

FORUM

Enhancing learning and teaching

Issue 32 | Summer 2013



Assessment and Feedback

Learning and Teaching
Conference 2013:
registration information

Case studies

The Writing Centre

News, training opportunities

FORUM

Forum is published termly by the Learning and Teaching Forum
www.york.ac.uk/staff/teaching/groups/forum

Editor: Paola Zerilli
paola.zerilli@york.ac.uk

Sub-editor: Sharon Meredith
sharon.meredith@york.ac.uk

Design and print: The Studio
www.studio.crevado.com

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For a large print, black and white text version please contact Sharon Meredith on ext 2018

Editorial



We warmly welcome Dr Sharon Meredith (PhD in Caribbean Studies/Ethnomusicology from Warwick) to the "Forum family". Sharon has been working at the University since 2009 in various roles in departments including Politics, HYMS, Biology, Electronics and Physics. Sharon is the new co-editor of the magazine.

We thank Dr Alice Wakely for the valuable and wonderful job that she has been doing as co-editor. Alice is now in the Research Policy Office, working on a project looking at research integrity and governance. We wish her all the very best in her new role.

This issue of *Forum* magazine is focused on "assessment and feedback".

In the lead article, John Bone (Department of Economics and Related Studies), describes a very interesting combination of "peer assessment" and "meta-assessment" in order to "help students to produce good and concise short answers". This type of assessment "works as a complement to, rather than a substitute for, the academic assessment, and with the reflective discussion being a crucial component."

Various case studies across Departments at the University suggest that different Departments have approached the problem in different ways:

- Christine O'Dea from Biology describes a small scale experiment which involves electronic marking using a tablet pc;
- Jean McKendree from the Hull York Medical School discusses the challenges related to "assessing practical skills" using, as a conceptual tool, the "Miller's pyramid";
- Andrew Pickering from Economics shares with us his own experience of implementing online formative assessment using VLE where students get immediate feedback on their work;
- Cecilia Lowe, Project Leader of the Learning Enhancement Team and member of the Teaching Forum, suggests referring to *Assessment of collaborative work – collaboration versus assessment*, a framework of alternative methods for assessing group work.

The "academic point of view" is complemented by the "student point of view" as outlined by the contribution of Graeme Osborne, YUSU Representative. Graeme highlights two main aspects that students are looking for in assessment: confidence in the fairness of the system and ownership as direct involvement of the students in the designing process of both the taught material and the assessment process.

Paola Zerilli
 Editor

Postgraduates who teach: 2013 residentials

The Researcher Development Team is once again offering its highly popular and successful intensive residential programme for postgraduates who teach.

The course is aimed at research students with little or no teaching experience. It is designed to prepare you for your first experiences in the classroom/lab and to give you the skills and confidence to be able to pass your knowledge and enthusiasm on to your

undergraduate students.

Training dates:

- Wednesday 18 and Thursday 19 September 2013
- Thursday 21 and Friday 22 November 2013

Please see this web page for full details and to link to the application form:
www.york.ac.uk/admin/hr/researcher-development/pgwt/residential.htm

NEWS

The Writing Centre

www.york.ac.uk/writing-centre

The Writing Centre will open on April 22nd 2013 for an 18 month pilot. We will

offer students the opportunity to come to drop-in sessions with an experienced PGWT Writing Tutor, or appointments with a member of staff from the Learning Enhancement Team or CELT. During the summer break we will offer appointments for students working on their dissertations.

The Writing Centre aims to support all Undergraduate and taught Masters students in their development as independent, academic writers. The Centre offers students a neutral space where they can refine their academic skills and build their confidence through discussing their writing which will enable the students to develop their writing style and gradually achieve their own excellence in writing.

The Writing Centre will not advise on content or offer a proofreading service. Students will be expected to come to drop-ins or appointments with their work in hand and with specific questions to ask. All students will be expected to contribute as much to their consultations, in terms of discussion and effort, as the writing tutor.

