

## PGCAfL106 Self and Peer Assessment

ECTS Value: 5 ECTS

Supervised Practice Hours: 5

Assessment Hours: 40

Contact Hours: 20

Self-Study Hours: 60

### Overall Objectives and Outcomes

Providing comprehensive knowledge about the strategies, skills and practical techniques that can be used in class to be in a position to understand where each individual stands and to be able to decide what next steps need to be taken to move to the next level. This will include ipsative assessment as well as that of other since learning is active and social. Participants will make use of the techniques. Learners need to be able to analyse their performance and competencies and critically annotate their reflections.

By the end of this module, the learner will be able to:

#### Competences

- a. Evaluate the potential impact of self and peer assessment on learners' ability to take responsibility for their own learning;
- b. Create a safe environment in the classroom in which learners can be honest about their own performance without the fear that they will expose information which can be used against them;
- c. Create a learning environment that incorporates peer learning and collaboration in a range of ways by encouraging openness about learning and setting expectations about group work;
- d. Create activities that are in line with the learners' capabilities in learning-how-to-learn such as case studies, problem-based activities, learners' interviews and role-plays.
- e. Negotiate the success criteria for self and peer assessment with the learners;
- f. Create a plan of action of how learners can work with self and peer assessment.
- g. Use time more effectively by planning better, establishing routines that eliminate wasted time and creating a classroom environment that allows learners to move smoothly from one activity to the next

#### Knowledge

- a. Define the active role of self and peer assessment in the learning process;
- b. Describe how self and peer assessment can enhance higher order learning;
- c. Identify how self and peer assessment can enable learners to be more focused and motivated in their work, improve their self-esteem and create a positive learning culture.

#### Skills

##### Applying knowledge and understanding

The learner will be able to:

- a. Distinguish between self and peer assessment by providing the characteristics that illustrate these strategies;

- b. Demonstrate the necessary steps to introduce self and peer assessment in the classroom such as acting as a role model, and explaining and demonstrating how to give constructive feedback (detailed comments, objective focus, etc.) both verbally and through marking;
- c. Prepare lessons that include self and peer assessment;
- d. Demonstrate the promotion of deeper approaches to learning by implementing project-based learning, collaboration, communication, creative thinking, and provide continuous quality feedback.

## Assessment Methods

This module will be assessed through: Lesson planning with strategy, Portfolio (such as reflective journal, recordings, photos), Analysis of teaching scenarios case studies initiated during teacher learning communities and Evaluation of practices through discussion

## Suggested Readings

1. Assessment Reform Group (2002) *Assessment for Learning: 10 principles*, available at <http://arg.educ.cam.ac.uk>
2. Black, P. and Wiliam, D. (2001) *Inside the Black Box; Raising Standards Through Classroom Assessment*, King's College: London School of Education.
3. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002) *Working inside the black box: Assessment for learning in the classroom*, London: GL Assessment.
4. Clarke, S. (2001) *Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom*, London: Hodder and Stoughton.
5. Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*, London: Hodder Murray.
6. Drummond, T. (2013) *Learning Stories Examples*, available at <http://tomdrummond.com/learning-story-examples>
7. Hatherly A. & Sands L. (2002) 'So what is different about Learning Stories?' *The First Years: Nga Tau Tuatahi New Zealand Journal of Infant and Toddler Education* Vol 4 (1) pp 8-12.
8. PMB (2007) *Assessment for Learning for Key Stages 1 & 2*, Belfast: CCEA.
9. Witherell C. & Noddings N. (1991) *Stories lives tell: Narrative and dialogue in education*, New York Teachers College press.