

Co-assessment: a democratic approach to deep learning

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Structure of my presentation

Introduction

Co-assessment in theory

The research study

Co-assessment in practice

Summary and Conclusion

Introduction

- funded by an Employability Award, this was a follow up study
- first study identified employability skills and how they might be assessed
- focus was on service-learning because it has a voluntary work placement
- a summatively co-assessed oral presentation was introduced
- this presentation focuses only on part of the follow up study

Co-assessment in theory

- also known as co-operative or collaborative assessment
- students and teacher together *‘work on the shared goal of providing a mutually agreed assessment’* (Dochy, Segers, and Sluijsmans, 1999, p. 342)
- strong and weak models (Heron, 1988)

Co-assessed oral presentations

- assessed on content and delivery
- a grade and reflective comments written
- this summative assessment was worth 10% to the course grade and 2.5% to the degree classification
- Knight and Yorke (2003) suggest that co-assessment is a powerful method that enhances learning

The research study

The overall aims were to

- examine the effects of critical reflection on the students' perceptions and awareness of their learning
- examine the effectiveness of employability skills assessment through students' oral presentations

The research study

- eight individual in-depth qualitative interviews and one focus group
- data analysis included identifying emerging themes from scrutinising transcripts and refining concept maps ‘to reveal concept typologies’ (Hay and Kinchin, 2006, p. 127)

Co-assessment in practice

- motivation
- presentations
- self-assessment

‘as if I’ve been cocky or arrogant or being a wido’

‘wouldn’t have taken any action to improve on my next one’

Co-assessment in practice

5 students achieved grade A

3 students achieved grade B

Seven students improved their grade in the
summative assessment

Co-assessment in practice

- motivation
- presentations
- self-assessment
- co-assessment
- the dark side

Summary

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Conclusion

Balances are needed in terms of:

- student empowerment vs taking advantage
- teacher sharing power vs retaining responsibility
- involves mutual trust and respect
- involves taking risks

References

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