

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

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		
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

Implications of co-assessment

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- 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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