Writing Tutors will receive regular training for which we would be grateful if academic colleagues could provide the Centre with examples of students' writing for training purposes. Examples can be sent to madeleine.morgan@york.ac.uk

50th Anniversary Celebrations in China

As part of the 50th Anniversary celebrations, the University held three graduation ceremonies in China on 23 March. The Chancellor, Greg Dyke and Chris O'Donnell, Chair of University Council, conferred degrees on nearly 400 undergraduate and postgraduate students at the ceremonies in Beijing. The honorary degree of Doctor of the University was conferred on Chinese disability rights campaigner Zhang Haidi and on molecular biologist Professor Shi Yigong.



CASE STUDY

The student's role in the assessment and feedback process

Graeme Osborn, Academic Officer, YUSU, writes about the student's role in the assessment and feedback process

For students to be able to fulfil their role in the assessment and feedback process they need two things: confidence and ownership. Students need to be confident that the system is fair, that they will be treated with equality and that nothing can go wrong. There are a number of components to this, some of which are already in place at York, such as anonymous marking of written work, which plays a large role here, as do the quality assurance processes of blind double marking and moderation. The next step for many departments is electronic submission of assessment. Whilst the most common argument in favour of this is the reduction of costs for students, I believe there is something more fundamental. Electronic submission instils confidence in two ways; firstly it logs the exact time that work is submitted so that those who submit on time are not penalised, and those who submit late are penalised according to the university's rules, something which can be hard to do if there are large queues at submission time. Secondly, it means that if marking is done on hard copies and they go astray, another copy can be printed, preventing students from having to resubmit and all the issues that can cause.

Ownership stems from students being consulted and treated as partners in the design of their entire learning experience, including the assessment and feedback process. As well as my role on the Standing Committee on Assessment, this involves course reps and entire cohorts in the design of the types of assessment they

receive, ensuring that it tests both the required knowledge and the skills for the given module, and that there is an appropriate balance across the course of the programme. This will include types of assessment which differ from the traditional closed exam, essay and dissertation. As employability has become increasingly important to students given the current economic climate, they now demand assessment that assesses the skills with which they, employers and the university wish to see them graduate.

The assessment and feedback process needs to be well planned in practical terms to enable students to make best use of it. For maximum benefit to be gained from feedback on formative assessments it needs to be returned to students well before they submit summative work. If there is a long gap between work being submitted and feedback being received, the benefits of the feedback will be diminished, particularly if different topics have been studied in between. This situation can be addressed by scheduling assessments so that staff are not marking and teaching at the same time. Unlike other institutions, there is not necessarily a culture of this at York. The common assessment periods limit when certain types of assessment can take place, but for others, if they can be timed so that staff can mark them when their workload is as light as possible (as long as it is appropriate to the module), this will enable high quality feedback to be delivered as quickly as possible.

Whilst this is by no means an exhaustive exploration of assessment and feedback, I hope I have highlighted some of the issues which are particularly relevant at the moment.

John Bone, Economics and Related Studies, writes about peer feedback and its benefits in building students' understanding of the assessment process

This is an account of, and some reflections on, a form of peer assessment we have been running on one particular module since the last century. I can't claim any special expertise or authority in this area. I'm sure there are many other colleagues across the university who have experience of running such schemes, and probably in more extensive and advanced forms. We introduced ours as a pragmatic measure, designed for a specific purpose.

Module changes

You'll have noticed the "we" and "our". The module in question is The Democratic Economy ("DemEcon"), one of three interdisciplinary modules at the core of the undergraduate degree programmes run by the PEP School. These PEP modules are jointly taught, including in seminars, and for the last 20+ years DemEcon has been taught by me and Neil Carter from Politics. (In fact the module, and my own involvement in it, goes back way further, pre-dating even the PEP School itself.)



You didn't get everything wrong...you did quite well identifying the patient's gender.



Over a few years in the late 90s Neil and I made a series of substantial changes to the module structure and procedures. Of those relevant here, the first was the introduction of teamwork, to make more efficient use of seminar time. Each seminar group was divided into four teams, each team being responsible for providing a reading report to the seminar meeting, where previously each individual student had done this. (We no longer have reading reports in the seminars, but that's another story.)

