

CRADLE suggests...

Strategies to implement self and peer assessment



THE RESEARCH

The Self And Peer Assessment research project was led by Dr Chie Adachi (Deakin Learning Futures), who invited CRADLE to collaborate on a project identifying challenges and opportunities for implementing self and peer assessment (SAP) (1). Interviews with 13 Deakin academics revealed successful strategies for SAP within units and courses. From the study, a design framework for peer assessment was also developed (2).



Centre for Research in Assessment and Digital Learning

CRADLE suggests is a series of briefings from the [Centre for Research and Assessment in Digital Learning \(CRADLE\)](#), which translates our own research into practice-based possibilities.

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ABOUT SELF AND PEER ASSESSMENT

SAP is a pedagogical strategy where students judge and make decisions about the quality of their own work, or their fellow students' work, against criteria. SAP provides learning opportunities for additional, relevant and timely feedback.

By participating in SAP, students are likely to gain an improved understanding of the standards of work (evaluative judgement), and may also develop graduate outcomes such as communication and teamwork, depending on the activity. However, it can be challenging to implement SAP as a standard component of university learning. The team identified the following strategies to aid SAP implementation.

Be explicit about the value of SAP

Ensure both staff and students understand the benefits of SAP, which are more to do with student learning than efficiencies in grading.

Scaffold the experience

Teach students skills for SAP (e.g. how to identify good work, how to formulate feedback, how to work in a team). Provide multiple opportunities to practise and apply these skills.

Consult widely

Students, colleagues, educational developers and IT support can be consulted to help shape the SAP activity and processes, and to understand the affordances and pitfalls of particular technologies.

Reimagine resources

Reallocate time to the activities which matter: in-class time to include SAP; and time for markers to discuss their judgements.

Start small and simple

Pilot with a small cohort (e.g. over T3) and use a simple SAP structure which both the teaching team and students will feel comfortable to try.

Plan for multiple iterations and long-term benefits

Design for the long-term: build in expansion and improvements over several unit offerings, and strategically over a sequence of units or course, as outlined in the design framework (2).

FIND MORE

Design resources are available on the [Deakin DTeach SAP website](#).

1. Adachi, C., Tai, J. H.-M., & Dawson, P. (2018) [Academics' perceptions of the benefits and challenges of self and peer assessment in higher education](#). *Assessment & Evaluation in Higher Education*, 43(2), 294–306.
2. Adachi, C., Tai, J., & Dawson, P. (2018) [A framework for designing, implementing, communicating and researching peer assessment](#). *Higher Education Research & Development*, 37(3), 453-467.

CRADLE TEAM MEMBERS

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