

Self and Peer Assessment: Ensuring an Equitable Assessment for Group Work

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Teaching of business related topics in the Faculty of Management at Bournemouth University can involve cohorts of up to 400 students on a single unit.

Efficient management of techniques for Self and Peer Assessment of group members working together within such a large cohort is therefore critical.

Group work and participation is an essential element of good business and management practice.

Integrating skills and competencies ensures that 'the whole is greater than the sum of the parts'.

Team based activities therefore plays an important part in the development of business studies students.

How such group work is assessed can be problematic (Gurbanov 2016).

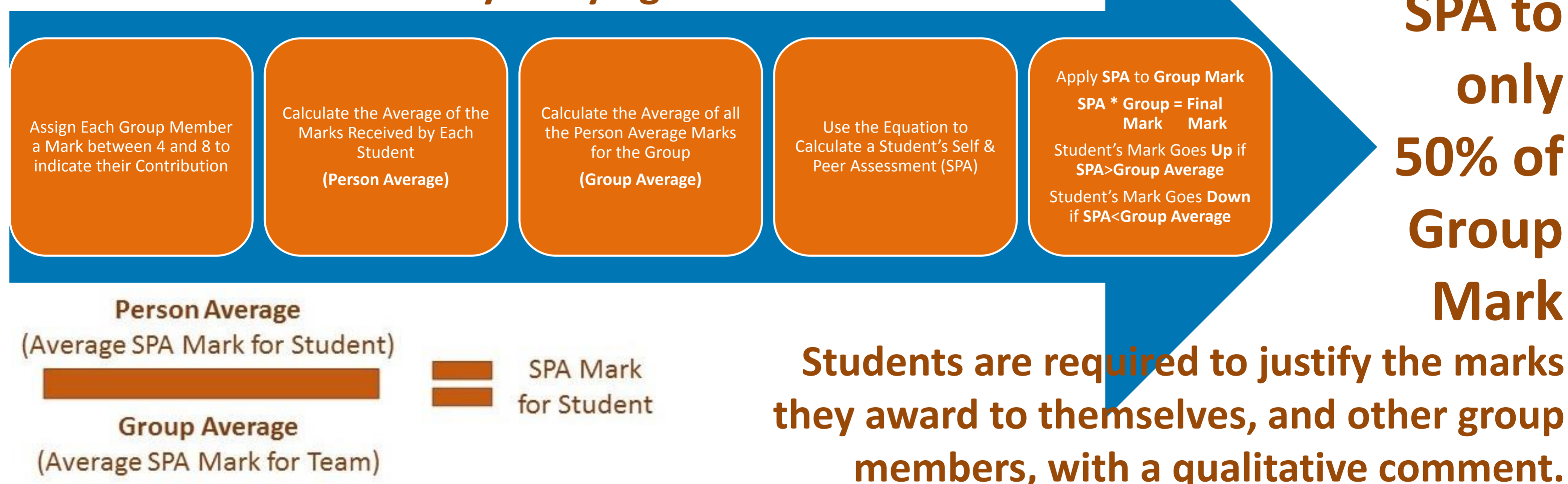
This is particularly the case when the assignment relates to problem based collaborative small groups, and employs activities linked to self-directed learning, reflection and/or research.

A Self and Peer Assessment process has therefore been developed to address this need.

The Self and Peer Assessment system allows tutors to modify the marks of individual students on the basis of marks awarded by students to themselves and their peers.

Groups use a process to exclude non-participating students. With guidance from staff, a grading system then enables students to evaluate and critique each other's contributions.

Tutors should apply academic judgement to cleanse and smooth any outlying data.



8 - Student X made an outstanding contribution to the assignments

7 - Student X contributed more than most members of the group

6 - Student X contributed about the same as other group members

5 - Student X contributed less than most members of the group

4 - Student X contributed much less than most other members of the group

MAX = 8

TYPICAL = 6

MIN = 4

References:

Gurbanov, E., 2016. The challenge of grading in self and peer-assessment (undergraduate students' and university teachers' perspectives) [online]. *Journal of education in black sea region*, 1 (2), 82-91.
 Kilic, D., 2016. An examination of using self-, peer-, and teacher-assessment in higher education: A case study in teacher education [online]. *Journal of higher education studies*, 6 (1), 136-144.