The next, and most significant, change was in the assessment structure, moving to an exam format requiring the student to answer a question on each of the six topics covered in the module. One answer is a conventional essay, chosen from a section of six essay questions; the other five are as short (300-word maximum) answers, from a separate parallel

section of six questions. Of course the latter have to be of a particular type. So, on one topic where the essay question might be "Are there any simple and general empirical truths about the relationship between electoral politics and the economy?", the short-answer question might be the more specific "Outline and evaluate Schultz's empirical investigation of the Political Business Cycle".

The value of short answers

Having introduced the short answer pragmatically as a means by which we could require students to cover all six topics in the exam, over the years Neil and I have come to appreciate its intrinsic assessment and pedagogic value. Given an appropriate question, a short answer can be a highly effective discriminator between good, average and poor students. A good short answer requires precision of thinking and expression, and in some respects – for example in judging what to omit – as

their peers



much depth of understanding as does a conventional essay.

But students view it as an unfamiliar and risky medium. We realised that systematic formative work during the module was essential. Making use of our existing team setup (see above), we increased the number of teams per group to six, and assigned each team one topic on which it had to produce a short answer, to a given question, within 100 hours after the seminar meeting on that topic. The answer was posted on the module website (pre-VLE days), where each of the other five teams had to read and assess it, agreeing on a 30-word précis, and a mark out of 10. At the start of the next seminar meeting, the five assessing teams each reported verbally their agreed précis and mark, followed by brief discussion based on those assessments.

We recognised from the outset the need for stated assessment criteria. We kept ours few, broad and appealingly alliterative. Thus, assessors were

told to consider whether the answer was (i) *concise*, (ii) *clear*, and (iii) *convincing* and/or *correct*, depending on the requirements of the question. Subsequently, and mainly in response to reasonable queries about required explanatory detail of concepts and terms, we added an overall test of an answer as being intelligible and informative to a hypothetical PEP student in the same cohort but not taking DemEcon.

We also provided our own assessment, or rather a kind of meta-assessment incorporating a summary of comments made by the students, adding some of our own comments together with our own précis and mark, this being posted on the web alongside the answer itself.

Peer assessment complements academic assessment

There have been a few subsequent tweaks. On the negative side, after a few years we reluctantly dropped the précis, as a poorly understood and so largely ineffectual task. On the positive side, moving the web material to the VLE enabled us to deploy wikis for the team production of the short answer and the posting of our own comments. We have considered using the wiki comment facility for the assessing teams too, but this would lose the blind marking aspect, whereby each team has to make its assessment without (easily) knowing those of the other teams, and could correspondingly make for some tedious strategic behaviour.

Our primary aim in this peer assessment (although we didn't know to call it that) was simply to help students produce good short answers. Some evidence of its success is in the trend improvement of the formative answers over the course of the module. This year, for example, over the three seminar groups the average mark we gave for answers increased from 54% on topics 1-3 to 69% on topics 4-6. The marks given by the students themselves do tend to converge towards ours over the module, but perhaps only by virtue of being more consistently high throughout. And there are always some depressing moments, even in the later topics, where a palpably unintelligible phrase or sentence in an answer has gone completely unnoticed. So I wouldn't claim that we manage to transform the critical faculties of each student.

Our system in effect intensifies the formative assessment process in that

each student has some involvement in the assessment of each short answer produced. In that sense it gears up the effect of our own assessment effort. But I think it would be bizarre to view peer assessment, as I have seen claimed in some literature, as a way of saving academic time. In our context it works as a complement to, rather than a substitute for, the academic assessment, and with the reflective discussion being a crucial component.

Looking at relevant pedagogical literature (for example various papers

over time students do indeed come to better understand the comments we give on their work

in *Assessment & Evaluation in Higher Education*, 35:5, 2010) there seems to be much discussion of the difference between the transmitted and the received message(s) in written feedback from academics to students, and of the possible role of peer assessment in bridging that gap by helping students understand the viewpoint and intentions of the feedback-giver. Our system in DemEcon was not designed with this issue in mind, but from the weekly discussions my impression is that over time students do indeed come to better understand the comments we give on their work. Rather than in producing increasing quantities of feedback, our time and effort may be better spent in helping students understand the feedback we give, and involving students in each other's formative assessment can be one way of doing this.

