UNIVERSITY OF Southampton

Peer Assessment: An Example

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Motivation

- Marking a typical student work is like putting puzzle pieces together.
- Students are mainly unaware of the problem.
- How to make students aware of their writing (maths)?

Assessment

- Summative assessment:
  - Both EFY maths modules MATHS A and MATHS B are assessed by closed book exams
  - Requirement to pass maths on the EFY program:

    MATHS B 60%, overall 55%
- Formative assessment:
  - Tests during the workshops:

    Marking done by students (Peer Assessment)

Peer Assessment

- Students swap the tests and mark each other's work following a provided marking scheme which is projected on the wall.
- They are supervised and assisted by the postgraduate students who run the workshops.

Potential Benefits

- Students become aware of how they write mathematics
- Increase interactions among students - working together, helping, sharing
- Initiate discussions
- Increase engagement with learning and teaching process
- Possibility to see more different solutions to the same problem
- No marking for staff

Students' Feedback

- A few positive comments:

" Peer to peer marking was good. More tests would be beneficial, for example one test a week."

- A few negative comments:

"*Do not want to show to the others what I do not know*." (anonymity)

Discussion

- Is it worth exploring this further?

Thanks!