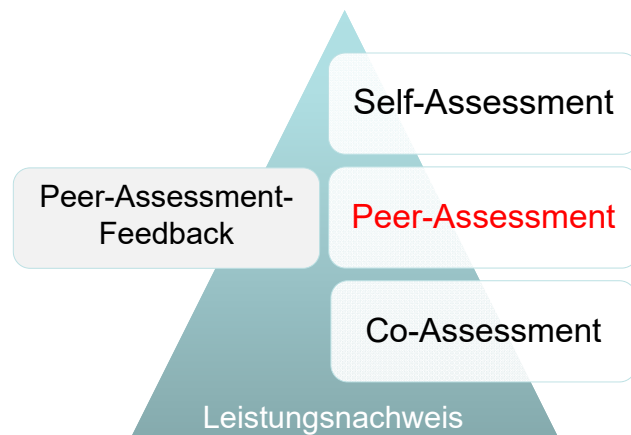
- Self-regulation support strategies need ongoing development (Parker & Baughan, 2009).
- Focused interventions (discussion groups, workshops on writing, self-checking feedback sheets, rubrics, discussion of criteria, marking workshops, reflective writing tasks, writing frameworks, coaching, and testing) **can make a difference to student learning outcomes as long as their value in the learning process is made explicit and seen as valuable by students and lecturers** (Ibabe & Jauregizar, 2010; Perera, Mohamadou, & Kaur, 2010).

Self-assessment: Key findings

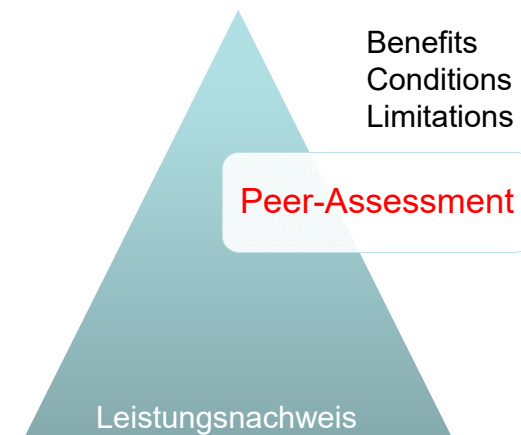
(Evans, 2013, S. 87ff.)

- The evidence suggests that students find it **difficult** to develop self-assessment skills.
- Students **need time** to make sense of instruction and to incubate and develop self-regulatory skills in order to apply these to new and other learning contexts.
- **One-off workshops** and self-checking tools, however comprehensive, are **not sufficient** to bridge gaps in student understanding.
- The development of self-assessment skills requires appropriate **scaffolding**, with the lecturer working with the student as part of co-regulation.
- **Integrated lecturer feedback** helped students identify and correct more errors than self-assessment alone.

Verschiedene Formen des Assessments



Verschiedene Formen des Assessments



Benefits of peer assessment

(vgl. Vu & Dall'Alba, 2007, S. 542)

- One of the greatest benefits of peer assessment is the **increased likelihood of learning** from peers and the assessment process.
- An additional benefit of peer assessment is that it can be an **appropriate arena for independent learning**. Peer assessment requires students to make independent judgements and provide comments on the work of their peers.
- A further benefit of peer assessment is **enhanced collaboration between teacher and students**, which is of particular value when the learners are adults. Large class sizes and pressures due to paid employment while studying carry the risk of a passive learning community. In contrast, peer assessment **promotes discursive interaction in relation to a task**.

Benefits of peer-assessment

(Evans, 2013, S. 91)

- Advocates of peer assessment feedback argue that it is motivational; it **helps the development of metacognition** by enabling students to engage in their own learning to know which learning, teaching, and assessment strategies work best for them.
- It shows them how to **monitor their own progress and that of others**, adapt strategies and develop specific skills, enhance communication and interpersonal skills, and enable a sense of self-control (a useful summary can be found in Ballantyne, Hughes, & Mylonas, 2002).