John Bone is a Senior Lecturer in the Economics Department. His main teaching and administrative commitments are within the PEP School, and have been since the School was founded in 1987. His research interests are in individual and collective choice, and experimental economics. Contact him via email john.bone@york.ac.uk



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CASE STUDIES

“Showing how”: assessing practical skills

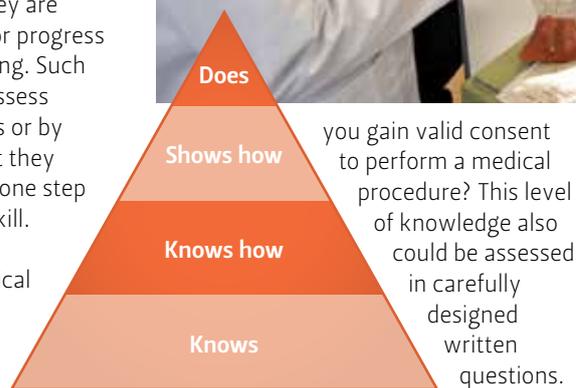
Jean McKendree, Associate Dean for Assessment and Senior Lecturer, Hull York Medical School

Students in many disciplines must acquire practical skills such as performing systematic literature searches, carrying out wet lab procedures, communicating with patients or clients, or operating technical equipment such as microphones. Assessing such skills can be difficult in cases where students need to perform to a certain standard before they are allowed to work on their own or progress to the next stage in their learning. Such practical skills are difficult to assess reliably by written assignments or by having someone describe what they would do, though that may be one step in an overall assessment of a skill.

A useful conceptual tool for thinking about assessing practical or procedural skills is Miller's Pyramid (1990), introduced by him in a keynote speech at the American Association of Medical Colleges.

Miller's Pyramid for Assessment

The foundational levels of the pyramid encompass the knowledge needed to perform a skill. Students do need to demonstrate that they “Know” the underpinning knowledge for a procedure, such as the recording pattern of a cardioid microphone, what spectrum of light would be produced by a particular lamp used in a film, or the legal requirements when gaining consent from a patient. These are often assessed with written questions. The next level would aim at whether a student “Knows How” to apply, interpret or synthesise that knowledge. If a reciprocity calibration is used, how would output measurements be combined to determine sensitivity of a microphone? If you are shooting daylight film under tungsten light, what colour correction filter will you need to use? If you have a 5 year old patient, how do



next level where the student “Shows How” that is critical in practical skills and difficult to do in many traditional assessment formats. One approach used in medical education is the Objective Structured Clinical Examination (OSCE) in which all students rotate through stations and perform specified tasks while being observed and rated by experienced assessors on clear criteria (Smee, 2003). By sampling a number of related skills, a judgement of overall level of competence of a student can be made and by standardising the tasks that all students do, a more reliable judgement of ability can be made for each student since all will be doing the same thing. For instance, to look at communication skills in medical students, one station might have students explain treatment risks to a patient, the next have them interact with a child patient, and the third require a drug chart review with an elderly patient with multiple medical

conditions. For examination skills, the students might perform an abdominal exam in one station, a cardiovascular one in another, and a neurological exam in the final one. The key here is allowing a student to show what they can do when asked to perform a particular skill and taking multiple “samples” to more reliably assess whether they can carry out procedures to a desired level.

Of course, the students are aware that they are under artificial testing conditions. Therefore, this still does not guarantee a student will consistently be able to do what is expected when out in the “real world”. No formal assessment under controlled conditions is the ‘real thing’, though we should aim at making our assessments as valid and reliable as possible, particularly when making high stakes decisions. Still, performance at the ultimate level of Miller's Pyramid requires us to send our students into the world and see how well we have helped them make that leap to “Does”.

