



**The Nethersole School of Nursing**

## **Sharing Good Practices**

# **Peer Assessment of Individual Contribution: An Adjunct to Group Projects**

**2010 Faculty Curriculum Retreat**

**Ann Shiu**

25 Sep 2010

**The Chinese University of Hong Kong**



# Structure

- Background/rationale
- Process
- Outcomes
- Factors contributing to the success



# Background

- Group project
  - A common assessment format in tertiary education
  - Useful in
    - Assessing learning outcomes that demand pooling of student resources
    - Achieving shared learning
    - Developing teamwork ability
  - Some limitations . . .



# Background

- Some limitations
  - Student perspective:
    - Free loading
    - Inactive project group members
    - Fairness of awarding a single mark
  - Exam panel perspective:
    - Need to meet the expectation of grades being awarded to reflect individual achievement



# Peer Assessment (PA) Scheme

These limitations can be addressed by adopting an adjunct PA scheme

- Students assess their peers' contribution to the work of the project
- The assessments are then used to weigh the overall group mark
- Each student receives an adjusted mark which is a reflection of his/her contribution



# Process

- Initial development of the PA scheme
- Implementation



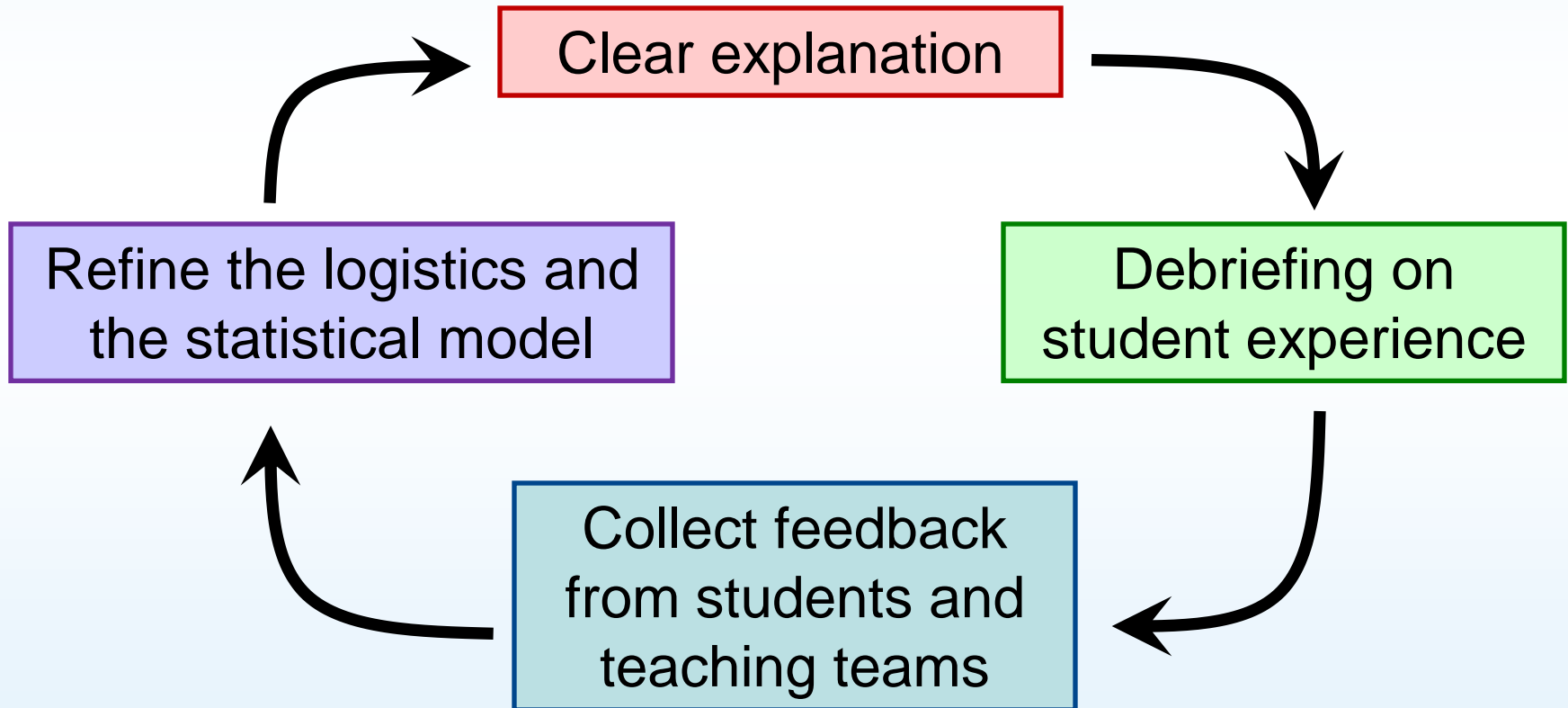
# Initial development

- Bachelor of Nursing (BN) Panel and alumni:
  - procedures and logistics of the PA scheme in 2008
- Centre of Learning Enhancement and Research (CLEAR) and BN Panel
  - a statistical model for the calculation of individual adjusted marks



# Implementation

- Has gone through four cycles since 2008





# Outcomes

- Students
  - Positive and satisfied
  - Active participation in group work
  - Assessing others is an important skill to master
- Exam panel
  - Individual mark to reflect individual achievement
  - Good spread of course marks
- External examiners
  - Commendations



# Factors contributing to the success

1. Involving teachers, students and external educational experts in the development of the PA scheme
2. Continuous feedback → refinement of the logistics and statistical model
3. Debriefing on student experience to facilitate the mastery of the ability to
  - work with others
  - assess others



# Acknowledgements

- My sincere thanks to CLEAR
  - for their unfailing support.
- My tribute to my colleagues
  - always ready to walk an extra mile to enhance students' deep learning.