Conditions for effective implementation of Peer Assessment (vgl. Vu & Dall'Alba, 2007, S. 541)

- **Adequate and appropriate preparation** for the use of peer assessment.
- Alignment of assessment, learning objectives and the broader purpose of the course (= **constructive alignment!**).
- The availability of **assistance from a teacher** throughout the peer assessment process.
- **Constructive discussions** following peer assessment, sensitively **handled by teacher**.

Definitions of peer assessment

(Evans, 2013, S. 90)

Definitionen:

- Van der Pol, Van den Berg, Admiraal, and Simons (2008), drawing on Falchikov's (1986) work, have defined peer assessment "as a method in which students engage in reflective criticism of the products of other students and provide them with feedback, using previously defined criteria" (p. 1805).
- Building on this, Gielen et al. (2011), citing Topping's (1998) work, described peer assessment as "an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status" (p. 137).

Value of peer assessment (Evans, 2013, S. 91)

- There are mixed opinions regarding the value of peer assessment. How peer assessment is enacted and how students are prepared for such practices can lead to very different results (Topping, 2010).
- However, for some, peer assessment is seen as a way of compensating for heavy lecturer workloads by offloading some of the burden of assessment to students; however, this is far from an easy option and the planning and organization required to provide peer assessments has to be balanced against students' perceived benefits (Bloxham & Campbell, 2010; Friedman, Cox, & Maher, 2008).

Potential limitations in the use of Peer Assessment (vgl. Vu & Dall'Alba, 2007, S. 542 f.)

- First, the use of peer assessment may involve **increased time and workload** for both teachers and students. For first-time users, adequate time is needed for preparing, training, monitoring and intervening.
- Second, due to lack of familiarity with procedures and skills as assessors, **students may be unrealistic or biased** in assessing peers and awarding grades.
- Third, ethical challenges may emerge, such as tensions related to making judgements on peers' work and dealing with diversity in their backgrounds, learning modes and achievements. Of particular concern, **peer assessment may cause friction among peers**, including feelings of hurt or betrayal resulting from comments or unexpected marks. As a result, assigning of marks by peers is often unpopular and controversial (Brew, 1999).

Potential limitations in the use of PA (vgl. Vu & Dall'Alba, 2007, S. 542 f.)

If peer assessment excludes assigning marks, however, its positive impact on student learning and development is restricted. **The act of marking demands that students take greater responsibility, as they are required to base their judgements on thorough examination of the quality of their peers' work.** Thus, they are more likely to gain deeper understanding of the subject matter (Biggs, 1999).

If peer assessment is introduced purely as a supplementary activity for feedback, the extra time and workload involved may make it unpopular with both teachers and students (Farmer & Eastcott, 1995).

Goals of Peer Assessment (Gielen, Dochy, Onghena, Struyven & Smeets, 2011, S. 721)

Table 2. Summary of the five goals of peer assessment and their sub-goals.

Goal of peer assessment	Sub-goals	Relation to staff assessment
Social control tool		
Assessment tool	Convergence	Replacement Triangulation
Learning tool	Completeness Assessment for learning Assessing for learning Peer learning	Triangulation
Learning-how-to-assess tool		
Active participation tool		

Peer Assessment: student responses (Orsmond, Merry & Reiling, 1996, S. 245)

Peer assessment—student responses. Figures indicate percentage of individual student responses

The scheme of peer assessment makes you:

Dependent	18	Independent	35	Neither	47
Not think more	8	Think more	76	Neither	17
Not learn any more	19	Learn more	69	Neither	12
Lack confidence	15	Gain confidence	46	Neither	38
Uncritical	4	Critical	83	Neither	13
Work in an unstructured way	1	Work in a structured way	76	Neither	23

The scheme of peer assessment is:

Time consuming	56	Time saving	19	Neither	24
Not enjoyable	19	Enjoyable	51	Neither	29
Hard	34	Easy	45	Neither	21
Not challenging	21	Challenging	52	Neither	27
Not helpful	10	Helpful	71	Neither	19
Not beneficial	14	Beneficial	72	Neither	14

(Modified from Falchikov, 1986).