References

- Miller GE (1990). The assessment of clinical skills/competence/performance. *Academic Medicine*, September Supplement, 65(9): S63-S67.
- Smee S (2003). ABC of learning and teaching in medicine: Skill based assessment. *British Medical Journal*, 2003;326. doi: <http://dx.doi.org/10.1136/bmj.326.7391.703>

CASE STUDIES



Electronic marking using a tablet pc

Christine O'Dea, Biology

Background

The widespread use of mobile technologies in higher education in the UK has encouraged the development of e-marking using mobile devices, in particular, the tablet PC. Despite numerous projects and experiments that have been conducted in various institutions in this area in the UK, there is insufficient evidence to claim that electronic marking using a tablet is more effective than traditional paper based marking.

A small scale experiment was undertaken in Biology in order to gain first-hand experience of the use of tablet PCs in marking and to answer the following questions:

- Whether using a tablet PC will help staff be more efficient with marking?
- Whether the specific mobile app and the tablet are suitable for e-marking?

Four academic staff were invited to participate in the experiment in the Autumn term in 2012. Numbers were restricted due to a limited number of tablets for the project and time constraint. Each staff member was given an Android tablet or an iPad, and a stylus at the end of the term. A mobile application, iAnnotate, was selected and installed on the tablets for

the project, based on the review and recommendations from other similar projects. This application allowed the participants to view and annotate PDF files on the tablets. The assignments marked by the participants were tutorial student assignments, which were submitted by email. On average, each participant marked between 4 to 6

assignments. The marked assignments were returned to students by email.

Conclusions

One participant did not manage to complete the marking and dropped out from the experiment. An in-depth interview was conducted with the other participants individually at the end of the experiment. Although all three felt the experiment was very useful, only one participant found it very satisfactory. The main issues raised in this experiment were:

- It was much more time consuming to mark an assignment on a tablet
- It was difficult to read on the tablet screen
- The keyboard was too small for touch-typing
- It was difficult to handwrite the comments with the stylus

The feedback from the experiment was useful but no real substantial conclusion can be drawn as a result of the small sample size. The experiment will continue in the Easter and summer holiday periods and more participants will be invited to join the experiment.

Note: The interview audios are available upon request from Christine – xianghan.odea@york.ac.uk



I went along with the new ideas till she mentioned using tablet PCs...I'm not sure I should take any more tablets..

Robot feedback: using the VLE for technical material

Andrew Pickering, Department of Economics and Related Studies

This year in Macroeconomics 2 – a core second year module with over 300 students – new online formative assessment was introduced through the University VLE. Historically this has been a challenging module, delivering often difficult technical material to an audience with diverse mathematical ability.

Previously, three of the 44 lectures were given over for short formative technical quizzes consisting of multiple-choice/numerical questions. These were marked by hand, and returned some days, or weeks, later in the traditional fashion. Further lectures were used to go through the answers. As well as absorbing academic time, these ‘analogue’ quizzes had their own logistical difficulties, with scripts occasionally getting ‘lost’ and an absenteeism problem that seemed to increase through the year.

Unsatisfied with this state of affairs, the module lecturers replaced the three analogue quizzes with eight online quizzes which are individually much longer than the previous ones. They are set in conjunction with seminars and exercise lectures, where post-mortems are conducted. Normally students have at least a week to complete the test prior to the deadline.

Motivation mechanisms

The stick being applied here is that students are required to submit answers before the relevant class. Failure to do so results in disciplinary procedures – letters A and B. Application of this process has in fact proven to be easier than for the analogue tests, where claims of illness on the day are difficult to refute.

The carrot is that feedback is instantaneous – the VLE provides the overall score and a mark breakdown as soon as students press the ‘submit’ button. The immediacy of the feedback is a major advantage. Students can revisit questions whilst the material is still fresh in their minds. Students now also go into seminars with a clearer idea of how much, exactly, they know.

