

## **Co-assessment: a democratic approach to deep learning**

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## Structure of my presentation

Co-assessment

The research study

Implications

Effects

Outcomes

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# Co-assessment

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## Co-assessment

*What is it?*

*How do I use it?*

*Why use it?*

## Co-assessment

*What is it?*

- a collaborative method of assessment: there is a '*shared goal of providing a mutually agreed assessment*' (Dochy et al, 1999, p.42)
- can be any combination of self-assessment, peer assessment and assessment by the teacher

## Co-assessment

*How do I use it?*

- as student-teacher collaboration
- for oral presentations
- as summative assessment
- and as formative assessment beforehand for students' learning and familiarity (Jessop et al, 2012; Price et al, 2010; Nicol and Macfarlane-Dick, 2006)

## Oral Presentation

Grade		CONTENT	DELIVERY
A	Excellent		
B	Very Good		
C	Good		
D	Satisfactory		
E	Weak		
F	Poor		
G	Very Poor		
<b>Comments:</b>			

## Co-assessment

### *Why use it?*

- conducive to deep learning  
(Hounsell et al, 2008; Hattie and Timperley, 2007; Nicol and Macfarlane-Dick, 2006; Falchikov, 2005; Knight and Yorke, 2003; Race, 2001; Boud, 1990)
- enhances skills and competencies  
(Smith and Sodano, 2012)



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## 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 co-assessment**

## The research study

- eight individual in-depth qualitative interviews and one focus group (2011)
- data analysis included identifying emerging themes by scrutinising transcripts and refining concept maps '*to reveal concept typologies*' (Hay and Kinchin, 2006, p. 127)
- written data collection included from further 20 service-learning students (2013)

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## Implications of co-assessment

1. moving towards a democratic classroom

## Implications of co-assessment

### 1. moving towards a democratic classroom

- shift in power
- risk, fear and anxiety

(Stefani, 1994: Shor, 1987)

## Implications of co-assessment

2. the '*dark side*' of co-assessment (Deeley, 2014)

## Implications of co-assessment

2. the *'dark side'* of co-assessment (Deeley, 2014)

*'we were all sitting there and kind of discussing tactics...(because)... 'at the end of the day everybody wants to try and get the best mark they can'*



## Implications of co-assessment

3. the need for balance between

- students being empowered and not abusing their power

## Implications of co-assessment

3. the need for balance between
  - students being empowered and not abusing their power
  - teacher encouraging a more democratic classroom and retaining responsibility

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## Effects of co-assessment

- a democratic classroom
- student empowerment (Tan, 2008)
- active learning (Bovill and Bulley, 2011)
- intrinsic motivation (Boud, 1990)

## Effects of co-assessment

- a democratic classroom
- student empowerment (Tan, 2008)
- active learning (Bovill and Bulley, 2011)
- intrinsic motivation (Boud, 1990)
- greater understanding and awareness of learning
- increased confidence and deep learning (Boud and Falchikov, 2007; Knight and Yorke, 2003)

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## Outcomes of co-assessment

- a more democratic classroom where active engagement in deep learning is fostered
- enhances students' skills
  - critical and reflective thinking
  - self-evaluation
  - co-operative working
  - interpersonal skills
  - effective communication (oral, aural, negotiating)
  - transferable to future workplace (and lifelong)

## Outcomes of co-assessment

- has helped me to develop my academic practice (teaching and research)
- reveals how service-learning can provide an opportunity to step out of 'traditional' learning, teaching and assessment boundaries



## Finally

Co-assessment is a democratic approach to deep learning

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