Und die Gütekriterien? Wie valide sind Peer-Marks? (Falchikov & Goldfinch, 2000, S. 315)

The mean correlation over all the studies (N=47) was 0.69, indicating definite evidence of **agreement between peer and teacher marks** on average.

Auswahl an Argumenten:

- Peer assessments which require marking of **several individual dimensions** appear to be **less valid** than peer assessment which requires a **global judgement** based on well understood criteria. The optimum approach may be to require an overall judgement but entailing consideration of several dimensions or criteria.

Und die Gütekriterien? Wie valide sind Peer-Marks? (Falchikov & Goldfinch, 2000, S. 315)

Auswahl an Argumenten:

- The **nature of the assessment task** appears to influence the validity of peer assessments. Peer assessment of academic products and processes seems to correspond more closely to faculty ratings than peer assessment in the context of professional practice.
- Student familiarity with, and ownership of, **criteria** tends to enhance peer assessment validity.
- Peer assessment carried out on advanced **level courses** is no more valid than that conducted on introductory courses, in general.

Recommendations to Practitioners for Implementing Peer Assessment (Falchikov & Goldfinch, 2000, S. 317)

- Avoid using very large numbers of peers per assessment group.
- Conduct peer assessment studies in traditional academic settings and involve students in peer assessment of academic products and processes.
- Do not expect student assessors to rate many individual dimensions. It is better to use an overall global mark with well understood criteria.
- Involve your students in discussions about criteria.
- Pay great attention to the design, implementation and reporting of your study.
- Peer assessment can be successful in any discipline area and at any level.
- Avoid the use of proportions of agreement between peers and teachers as a measure of validity.

Verschiedene Formen des Assessments



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Peer Feedback or Peer Assessment?

(Liu & Carless, 2006, S. 282)

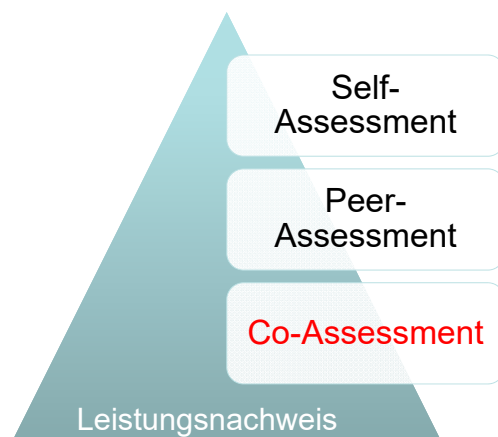
In sum, our belief is that whilst peer assessment involving grading has been much discussed in the literature, in terms of learning, there are **more substantive arguments in favour of peer feedback rather than peer assessment.**

Falchikov, probably the most prominent writer on peer involvement in assessment, seems to reach a similar conclusion as evidenced by the evolvement of her practice towards peer feedback (Falchikov, 1995, 2001, 2005) rather than peer assessment.

→ Was bedeutet das für eure Arbeit?

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Verschiedene Formen des Assessment-Feedbacks



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Self- and Peer Assessment related to Co-Assessment (Dochy, Segers & Sluijsmans, 1999, S. 342)

One step closer to traditional assessment practice are assessment procedures in which the **tutor plays a significant role** in the process.

Co-assessment, the participation of students and staff in the assessment process, is a way of providing an opportunity for students to assess themselves whilst allowing the staff to maintain the necessary control over the final assessments (Hall, 1995).

Co-assessment can be used for summative purposes whereas self- and peer assessment tend to be used in a formative way.