Submission rates have held up

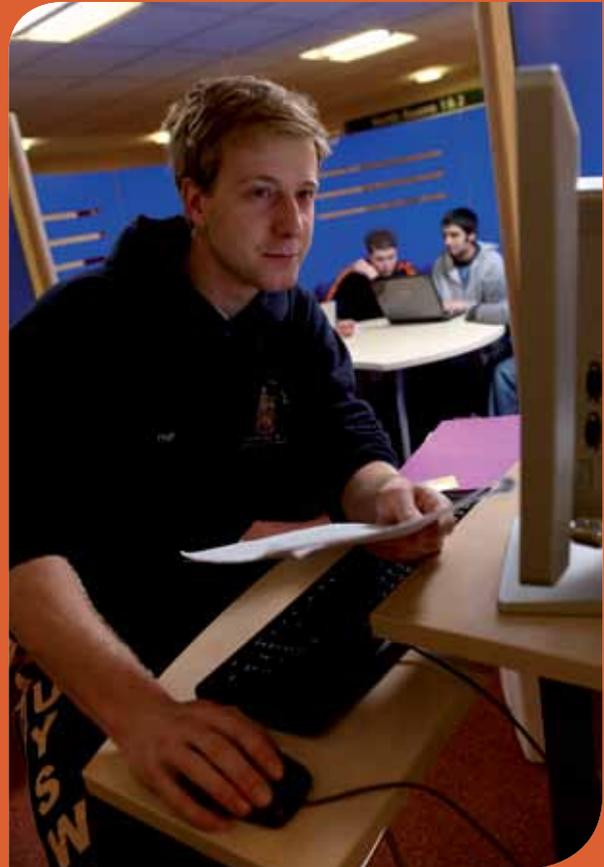
at around 85–95% through the year, compared with around 60% in the final analogue test. Seminar convenors have also reported improved student contributions in classes. In surveys students have remarked that “the online quizzes are a really good way of making sure that I am keeping on top of the work” and “the exercises set are a fantastic way to reinforce knowledge. The more the better as they don’t take that long to do but reap huge benefits.”

There have also been unanticipated benefits. The VLE can undertake a detailed statistical analysis of performance, showing us exactly where students are going wrong and right. Thus as well as improving communication channels from lecturer to student, the online tests also improve communication from student to lecturer, steering us in choosing what to emphasise in subsequent lectures.

Practical problems

One surprising ‘non-problem’ was the set-up cost. The VLE is a little clunky, and one has to experiment a little at first, but essentially this has not proved that difficult. Furthermore, once the quiz is established, it can be used in future years. The lecturers are entirely self-taught – we have not undertaken any courses in online learning – and neither are we naturals with computers.

But inevitably there have been some small problems. One irritation is that the VLE software does not easily allow equation editing. We have got around this by providing Word documents of the full question sets, and then using abbreviated parallel questions through



the VLE itself. A very small number of students seem to have had their connections fail mid-test, and we have only been allowing one attempt. We could permit multiple attempts – but of course this would have its own drawback!

Perhaps the major concern is that students potentially copy answers from each other. Indeed, we have noticed that the test average tends to increase over time towards the deadline, and in private conversations with students this practice has been acknowledged. One fix for this could be to delay feedback until the deadline has passed. This would lose the benefit of instantaneousness, but feedback would still be considerably quicker than the analogue case.

Overall we would advocate to other leaders of large modules that cover technical material that online tests can facilitate a meaningful improvement in the quantity and quality of feedback, and more importantly learning outcomes.

CASE STUDIES

Grading Methods for Group Work

In FORUM workshops, Cecilia Lowe (Learning Enhancement, ASO) has often heard that trying to work out how to assess group work fairly is the main barrier which blocks colleagues from including designing group projects in their modules. To address this concern, Cecilia suggests referring to the framework of alternative methods for assessing group work below.

