Co-assessment: a democratic approach to deep learning

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Structure of my presentation

Co-assessment

The research study

Implications

Effects

Outcomes
Structure of my presentation

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Co-assessment

What is it?

How do I use it?

Why use it?
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

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<th>Grade</th>
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<td>C</td>
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<td>G</td>
<td>Very Poor</td>
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**Comments:**
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 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
1. moving towards a democratic classroom

- shift in power
- risk, fear and anxiety

(Stefani, 1994: Shor, 1987)
2. the ‘dark side’ of co-assessment (Deeley, 2014)
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‘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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Co-assessment

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Implications

Effects

Outcomes
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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Co-assessment

The research study

Implications

Effects

Outcomes
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


