Co-assessment: a democratic approach to deep learning

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Introduction

Co-assessment in theory

The research study

Co-assessment in practice

Summary and Conclusion
Introduction

• funded by an Employability Award, this was a follow up study
• first study identified employability skills and how they might be assessed
• focus was on service-learning because it has a voluntary work placement
• a summatively co-assessed oral presentation was introduced
• this presentation focuses only on part of the follow up study
Co-assessment in theory

• also known as co-operative or collaborative assessment

• students and teacher together ‘work on the shared goal of providing a mutually agreed assessment’ (Dochy, Segers, and Sluijsmans, 1999, p. 342)

• strong and weak models (Heron, 1988)
Co-assessed oral presentations

• assessed on content and delivery

• a grade and reflective comments written

• this summative assessment was worth 10% to the course grade and 2.5% to the degree classification

• Knight and Yorke (2003) suggest that co-assessment is a powerful method that enhances learning
The research study

The overall aims were to

• examine the effects of critical reflection on the students’ perceptions and awareness of their learning

• examine the effectiveness of employability skills assessment through students’ oral presentations
The research study

- eight individual in-depth qualitative interviews and one focus group

- data analysis included identifying emerging themes from scrutinising transcripts and refining concept maps ‘to reveal concept typologies’ (Hay and Kinchin, 2006, p. 127)
Co-assessment in practice

- motivation
- presentations
- self-assessment

‘as if I’ve been cocky or arrogant or being a wido’

‘wouldn’t have taken any action to improve on my next one’
Co-assessment in practice

5 students achieved grade A
3 students achieved grade B

Seven students improved their grade in the summative assessment
Co-assessment in practice

- motivation
- presentations
- self-assessment
- co-assessment
- the dark side
Summary

Co-assessment in theory

The research study

Co-assessment in practice
Balances are needed in terms of:

- student empowerment vs taking advantage
- teacher sharing power vs retaining responsibility
- involves mutual trust and respect
- involves taking risks
References