Instructor assessment of group product

Assessment Option	Advantages	Disadvantages
<p>Shared group grade The group submits one product and all group members receive the same grade, regardless of individual contribution.</p>	<ul style="list-style-type: none"> encourages group work – groups sink or swim together decreases likelihood of plagiarism (more likely with individual products from group work) relatively straightforward method 	<ul style="list-style-type: none"> individual contributions are not necessarily reflected in the marks stronger students may be unfairly disadvantaged by weaker ones and vice versa
<p>Group average grade Individual submissions (allocated tasks or individual reports) are scored individually. The group members each receive the average of these individual scores.</p>	<ul style="list-style-type: none"> may provide motivation for students to focus on both individual and group work and thereby develop in both areas 	<ul style="list-style-type: none"> may not encourage a group approach to the overall task may be perceived as unfair by students stronger students may be unfairly disadvantaged by weaker ones and vice versa
<p>Individual grade – allocated task Each student completes an allocated task that contributes to the final group product and gets the marks for that task</p>	<ul style="list-style-type: none"> a relatively objective way of ensuring individual participation may provide additional motivation to students potential to reward outstanding performance 	<ul style="list-style-type: none"> difficult to find tasks that are exactly equal in size/complexity does not encourage the group process/collaboration dependencies between tasks may slow progress of some
<p>Individual grade – individual report Each student writes and submits an individual report based on the group's work on the task/project</p>	<ul style="list-style-type: none"> ensures individual effort perceived as fair by students 	<ul style="list-style-type: none"> precise manner in which individual reports should differ often very unclear to students likelihood of unintentional plagiarism increased
<p>Individual grade – examination Exam questions specifically target the group projects, and can only be answered by students who have been thoroughly involved in the project</p>	<ul style="list-style-type: none"> may increase motivation to learn from the group project including learning from the other members of the group 	<ul style="list-style-type: none"> may diminish importance of group work additional work for staff in designing exam questions may not be effective, students may be able to answer the questions by reading the group reports

Student Assessment of Group Product

Assessment Option	Advantages	Disadvantages
<p>Student distribution of pool of marks Instructor awards a set number of scores and let the group decide how to distribute them.</p> <p>Example: 4 member group</p> <ul style="list-style-type: none"> ● Product grade: 80/100. ● $4 * 80 = 320$ pts to be distributed. ● No one student can be given less than zero or more than 100. ● If members decide that they all contributed equally then each get 80 ● If they decided that person A deserved much more, then A might get 95, and the remaining if equal would get 75. 	<ul style="list-style-type: none"> ● easy to implement ● may motivate students to contribute more ● negotiation skills become part of the learning process ● potential to reward outstanding performance ● may be perceived as fairer than shared or average group mark alone 	<ul style="list-style-type: none"> ● open to subjective evaluation by friends ● may lead to conflict ● may foster competition and therefore be counterproductive to team work ● students may not have the skills necessary for the required negotiation
<p>Students allocate individual weightings Instructor gives shared group grade & individual grade adjusted according to a peer assessment factor.</p> <p>Example</p> <ul style="list-style-type: none"> ● Group Grade = 80/100 ● The individual student's peer grade ranges from .5 – 1.5, with 1 for full ● Grade = Group grade * peer ● Below = $80 * .75 = 60$ ● Above = $80 * 1.2 = 96$ 	<ul style="list-style-type: none"> ● As Above 	<ul style="list-style-type: none"> ● As Above
<p>Peer evaluation – random marker, using criteria, moderated Assessment items are anonymously completed by students who identify whether their peer has met the assessment criteria and awards a grade These grades are moderated by instructor and rating sheets returned to student.</p>	<ul style="list-style-type: none"> ● helps clarify criteria for assessment ● encourages sense of involvement and responsibility ● assists students to develop skills in independent judgement ● increases feedback to students ● random allocation addresses potential friendship and other influences on assessment ● provides experience to careers where peer judgement occurs 	<ul style="list-style-type: none"> ● time may have to be invested in teaching students to evaluate each other ● instructor moderation is time consuming

*From Winchester-Seeto, T. (April, 2002). Assessment of collaborative work – collaboration versus assessment. Invited paper presented at the Annual Uniserve Science Symposium, The University of Sydney