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Self- and Peer Assessment related to Co-Assessment (Dochy, Segers & Sluijsmans, 1999, S. 342)

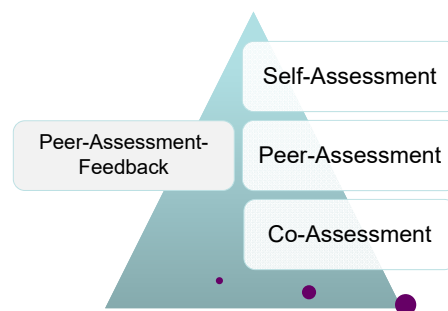
- Somervell (1993) sees collaborative assessment as a teaching and learning process in which the student and instructor meet to clarify objective and standards. In this case the student is not necessarily responsible for the assessment, but the student collaborates in the process of determining what will be assessed and, perhaps, by whom.
- The importance of feedback from an “expert” in several studies reported greater learning gains than that from self- and peer feedback and automated exchanges (Chang, 2011; Porte, Xeroulis, Reznick, & Dubrowski, 2007). This highlights the importance of supplementing peer feedback with lecturer feedback (Kauffman & Schunn, 2011, zitiert nach Evans, 2013).

Fazit: Improving the quality of learning (Dochy, Segers & Sluijsmans, 1999, S. 345)

Overall, it does appear that self-, peer and co-assessment do improve different aspects of the quality of learning of students. we detected eight positive effects of self-, peer, and/or co-assessment which arise from our body of research:

1. Increased student confidence in the ability to perform
2. The increased awareness of the quality of the student's own work
3. Increased student reflections on their own behaviour and/or performance
4. Increased student performance on assessments, increased quality of the learning output
5. Effectiveness of approaches to learning
6. Taking responsibility for learning; the independence of students
7. Increased student satisfaction
8. Ameliorated learning climate

Verschiedene Formen des Assessments



Possible ways forward?

Possible ways forward (Liu & Carless, 2006, S. 286)

1. Peer feedback integrated with peer assessment
2. Strategies for engaging students with criteria
3. Cultivating a course climate for peer feedback



Inventory of peer assessment diversity: based on Topping's 1998 article (Gielen, Dochy, Onghena, 2011, S. 151 f.)

1. Decisions concerning the use of peer assessment
2. Link between peer assessment and other elements in the learning environment
3. Interaction between peers
4. Composition of assessment groups
5. Management of the assessment procedure

→ vgl. Kopie Table 4:
Welche der 20 Punkte sind für eure Arbeit relevant?

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Genug der Theorie.... What works?



Formen von Self- und Peer-Assessment: „wilde Sammlung“

- grading
- reviewing
- giving feedback (eg. online forum)
- Self quiz tools
- E-portfolios
- discussion groups
- workshops on writing
- self-checking feedback sheets
- rubrics
- discussion of criteria
- marking workshops
- reflective writing tasks
- writing frameworks
- coaching
- testing
- ...



The use of scoring rubrics (Jonsson & Svingby, 2007, S. 130)

Conclusions are that:

- (1) the **reliable scoring** of performance assessments can be **enhanced** by the use of rubrics, especially if they are analytic, topic-specific, and complemented with exemplars and/or rater training;
- (2) rubrics do not facilitate valid judgment of performance assessments per se. However, valid assessment could be facilitated by using a more comprehensive framework of validity when validating the rubric;
- (3) rubrics seem to have the **potential of promoting learning** and/or improve instruction. The main reason for this potential lies in the fact that rubrics make expectations and criteria explicit, which also facilitates feedback and self-assessment.

Criteria	Score			
	4	3	2	1
Main idea	The summary starts with the main idea of the original text (not to be mistaken with the theme)	The summary contains the main idea, but it is not at the beginning	What is proposed in the summary as the main idea is mistaken (for example, theme is presented instead of the main idea)	The summary does not contain the main idea
Secondary ideas	The rest of the important ideas are expressed in the summary with an economy of words	The rest of the important ideas are expressed in the summary, but with an excess of words	Some, but not all, of the important ideas are expressed in the summary. An excess of words is used	The summary contains a number of elements that are superficial and an excess of words is used
Order of ideas	The progression follows a logical order which can be easily identified (connective words are used)	The progression follows a, more or less, logical order, which it is not easily identified (wrong use, or absence of, connective words)	The progression follows a, more or less, logical order, but there are unjustified leaps or omissions	The summary lacks an identifiable structure and it is difficult to follow the ideas expressed
Non-necessary information	There are no unnecessary details or personal reflections	There are no details or personal reflections but the main idea is repeated being redundant	There are details and personal reflections, but the main idea is not repeated	There are details and personal reflections and the main idea is repeated redundantly
Precision of the terms used	The words chosen are efficient and concise	The words chosen are to some extent concise	The words chosen are ambiguous and repetitive	The words chosen are confusing