Learning and Teaching Calendar of Events: Summer Term 2013

WEEK 1	
Mon 22 April, HG09, 1:15-4:15pm	Structuring and designing sessions
Wed 24 April, D114, 1:15-2:45pm	Hands on video primer: follow up to YouTube FORUM session
WEEK 2	
Tues 30 April, HG09, 9:15am-12:15pm	Planning assessment methods for student work
Tues 30 April, LFA/015, 1:15-2:45pm	Hands on video primer: follow up to You Tube FORUM session
WEEK 3	
Mon 6 May, HG09, 1:15-3:15pm	Academic careers: CV's and applications
Wed 8 May, RCH, 10:30am-5:00pm	Annual learning and teaching conference
Fri 10 May, HG17, 9:15am-12:15pm	Maintaining your motivation as a University teacher
WEEK 4	
Mon 13 May, G020, 10.15-11.45am	Staff Turnitin awareness
Mon 13 May, HG09, 1:15-4:15pm	Academic careers: Interviews
Thurs 16 May, HG09, 1:15-4:15pm	Plagiarism and academic misconduct
WEEK 5	
Mon 20 May, HG21, 12:30-2:00pm	#EdTech: useful educational tools
Tues 21 May, HG21, 9:00am-5:00pm	Micro teaching
Wed 22 May, 12:00-2:00pm, location TBC	VLE show and tell
Fri 24 May, HG21, 1:15-4:15pm	Creativity and problem solving
WEEK 6	
Wed 29 May, HG21, 2:15-5:00pm	Developing an inclusive curriculum
Thurs 30 May, HG09, 1:15-4:15pm	Learning styles and student motivation
WEEK 7	
Mon 3 June, HG21, 12:30-2:00pm	Standards in academic writing series
Tues 4 June, York St John University, 9:30am-4:30pm	Higher York e-learning conference
Wed 5 June, HG21, 2:15-5:00pm	International students
Thurs 6 June, L049, 1:15-4:15pm	Planning assessment methods for student work
WEEK 8	
Wed 12 June, HG21, 2:15-5:00pm	VLE/E-learning
Fri 14 June, HG09, 9:15am-12:15pm	Effective lecturing
WEEK 9	
Fri 21 June, ATB042, 9:00am-4:30pm	Marking and feedback: a day to discuss written assessment
WEEK 10	
Wed 26 June, LFA 144, 9:00am-5:00pm	Micro teaching
WEEK 11	
Mon 1 July, HG21, 12:30-2:00pm	Taught masters SIG: Recruitment – diversity and risk, converting offers, fees
Thurs 4 July, HG21, 12:30-2:00pm	Sustainability in the curriculum

Key to the calendar

Events organised by the Learning and Teaching Forum. Open to all staff and PGWTs. For further information, see www.york.ac.uk/staff/teaching/sharing/sharing-practice/workshops; to register, contact janet.barton@york.ac.uk. If you are unable to attend an event but would like a copy of the materials, please let Janet know.

Postgraduate Certificate in Academic Practice (PGCAP) sessions. Priority is given to staff enrolled on the programme, but other staff are invited to express an interest in attending any session and places will be confirmed a week or two before the event. For further information, see www.york.ac.uk/admin/hr/academic-practice/pgcap/workshops.cfm

Preparing Future Academics sessions aimed at PGWTs. Priority is given to those enrolled on the programme, but others are invited to express an interest in attending any session and the places will be confirmed a week or two before the event. For information, contact the Researcher Development Team: rdt@york.ac.uk

Freestanding workshops offered by learning support colleagues. Please contact janet.barton@york.ac.uk for further details or to book your place.

E-learning Development Team sessions, open to all staff and PGWTs. Bespoke sessions are also offered to departments on request. Go to the Support tab on <http://vle.york.ac.uk> for an overview of what we offer and to register for scheduled sessions, or contact wayne.britcliffe@york.ac.uk

Academic Integrity: Staff Turnitin awareness sessions. Please contact adrian.lee@york.ac.uk for further details or to book your place on a session

Taught Masters Special Interest Group: for further information, see www.york.ac.uk/staff/teaching/sharing/sharing-practice/special-interest; to register contact janet.barton@york.ac.uk