Formative use of rubrics (Panadero & Jonsson, 2013, S.130)

- Advocates for the use of rubrics for formative assessment assume that rubrics can promote student learning, as well as lead to positive changes in instruction.
- This could be done in several different ways, for example in either a teacher- or a student-centered way. Regarding the former, by making assessment criteria explicit, rubrics can be used by the teacher to enhance the alignment of learning, instruction, and assessment, something that is often referred to as “constructive alignment” (Biggs, 1996). In a student-centered approach, the rubric could be shared with the students in order to support student learning (Jonsson, 2008; Jonsson & Svingby, 2007).
- As seen in some studies, there can be quite dramatic effects on student performance when a rubric is used as an assessment tool for learning.

Peer-Review: The learner as both Adapter and Reviewer (Liu, Lin, Chiu & Yuan, 2001, S. 247)

As widely anticipated, peer review promotes students' metacognition. Metacognition has two separate, but related aspects: knowledge and regulation of an individual's cognition. The knowledge aspect refers to knowing about one's own cognitive status (e.g., one's strengths, weaknesses, and study habits), knowing about tasks (i.e., difficulty and demands of a task), and knowing about learning strategies. The regulation aspect in contrast refers to the control of one's cognitive process, e.g., planning, monitoring of execution, self-checking of cognitive progress, and substituting a cognitive strategy if not effective.

Peer-Review: The learner as both Adapter and Reviewer (Liu, Lin, Chiu & Yuan, 2001, S. 248)

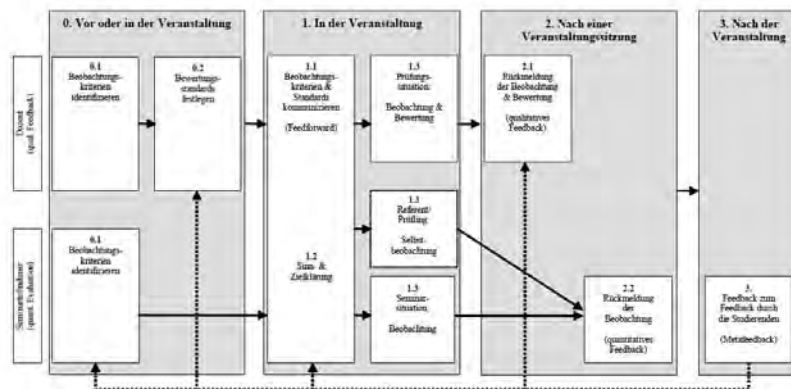
What do students achieve during the peer review process? In completing one's own project, a student may plan the contents and procedures to be shown in the project, then execute the plan. **In reviewing peer homework, one must read, compare, or question ideas, suggest modification, or even reflect how well one's own work is compared with others.** While processing these cognitive functions, one has to monitor the adequacy of cognitive functions adopted. If not adequate, or ineffective, one then must regulate cognitive functions accordingly.

Beispiel 1: Vorlesung Pädagogische Psychologie (Gymnasiallehrpersonen)

Leistungsnachweis „schriftliche Übung“:

Für sich und Ihre Lerngruppe auf OLAT erstellen Sie aufgrund von Literatur und mit Hilfe von Leitfragen eine Synopse zu einem Thema der Vorlesung (die Vorgaben dazu finden Sie unter Punkt 5.2). Die Themenvergabe geschieht in Ihrem Lerngruppen-WIKI. Stellen Sie danach Ihre erste Fassung der Synopse in die dazugehörige „Dateidiskussion“. **Zwei Ihrer Kolleginnen und Kollegen geben Ihnen ein substanzielles Feedback auf Ihren Text in der Form einer „Review“.** Auf deren Grundlage überarbeiten Sie Ihre Synopse und stellen diese sodann Ihrer Lerngruppe zur Verfügung. **Im Gegenzug sind Sie gebeten, ebenfalls zwei Texte ihrer Kolleginnen und Kollegen zu reviewen.**

Beispiel 2: Erweiterter Prüfungs- und Feedbackzyklus inkl. Selbstevaluation (Müller, 2011, S. 77)



Beispiel 3: Wechselseitiges Kommentieren und Bewerten von Lernprotokollen (Nückles, Renkl, Fries, 2005)

- Die Studierenden erhielten eine schriftliche Anleitung mit Hinweisen zum Verfassen der Lernprotokolle und zum Kommentieren der Protokolle des Partners. Die Anleitung enthielt Leitfragen, die von den Lernenden für die Erstellung ihrer Lernprotokolle genutzt werden sollten¹.
- Zusätzlich wurden drei Beurteilungsdimensionen vorgegeben, auf denen die Lernprotokolle des Partners bezüglich der Realisierung wichtiger Lernaktivitäten eingeschätzt werden sollten. Die Studierenden wurden gebeten, (1) die Organisiertheit des Protokolls ihres Partners, (2) dessen Elaboriertheit sowie (3) das Ausmaß an Reflexion über das eigene Lernen auf sechs-stufigen Skalen zu bewerten (1 = „Dimension nicht erkennbar“ bis 6 = „Dimension klar erkennbar“) und ihre Bewertungen schriftlich zu begründen.

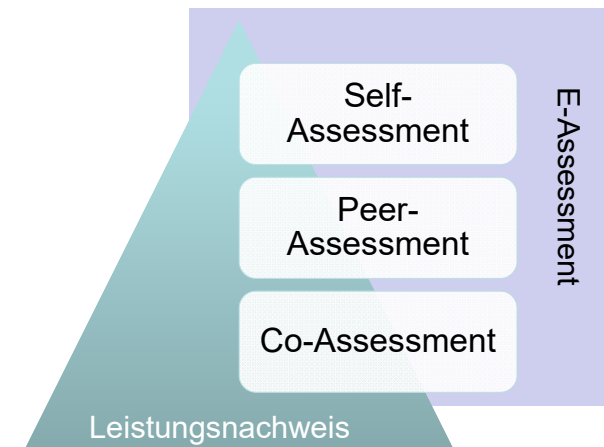
¹ Mindestanforderung für die Länge eines wöchentlichen Protokolls: eine Standardseite Text.

What works?



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Verschiedene Formen des Assessments



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E-Assessment Feedback (Evans, 2013, S. 85ff.)

- E-assessment feedback (EAF) includes formative and summative feedback delivered or conducted through information communication technology of any kind, encompassing various digital technologies including CD-ROM, television, interactive multimedia, mobile phones, and the Internet (Gikandi, Morrow, & Davis, 2011).
- It is wide ranging in that it can be a/synchronous, face to face, or at a distance; involve automated or personal feedback and different mediums; and be used to support individual and group learning.
- It is important to make the distinction between computer-generated scoring and feedback where the former provides a mark but no feedback guidance (Ware, 2011).

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E-Assessment Feedback (Evans, 2013, S. 85ff.)

- Such technology affords immediacy and “anytime, anywhere, anyhow approaches” and is suitable for use with large numbers of students (Gikandi et al., 2011; Juwah et al., 2004). The potential of EAF to impact on student motivation and engagement is noted (DeNisi & Kluger, 2000; Hatzia Apostolou & Paraskakis, 2010); however, engagement does not necessarily translate into better student performance (Virtanen, Suomalainen, Aarnio, Silenti, & Murtomaa, 2009).
- A key factor in the efficacy of e-feedback technologies is the nature of the interaction between students and their lecturers within the process; EAF does not automatically imply a shift in the perception of the student role by the student and lecturer.

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Besten Dank!